

BOARD AND COMMITTEE MEETINGS SCHEDULE

April 21-22, 2022

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Virtual Viewing link on April 21, 2022:

<https://mediasite.video.ufl.edu/Mediasite/Play/85156180fe1649318f52d44c5788d0ef1d>

Thursday, April 21, 2022

8:00 a.m. to 8:45 a.m.	Breakfast
8:45 a.m. to 9:00 a.m.	Chairman Meeting Remarks
~9:00 a.m. to 9:20 a.m.	Committee on Advancement (Zucker (Chair), Cole, Corr, Heavener, Powers, Ridley)
~9:20 a.m. to 9:40 a.m.	Committee on Audit and Compliance (Powers (Chair), Bloom, Brandon, Brown, Cole, Hosseini, Patel)
~9:40 a.m. to 9:50 a.m.	Break (~10 minutes)
~10:00 a.m. to 10:30 a.m.	Committee on Governance, Government Relations and Internal Affairs (Hosseini (Chair), Brandon, Cole, Corr, Heavener, Patel, Ridley, Zucker)
~10:30 a.m. to 11:15 a.m.	Committee on Facilities and Capital Investments (Brandon (Chair), Corr, Hosseini, Kuntz, O'Keefe, Ridley, Zucker)
~11:15 a.m. to 12:15 p.m.	Committee on Finance, Strategic Planning and Performance Metrics (Kuntz (Chair), Bloom, Brandon, Corr, Heavener, O'Keefe, Patel, Powers)
12:15 p.m. to 1:10 p.m.	Lunch
1:15 p.m. to 5:00 p.m.	AFSSPRSC: College Dean Panel with Liberal Arts and Sciences, Dentistry, Nursing, Pharmacy, Public Health and Health Professions and Veterinary Medicine
6:15 p.m. to 8:30 p.m.	Board Dinner at College of Veterinary Medicine 2089 Southwest 16 th Avenue, Gainesville FL 32608

BOARD AND COMMITTEE MEETINGS SCHEDULE

April 21-22, 2022

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Virtual Viewing link April 22, 2022:

<https://mediasite.video.ufl.edu/Mediasite/Play/de61aca84ce94f2fa60eb02db8775da91d>

Friday, April 22, 2022

8:00 a.m. to 9:00 a.m.	Breakfast
9:00 a.m. to 9:20 a.m.	West Palm Beach/Scripps Update President Kent Fuchs, Vice President Tom Mitchell
~9:20 a.m. to 9:35 a.m.	Artificial Intelligence Update Provost Joe Glover
~9:35 a.m. to 11:00 a.m.	Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications (Patel (Chair), Bloom, Brown, Heavener, Hosseini, Kuntz, O'Keefe)
~11:00 a.m. to 11:15 a.m.	Break (~15 minutes)
~11:15 a.m. to 1:00 p.m.	Board of Trustees' Meeting (Full Board)
1:00 p.m.	Lunch

COMMITTEE ON ADVANCEMENT

AGENDA

Thursday, April 21, 2022

~9:00 a.m.

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Committee Members:

Anita G. Zucker (Chair), Richard P. Cole, Christopher T. Corr, James W. Heavener, Marsha D. Powers, Fred S. Ridley

- 1.0 Call to Order and Welcome Anita G. Zucker, Chair
- 2.0 Verification of Quorum Vice President Liaison
- 3.0 Review and Approval of Minutes..... Anita G. Zucker, Chair
[December 2, 2021](#)
[March 22, 2022](#)
- 4.0 Discussion Items..... Anita G. Zucker, Chair
 - 4.1 Go Greater Campaign Overview/Analysis Anita G. Zucker, Chair
 - Finish..... Karen Unger
 - Celebrate Linda McGurn
 - Next Jon Pritchett
- 5.0 New Business Anita G. Zucker, Chair
- 6.0 Adjourn Anita G. Zucker, Chair



COMMITTEE ON ADVANCEMENT

Meeting Minutes

December 2, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 8:54 a.m.

Time Adjourned: 9:25 a.m.

Committee and Board members present:

Anita G. Zucker (Committee Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Christopher T. Corr, James W. Heavener, Morteza "Mori" Hosseini (Board Chair), Thomas G. Kuntz (Board Vice Chair), Daniel T. O'Keefe, Rahul Patel, and Fred S. Ridley.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair Zucker welcomed everyone in attendance and called the Advancement Committee meeting to order at 8:54 a.m. She asked Vice President Mitchell to verify the quorum.

2.0 Verification of Quorum

Vice President Tom Mitchell verified a quorum. Trustee Powers had a conflict and did not attend.

3.0 Review and Approval of Minutes

Committee Chair Zucker asked for a motion to approve the minutes of the June 10, 2021, committee meeting and the pre-meeting conference call held on October 27, 2021, which was made by Trustee Cole and a second, which was made by Trustee Corr. The Committee Chair asked

for further discussion, after which she asked for all in favor of the motion and any opposed and the motion was approved unanimously.

4.0 Discussion Items

Committee Chair Zucker called attention to one handout – the Early Childhood brochure – and some updated Advancement recruiting materials that were not on the agenda for discussion but provided for information only. She called on Trustee Cole to present an update on the campaign.

4.1 Go Greater Campaign Update

Trustee Cole reported that we have surpassed our original \$3 billion campaign goal and are currently at \$3.8 billion. We have tentatively set a new campaign target of \$4.2 billion. We have also surpassed our endowment goal of \$1 billion, and we continue to work on our cash into endowment target of \$375 million. Our current alumni participation rate of 19% ranks us #1 in the AAU public university category, and this year we hope to increase that to 20%. All in all, it's been a year for the history books. He then turned it over to Vice President Mitchell to share some details on new gifts.

Vice President Mitchell noted that we are seeing new people engaging with UF, and he highlighted some recent phenomenal gifts that we have received:

- **Ken Griffin – College of Education, Computer Science Education**
Ken, who has no natural connection to UF, conducted a nationwide search for an excellent computer science program that he could invest in, and he signed a gift agreement to invest in the Computer Science Education Program within the College of Education. (A brief video about this gift was shared.)
- **Sandy Fackler – UF Health, Fackler Family Neuromedicine**
Sandy recently made a leadership gift in her late husband's name to establish an endowment in Neuromedicine.
- **Hugh Hathcock – Athletics, Facilities**
Hugh made a transformational gift to Athletics to help them with their facilities projects.
- **Lauren and Lee Fixel – UF Health, Fixel Institute Campus**
Building on their investment two years ago to form the Norman Fixel Institute for Neurological Diseases, this second gift from the Fixels will create the Fixel Institute Campus.

4.2 Alumni Participation Rate/FY 2022 Strategy

Trustee Patel noted that as impressive as our fundraising numbers are, the alumni participation rate is equally impressive. He showed a chart showing the trend in the APR, which started at 11% – a rate that put us well outside the top 10. Our steady climb in the APR has nearly doubled the percentage, and now we are #1 in public universities, which is really incredible. Alumni engagement is an area where UF is outpacing everything else, and it's one of the key factors in our rise in the U.S. News rankings. Our goal is to reach 20% this year.

UFAA past presidents were recognized in the presentation for creating a vision to transform and showcase the value of alumni engagement through the extensive alumni participation rate strategic priority. Without their leadership, inspiration and dedication, our recent emergence in the top 5 wouldn't be possible.

Trustee Patel stated that all of this actually happened as a result of Vice President Mitchell, who led this group of UFAA presidents to focus on and improve our APR score, so it's really his work, inspiration and leadership that has led to these incredible APR scores.

A short video on our APR strategy was shown, after which Vice President Mitchell noted that we are now setting a new goal to catch up with the private institutions and kick off our campaign for 20%.

Chair Hosseini offered his congratulations, noting that five years ago one of our impediments was the alumni participation rate. Vice President Mitchell was given an assignment to move the rate up, and it's incredible how he accomplished this. Committee Chair Zucker extended her thanks and recognized the amazing team led by Vice President Mitchell.

4.3 Early Childhood Collaboratory

Committee Chair Zucker reported that she and Trustee O'Keefe have been involved with a very important project – the Early Childhood Collaboratory – and she encouraged the Trustees to look at the brochure provided, which contains a lot of great ideas. Trustee O'Keefe and Committee Chair Zucker noted that great progress has been made on this initiative, which has three phases:

- **Phase 1 (current)** – will expand the Lake Alice Facility and increase the number of families supported by this facility to nearly 50%. The capacity will increase from 130 children to 190 children.
- **Phase 2 (FY23)** – will expand the Diamond Village Facility and double the capacity of this facility to support over 100 additional children
- **Phase 3 (FY24)** – will result in a newly created facility and a reimagined program that will support an additional 300 children and raise the total number of supported families to 766, including those outside the UF community. This will establish a national model for Early Childhood research and demonstration. (The image provided on the slide was conceptual only.)

Progress to date includes the establishment of a steering council that meets regularly with Vice President Mitchell and his team; leadership briefings with key internal and external stakeholders; and four significant commitments toward the project.

Following a short video on Early Childhood, Committee Chair Zucker introduced Vice President Gentry, who was attending her last Board meeting.

Vice President Gentry shared that it has been her dream, along with the dreams of many of our faculty and staff, to not only expand our facilities for early childhood learning but to also have new modern, technologically advanced facilities that would provide 21st century teaching and learning environments for children. She announced that we have received the naming gift for our new Early Childhood Learning Collaboratory and asked that the Board and all of her colleagues join with her in thanking Committee Chair Zucker for her extraordinary commitment to early childhood learning and for her very generous naming gift. This will have far-reaching

impact beyond UF and our faculty, staff and students. Key early learning will impact our state, country and world.

Committee Chair Zucker stated she is honored to have the opportunity to be a catalyst in creating this incredible space that will help build the foundation for our youngest children (0 – 5). She offered her thanks to Trustee O’Keefe, Vice President Gentry and Vice President Mitchell for the opportunity to work with them on this project.

Vice President Gentry recognized Director Stacy Ellis and Associate Director Kelly Jamison from Baby Gator who were in attendance.

Chair Hosseini inquired as to the timing of Phases 1 and 2. Vice President Gentry responded that construction on Phase 1, Lake Alice, will begin this summer and last approximately 10 months. Once it’s wrapped up, Phase 2, Diamond Village will begin. The phases will happen sequentially rather than concurrently in order to avoid disrupting the children. Phase 3 will happen in 2024. We are targeting a capacity of 600 children, but we’ll probably have closer to 700 spaces. This takes into account our current population as well as our waiting list and allows for additional capacity, which may include community children.

5.0 New Business

Committee Chair Zucker asked if anyone had any new business to share.

Vice President Mitchell said that he thought it would be fun to close today’s meeting with a short Top 5 video, which he proceeded to show.

Following the video, Chair Hosseini and Vice Chair Kuntz moved to the podium to make a surprise presentation to Provost Glover. In recognition of his leadership in helping us reach our goal of top 5 and knowing of his deep love and affection for Lilly Pulitzer, they presented Provost Glover with a special top 5 memento – a Lilly Pulitzer jacket. Mary Lane was invited to join them for the presentation, and she noted that this particular Lilly Pulitzer print was from 2010 and was called “Gator Alley.”

President Fuchs reflected that it’s been everyone on the academic side of the university, led by Provost Glover and the deans and including admissions and student life, who has played a role in helping us reach top 5. It was Provost Glover who told Vice President Mitchell that we had to get to 20% in APR, and Vice President Mitchell and the Alumni Association made it happen. He stated how proud he was that Committee Chair Zucker made her gift to early childhood while Vice President Gentry is still with us, as she cares deeply about young people and children, and it’s exciting to see this expansion, renovation and growth of Baby Gator. He went on to predict that this month will be the best month ever in UF history for fundraising. The gifts we are working to close now are staggering. Back in 2014/2015, we didn’t know we would even get to \$3 billion and now it’s really going to be bigger than \$4.2 billion. This is all due to our long-time amazing Gators who want to be part of something that’s exciting and want to make a difference in people’s lives. He extended his thanks to everyone and noted that good things are happening because the Board embraced the campaign.

Vice President Mitchell called attention to the extraordinary work of his team, some of whom were in the audience.

Chair Hosseini noted that it takes a team, and our leaders are taking up all of these initiatives and doing amazing work at UF. UF has a culture of excellence to aspire to, and we thank Vice President Gentry for being part of that and helping us get to where we are today. After 30 years of service, we can't thank her enough. Future generations of students will get educated at UF, and Vice President Gentry can say she was a part of that.

6.0 Adjourn

There being no further discussion, Committee Chair Zucker adjourned the meeting at 9:25 a.m.

DRAFT

COMMITTEE ON ADVANCEMENT

Pre-Meeting Minutes

Virtual Meeting

March 22, 2022

Time Convened: 3:00 p.m.

Time Adjourned: 3:17 p.m.

Committee and Board members present:

Anita G. Zucker (Committee Chair), David C. Bloom, David L. Brandon, Richard P. Cole, Christopher T. Corr, James W. Heavener, Thomas G. Kuntz (Board Vice Chair), Daniel T. O’Keefe, Rahul Patel, Marsha D. Powers, and Fred S. Ridley.

Others present:

Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Thomas Mitchell, Vice President for Advancement; Curtis Reynolds, Vice President for Business Affairs; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair Anita G. Zucker welcomed everyone in attendance and called the meeting to order at 3:00 p.m.

2.0 Roll Call

Vice President Tom Mitchell conducted a roll call, and all Committee members were present.

3.0 Review Draft Agenda for April 2022 Meeting

The following items were addressed by the Committee:

3.1 Review Draft Minutes

Committee Chair Zucker stated that we will review the minutes from the December 2021 meeting and the March 2022 pre-meeting at the April Board of Trustees meeting.

3.2 Review Discussion Items

Committee Chair Zucker outlined the discussion topics for the April meeting and noted we will hear presenters from the UF Foundation Board and the UF Alumni Association Board for the Go Greater Campaign Overview/Analysis including Karen Unger, member of the UF Foundation Executive Board; Mark Criser, President of the Alumni Association; Linda McGurn, ex-officio member of the UF Foundation National Board; and Jon Pritchett, Vice Chair of the UF Foundation Executive Board. President Kent Fuchs and Vice President Tom Mitchell will present on West Palm Beach.

VP Mitchell provided a high-level summary of the discussion topics.

- **Go Greater Campaign Overview/Analysis**

Committee Chair Zucker will highlight things that went well in the campaign and opportunities for improvement.

- **Finish**

Karen Unger will discuss big projects moving across campus that will enable us to have a strong finish if they close or move forward as we think they might.

- **Gratitude**

Mark Criser will provide an outline of the gratitude tour being scheduled for President Fuchs and Provost Joe Glover to travel in and out of state personally thanking alumni and friends. Criser will also share the goals and objectives.

- **Celebrate**

Linda McGurn will provide a framework around our campaign celebration on October 14, which kicks off a big weekend on campus that includes the LSU game.

- **Next**

Jon Pritchett will lead a discussion on our plans for UF's next campaign, provide an update on what the best universities are doing now, and share how we can set the stage for opportunities that would be of great interest to presidential candidates.

VP Mitchell added another potential agenda may be the redesign of our Gator license plate. Eight years have passed since we designed the current plate, and there is a lot of interest across campus and with our alumni in a new plate. We have a design team working on examples. There are 97,000 Gator plates in Florida, which is the most by far of any university in the state. With a new football coach, a new president, and UF Homecoming right around the corner, this may be an opportunity to launch a new Gator plate and connect and engage friends with the university, who in turn will contribute to our alumni participation rate.

Vice Chair Kuntz shared that the Foundation will also have a presentation as it relates to the budget. Various DSOs will be rotated in the FSPPM Committee to give brief presentations on their financials. Providing the DSOs with more visibility on the FSPPM Committee is a positive idea, starting with the larger organizations. Committee Chair Zucker remarked that this will allow everyone to realize the terrific work being done by our DSOs.

4.0 New Business

Committee Chair Zucker asked if there was any new business.

VP Mitchell noted that we are coming to the end of the campaign and most of our 110 fundraisers now have a \$4B+ campaign on their resumes. His team is working with Advancement's Talent Management team and Vice President and Chief Operating Officer, Charlie Lane in UF HR to work on retention/incentive packages. Talent is the name of the game, and our top priority is retaining,

developing, and recruiting top talent. Committee Chair Zucker agreed that we need to be careful and work hard to retain our valuable team.

In response to a question from Trustee Cole, VP Mitchell responded his leadership team are all located in Gainesville. Trustee Cole said that there is enormous money in Palm Beach, Naples, and Miami, and if we start losing people, he hoped that we will consider decentralizing some of these important people into these communities. VP Mitchell shared he has offered for leaders to relocate. Trustee Brandon agreed we need to retain staff and added that we're seeing the same thing over at Planning, Design and Construction.

In response to a question from Vice Chair Kuntz, he responded that most of the recruitment is coming from outside the state and are vice president level positions at top public universities. While it is a big compliment that our people are in high demand, we have spent a fair bit of time developing and nurturing our talent. To combat this, we have had to become more creative with our senior team and unbundle some things to give them bigger roles with more responsibilities.

Committee Chair Zucker closed by saying that Advancement has an amazing team, and VP Mitchell and the whole university must watch out for things like this. HR takes place at the university level. We must work to retain our important people, pay them appropriately, give them opportunities to do more, spend time with them, and have discussions with them about their needs. All these things are critically important in keeping the team together, whether they are on or off campus.

5.0 Adjourn

There being no further discussion, Committee Chair Zucker thanked everyone for attending and adjourned the meeting at 3:17 p.m.



**COMMITTEE ON AUDIT AND COMPLIANCE
AGENDA**

**Thursday, April 21, 2022
~9:20 a.m.**

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

Committee Members:

Marsha D. Powers (Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Morteza “Mori” Hosseini, Rahul Patel

- 1.0 Call to Order and Welcome Marsha D. Powers, Chair
- 2.0 Verification of a Quorum..... Vice President Liaison
- 3.0 Review and Approval of MinutesMarsha D. Powers, Chair
[December 2, 2021](#)
[March 22, 2022](#)
- 4.0 Action Items Marsha D. Powers, Chair
[AC1](#) UF Compliance and Ethics Program Plan Revision
- 5.0 Discussion Items.....Marsha D. Powers, Chair
 - 5.1 BOG’s Request – Update on Review of Financial Internal Controls at University Support OrganizationsOlga Weider, Assistant Vice President and University Controller and Dhanesh Raniga, Chief Audit Executive
 - 5.2 Internal Audit ActivityDhanesh Raniga
- 6.0 New BusinessMarsha D. Powers, Chair
- 7.0 AdjournMarsha D. Powers, Chair



COMMITTEE ON AUDIT AND COMPLIANCE

Meeting Minutes

December 2, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 9:30 a.m.

Time Adjourned: 9:40 a.m.

Committee and Board members present:

Richard P. Cole (Acting Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Christopher T. Corr, Morteza "Mori" Hosseini (Board Chair), Thomas G. Kuntz (Board Vice Chair), Daniel T. O'Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; J. Scott Angle, Vice President for Agriculture and Natural Resources; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs and President UF Health; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; Dhanesh Raniga, Chief Audit Executive; Terra DuBois, Chief Compliance, Ethics, and Privacy Officer, Olga Weider, Assistant Vice President and University Controller, and members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Acting Committee Chair Richard P. Cole welcomed everyone in attendance and called the meeting to order at 9:30 a.m.

2.0 Verification of Quorum

Chief Compliance Officer (CCO) Terra DuBois conducted a roll call of Committee members present and verified a quorum.

3.0 Review and Approval of Minutes

Acting Committee Chair Cole asked for a motion to approve the minutes of the June 10, 2021 Audit and Compliance Committee meeting and the October 14, 2021, and November 10, 2021 Audit and Compliance Committee Pre-Meetings, which Trustee Brown made, and a second, which was made by Trustee Brandon. Acting Committee Chair Cole asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

4.0 Action Items

AC1: University of Florida Performance Based Funding and Preeminent Status Metrics – Data Integrity (Audit Report) and Annual Data Integrity Certification

Chief Audit Executive (CAE) Raniga gave an overview of the internal audit report and advised that there were good controls and no reportable issues noted regarding data integrity or the information submitted. He noted that the University received significant funds that are linked to the performance based funding (approximately \$106m for FY2022). The performance based data integrity certification is required to be signed by President Fuchs and Board Chair Hosseini. Board of Governors' approval is not required, but the signed certification form is required to be submitted to the Board of Governors after approval by the Board of Trustees. With no questions presented, Acting Committee Chair Cole asked for a motion to approve Action Item AC1, which was made by Board Chair Hosseini, and a second, which was made by Trustee Brandon for recommendation to the Board for its approval on the Consent Agenda. The motion was approved unanimously.

AC2: Institutional Compliance Annual Report

CCO Terra DuBois presented a few highlights of the Institutional Compliance Annual Report. The report this year is organized around 12 compliance focus areas. It includes a successful external review of the compliance program and significant outreach efforts across campus. With no questions presented, Acting Committee Chair Cole asked for a motion to approve Action Item 2, which Board Chair Hosseini made, and second, which was made by Trustee Brown. The motion was approved unanimously.

5.0 Discussion Items

5.1 BOG's Request – Update on Review of Financial Internal Controls at University Support Organizations

CAE Raniga and Assistant Vice President and University Controller Olga Weider gave an update on the BOG-initiated review of financial and internal controls of the University's 27 support organizations which the University's Office of Internal Audit and Controller's office is managing with Crowe. The process is progressing as scheduled. Phase 1 of the review is underway and includes information gathering, and Phase 2 will include testing to be done virtually with Crowe. The final report by Crowe is due in June 2022, with a draft report expected in late Spring 2022.

6.0 New Business

There was no new business to come before the committee.

7.0 Adjourn

There being no further discussion, Acting Committee Chair Cole adjourned the meeting at 9:40 am.

DRAFT

COMMITTEE ON AUDIT AND COMPLIANCE

Pre-Meeting Minutes

Virtual Meeting

March 22, 2022

Time Convened: 2:00 p.m.

Time Adjourned: 2:46 p.m.

Committee and Board members present:

Marsha D. Powers (Committee Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Rahul Patel, and Fred S. Ridley.

Others present:

Terra DuBois, Chief Compliance, Ethics, and Privacy Officer; Joe Cannella, Audit Director; Chris Cowen, Senior Vice President and Chief Financial Officer; Amy Hass, Vice President and General Counsel; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Robert Michalski, Chief Compliance and Privacy Officer UF Health; Dhanesh Raniga, Chief Audit Executive; Curtis Reynolds, Vice President for Business Affairs; Olga Weider, Assistant Vice President and University Controller; and other members of the University of Florida community and public.

1.0 Call to Order and Welcome

Committee Chair Marsha D. Powers welcomed everyone in attendance and called the meeting to order at 2:00 p.m.

2.0 Roll Call

Board Staff conducted a roll call, and all Committee members were present except Board Chair Morteza “Mori” Hosseini who had a conflict.

3.0 Review Draft Agenda for April 2022 Meeting

The following items were addressed by the Committee:

3.1 Review Draft Minutes

- December 2, 2021, Committee on Audit and Compliance Minutes

3.2 Review Action Item

• AC1: UF Compliance and Ethics Program Plan Revision

Chief Compliance Officer (CCO) Terra DuBois gave an overview of the revisions to the Compliance and Ethics Program Plan. She summarized the most significant revisions and explained that the Program Plan is now aligned with current practices.

3.3 Review Discussion Items

- **University of Florida Annual Financial Report 2020-2021**

Assistant Vice President and University Controller (AVP-UC) Olga Weider gave an overview of the UF Annual Financial Report for the Fiscal Year ending June 30, 2021. On February 15, 2022, the State of Florida Auditor General issued its report on the audit of the financial statements of UF with an unmodified opinion.

- **University Component Units Financial Report**

AVP-UC Weider discussed the University Component Units' Financial Reports, noting that all twenty-seven units had received unmodified opinions, with one management letter comment. Several units had also received an Auditors' Report on Compliance and Internal Control Over Compliance Applicable to Each Major Federal Awards Program. The UF Foundation and Citrus Research Development Foundation, Inc. received an unmodified opinion and did not have any instances of non-compliance. Shands Teaching Hospital and Clinics, Inc. and Subsidiaries and Shands Jacksonville Healthcare, Inc. received an extension on the report, through 9/30/22. The financial reports are available on the Finance and Accounting website.

- **BOG's Request - Review of Financial Internal Controls at University Support Organizations**

AVP-UC Weider and Chief Audit Executive (CAE) Dhanesh Raniga gave an update on the BOG initiated review by public accounting firm Crowe of financial controls at the University's twenty-seven financial support organizations. The review is in Phase 1: Key Control Assessment and Identification. The Controller's Office is the central point of contact for Crowe and the Support Organizations. Upon completion of the review of Phase 1, Crowe will perform limited testing of key controls. It is expected the Crowe will complete UF's assessment by mid-May 2022. CAE Raniga advised that he has weekly updates from Crowe through the BOG Inspector General's Office and both he and AVP-UC Weider review issues to improve processes at the University. Currently, Crowe is behind schedule by a month, and it is likely that the final report for to the BOG will not be issued until after July 2022.

Trustee Cole thanked those involved in this initiative and noted the tremendous improvement in reporting on the financial statements. Chair Powers advised that she had a great comfort level. Senior Vice President and Chief Financial Officer Chris Cowen echoed these comments, and felt it was reflective of the direction received from the Board of Trustees towards the OneUF approach and thanked them for their recognition. He also mentioned that he and his team were more integrated across the university regarding awareness of financial impacts and working together to produce solutions.

- **Proposed Regulation 1.500 and UF Antifraud Framework Overview**

AVP-UC Weider gave an overview of the proposed new University Regulation 1.500, which updates and codifies the current University system processes for complaints of waste, fraud, or financial management, in compliance with BOG Regulations 3.003 and 4.001. The new regulation establishes internal controls which will be supported by an antifraud framework for the University to prevent, detect and respond to allegations of fraud.

- **Internal Audit Activity**

CAE Raniga gave an overview of the reports issued since the December 2021 meeting: Minor Construction, University of Florida Foundation Identity and Access Management, and the University Athletic Association Assurance Map. Four additional reports are in final stages, with three expected to be issued by the April Board meeting. Due to resource constraints, the audit plan was approximately 55% complete. However, the number of projects completed are higher than prior years and will continue to improve as additional staffing resources are added. CAE Raniga also discussed strategic initiatives undertaken to mature the Office of Internal Audit function. This includes staffing/resources where the office is actively recruiting for seven positions. He is adding skillsets to positions and using subject matter resources to conduct audits, as needed. A new audit management software system is expected to streamline, automate, and enhance audit procedures, as well as integrate data analytics into the audit methodology. CAE Raniga updated the Committee on future strategies to enhance the internal audit function, including developing KPIs for regular reporting to the Committee. Audit Director Joe Cannella briefly discussed quarterly follow up statistics. CAE Raniga closed by thanking Vice President Curtis Reynolds, SVP and CFO Cowen, and Trustee Brandon for their input regarding the Major Construction audit project which will be undertaken in April 2022.

- **Office of Internal Audit Annual Report FY2021**

CAE Raniga gave an overview of the Office of Internal Audit annual report for the prior year as required by BOG regulation 4.002 and the Institute of Internal Auditing standards. He provided highlights of the year, including completing an assurance map of University mega business processes and risks, incorporating data analytics into internal audit methodology, working with management to implement audit recommendations, improving internal controls within the University, and educating management on identifying and preventing emerging risks/issues through audit and investigation reports.

- **UF Compliance and Ethics Administrative Updates**

CCO DuBois provided an important update about the office. Thanks to support from the Trustees, Provost Joe Glover, Vice President and General Counsel Amy Hass, and SVP and CFO Cowen, the compliance office is projected to be sufficiently funded for the next three fiscal years with necessary adjustments going forward. With the new funding, the office hired four new staff in the last five months: a director and deputy chief compliance officer, two assistant directors, and a privacy specialist. CCO DuBois also noted that, because of discussions with the UF Police Department (UFPD) and UF Business Affairs, oversight responsibility for the Clery Compliance Program moved from UFPD to UF Compliance and Ethics.

Trustee Powers thanked members of the committee, Provost Glover, VP and GC Hass, and SVP and CFO Cowen for their support of the compliance program.

- **January 2022 Foreign Gifts and Contracts Report Summary**

CCO DuBois summarized the University's Foreign Gifts and Contracts Report, which UF Compliance and Ethics submitted to the Board of Governors in January 2022. She noted that preparing the report requires a manual time-consuming process, in this case 165 man-hours for one report, but that her office is currently working toward efficiencies and new processes to reduce the significant administrative burden.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, Committee Chair Powers adjourned the meeting at 2:46 p.m.

DRAFT



**COMMITTEE ON AUDIT AND COMPLIANCE
ACTION ITEM AC1
April 21, 2022**

SUBJECT: Compliance and Ethics Program Plan Revision

BACKGROUND INFORMATION

The UF Compliance and Ethics Program maintains a Program Plan, which details the program elements and describes its key functions and initiatives. Board of Governors Regulation 4.003 requires the Board of Trustees to approve the Program Plan and any subsequent changes. The Board of Trustees initially approved the Plan in December 2017. The Chief Compliance Officer revised the Plan to align with current program practices and reflect new initiatives.

PROPOSED COMMITTEE ACTION

The Committee on Audit and Compliance is asked to approve the revised Compliance and Ethics Program Plan as presented. The Committee is asked to recommend this item to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Submission to the Board of Governors of a copy of the Compliance and Ethics Program Plan is required, but approval is not required.

Supporting Documentation Included: See [attached](#) UF Compliance and Ethics Program Plan.

Submitted by: Terra DuBois, Chief Compliance, Ethics, and Privacy Officer.

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

University of Florida

Compliance and Ethics Program Plan

(Adopted December 15, 2017; Amended April 22, 2022)

I. INTRODUCTION

The University of Florida (University or UF) is committed to operating in a manner that embraces the highest ethical standards and complies with applicable laws, regulations, and policies. In furtherance of this commitment, the University's Board of Trustees (BOT) and University President established the Compliance and Ethics Program (Program) to provide oversight and coordination for the university's enterprise-wide compliance functions. The Program is designed to promote ethical conduct, prevent and detect non-compliance, and maximize compliance with applicable laws, regulations, and policies across the university enterprise. The Program is developed consistent with recognized requirements and guiding principles, including the Florida Code of Ethics for Public Officers and Employees contained in Part III, Chapter 112, Florida statutes; the Federal Sentencing Guidelines (FSG) Manual, Chapter 8, Part B, Section 2.1; and the Florida Board of Governors (BOG) Regulations.

Pursuant to Chapter 8 of the FSG Manual and prevailing guidance, the Program is organized around the seven elements of an effective compliance and ethics program:

(1) governance and high-level oversight; (2) policies and standards of conduct; (3) communication and reporting; (4) training and education; (5) risk identification, monitoring, and auditing; (6) response and prevention; and (7) enforcing standards. This Compliance and Ethics Program Plan (Plan) describes the core functions of the Program in relation to the seven elements and identifies key Program roles and responsibilities. Program staff will periodically review the Plan and submit revisions to the BOT for approval. Once approved, Program staff will provide a copy of the revised Plan to the BOG, as required by BOG Regulation 4.003.

II. GOVERNANCE AND HIGH-LEVEL OVERSIGHT

The FSG Manual requires that the university's governing authority be knowledgeable about the content and operation of the compliance and ethics program and exercise reasonable oversight with respect to its implementation and effectiveness. Additionally, the program must assign a specific individual overall programmatic responsibility and day-to-day operational responsibility.

The Program ensures this level of knowledge and oversight through the participation of the following groups and individuals: the BOT; the President and other senior leadership; the Chief Compliance, Ethics, and Privacy Officer (CCO); the UF Compliance and Ethics Office; and various compliance partners across the enterprise.

A. UF Board of Trustees Audit and Compliance Committee (ACC)

The ACC assists the BOT in fulfilling its oversight responsibilities related to the university's financial statements and internal controls, compliance with legal requirements, risk management, and performance of the internal audit and compliance functions. As identified in the ACC's Charter, the ACC shall have the following responsibilities with respect to the Compliance and Ethics Program:

- Provide governance oversight for the university-wide compliance and ethics program, which acts as the coordinator of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, policies, and procedures;
- Coordinate with the President and appropriate Cabinet members in the designation of a senior-level administrator as CCO;
- Approve the compliance office charter and review, at least every three years, for consistency with applicable BOG and university regulations, professional standards, and best practices;
- Approve the compliance program plan and any subsequent changes;
- Review, at least every five years, an external assessment of the compliance program's design and effectiveness and approve any recommendations for program improvements;
- Review the CCO's annual report on the effectiveness of the compliance program;
- Ensure the CCO has the independence, resources, and appropriate authority to perform the responsibilities of the function;
- Inquire of the CCO regarding any difficulties encountered in the course of the compliance program implementation and monitoring activities, including any restrictions on the scope of work or access to required information or any lack of cooperation;
- Review significant compliance findings identified through audits, investigations, reviews, or other means;
- Review resulting corrective actions and any reasonable steps taken to prevent future similar behavior; and
- Ensure failures in compliance or ethics are addressed through appropriate and consistent measures, including education and disciplinary actions, and that action is taken to prevent similar violations from occurring in the future.

B. UF President; Vice President and General Counsel; and Senior Leadership

In coordination with the ACC, the President must exercise oversight of the Program with respect to its implementation and effectiveness, as well as designate the CCO. The President ensures the Program has adequate resources to carry out its functions and that there are no unresolved restrictions or barriers imposed by any individual on the scope of an inquiry or a failure to provide access to necessary information or people for the purposes of such inquiry. The President and the Vice President and General Counsel provide administrative oversight of the CCO and foster a culture of compliance and ethical conduct across the University enterprise. Additionally, the Vice Presidents and members of the senior leadership team must perform their responsibilities in compliance with applicable laws, regulations, and policies; ensure compliance functions within their scope have adequate resources and meaningfully participate in the University's Ethics and Compliance Program; and foster a culture of compliance and ethical conduct within their area of supervision.

C. Chief Compliance, Ethics, and Privacy Officer (CCO)

The CCO is responsible for managing and coordinating the University's Compliance and Ethics Program. The CCO reports functionally to the BOT and administratively to the President and to the Vice President and General Counsel. This reporting structure promotes independence and objectivity in the performance of the responsibilities of the CCO function. The CCO has organizational independence and all activities of the CCO's office shall remain free from influence.

The CCO oversees the strategic and operational functions of the Program, as required by this Plan. Specifically, the CCO's responsibilities include the following:

- Maintain a professional staff with sufficient knowledge, skills, and experience to ensure an effective compliance program;
- Utilize approved third-party resources, as appropriate, to supplement the Program's efforts;
- Communicate routinely to the President or designee, Audit and Compliance Committee, and Board of Trustees regarding program activities;
- Conduct and report on compliance activities and inquiries free of actual or perceived impairment to the independence of the CCO;
- Notify the President or designee of any unresolved restriction or barrier imposed by any individual on the scope of any inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry; and
- Report at least annually on the effectiveness of the program.

D. UF Compliance and Ethics (UFCE)

The mission of the UF Compliance and Ethics office, led by the CCO, is to protect and promote the institutional integrity of UF and serve as a resource to all employees in matters of ethical conduct and compliance with the law. UFCE provides oversight and guidance on enterprise-wide compliance activities and fosters a culture that embeds the importance of compliant conduct in all university functions and reflects the University's Core Values. The responsibilities of the CCO and UFCE are detailed in the Compliance and Ethics Office Charter and include the following:

- Foster strong stewardship and management accountability at all levels with the highest standards of honesty and integrity;
- Coordinate general compliance training to employees, faculty, and board members;
- Provide multiple points of contact to address concerns of potential non-compliance or unethical behavior including an avenue for anonymous reporting and appropriately address concerns;
- Conduct monitoring activities, reviews, and risk assessments to help identify risks and assist in managing issues identified;
- Provide continuous assessments of the effectiveness of the compliance program;
- Provide compliance advisory services and guidance to management, faculty, and staff;
- Evaluate emerging compliance trends in higher education and implement best practices;
- Coordinate awareness initiatives to ensure that the University community is aware of the compliance program, the compliance hotline, and whistleblower protection policies;
- Investigate, as necessary, any potential allegation of misconduct in coordination with University Human Resources, General Counsel, Internal Audit and other offices, as appropriate; and
- Promote and enforce the program, in consultation with the President or designee and Board of Trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action.

E. Compliance, Ethics, and Risk Committees; Compliance Partners

An essential factor in the Program's success is the support from various groups and individuals in leadership positions or with responsibility for compliance functions. Participation from individuals across the enterprise ensures the Program reaches all faculty, staff, and students and has a meaningful impact throughout the university. At a minimum, the Program includes the following groups and individuals:

- an executive-level committee charged with providing guidance and assistance on the development of the Program, fostering compliance within the members' areas of responsibility, and aiding with the identification and mitigation of compliance and enterprise risks;

- a staff-level committee comprised of employees directly responsible for compliance-related functions that supports the day-to-day operations of the Program, helps increase Program visibility, and assists with Program coordination, communication, and training; and
- identified compliance partners across the enterprise charged with reporting to the CCO incidents of non-compliance or any imposed restriction or barrier to the effectiveness of their function, annually reporting to the CCO the effectiveness of compliance and ethics initiatives within their scope of responsibility and promoting the University's Core Values and a culture of ethical and compliant conduct.

III. POLICIES AND STANDARDS OF CONDUCT

The FSG Manual and leading guidance require that the University establish policies, procedures, and standards of conduct to prevent and detect non-compliance and set expectations for ethical conduct. The University fulfills this requirement by issuing and enforcing regulations, policies, and core values, as well as by requiring adherence to other applicable standards of conduct. Regulation and policy development is the responsibility of the Office of General Counsel and the applicable University division. The Program's staff actively participate in the drafting of University regulations and policies.

The effectiveness of the Compliance and Ethics Program relies upon a comprehensive set of regulations, policies, and standards addressing myriad compliance-related matters. While not an exhaustive list, those that are central to the Compliance and Ethics Program are detailed below.

A. Regulations and Policies

- Non-Discrimination/Harassment/Invasion of Privacy Policies (UF Reg. 1.006)
- Code of Penalties (UF Reg. 1.007)
- Research Integrity (UF Reg. 1.0101)
- University of Florida Ethics Policy (UF Reg. 1.0104)
- Disclosure and Regulation of Outside Activities and Financial Interests (UF Reg. 1.011)
- Processes for Complaints of Waste, Fraud, or Financial Management (UF Reg. 1.500)
- Confidentiality of Student Records and Applicant Records (UF Reg. 4.007)
- College of Medicine Policy on Pharmaceutical, Medical Device, and Biotechnology Industry Conflicts of Interest (UF Reg. 5.0764)
- IFAS Outside Activity Guidelines (UF Reg. 6.015)
- BOG Regulation Development Procedure for State University Boards of Trustees
- UF Policy on Policies
- Conflicts of Commitment and Conflicts of Interest Policy
- Criminal Background Screening Policy
- Institutional Clery Act Policy
- Research Integrity Policy

- Export Control Compliance Policy
- UF Privacy Policies
- UF Environmental Health and Safety Policies
- Reporting and Investigating Fraudulent or Other Wrongful Acts Policy
- UF Antifraud Framework Procedures
- Sexual Harassment Policy
- Gender Equity Policy

B. Standards of Conduct

- Florida Code of Ethics for Public Officers and Employees (Chapter 112, Part III, Florida Statutes)
- UF Core Values – Excellence, Discovery and Innovation, Inclusion, Freedom and Civility, Community, and Stewardship
- UF Employee Handbook
- Student Code of Conduct and Honor Code
- Various unit- and industry-specific codes of conduct, as applicable and adopted by UF units (e.g., UF Health Code of Conduct; Code of Ethics for Internal Auditors; American Institute of Chemical Engineers Code of Ethics; Code of Professional Ethics for Compliance and Ethics Professionals; etc.)

IV. COMMUNICATION AND REPORTING

The FSG Manual and leading guidance require that the University take reasonable steps to communicate its policies, standards, and other aspects of its compliance and ethics program. Further, the University must maintain and publicize a system to report or seek guidance regarding potential misconduct, non-compliance, or unethical conduct. The Program ensures open communication and reporting through the various mechanisms described below.

A. Communication Methods

The Program aims to provide relevant and timely information to the University community surrounding applicable laws, University policies, and important Program information. Specifically, the Program’s website includes information on core compliance functions, foundational documents and policies, ethical decision-making resources, announcements of University compliance and ethics activities and news, summaries of “hot topics” in compliance and ethics, contact information for Program staff and Compliance Partners, and information for the compliance hotline. The Program further distributes relevant content via its quarterly Compliance Gazette newsletter and regular communication (through e-mail, meetings, etc.) with Compliance Partners.

B. Reporting Mechanisms

An integral part of successful compliance and ethics programs is providing easy to use, accessible, and confidential means of reporting potential or actual instances of misconduct, non-compliance, or unethical conduct. The Program administers the University's compliance hotline, which is operated by an independent third-party and provides both web- and telephone-based reporting options. Reporters may remain anonymous, and their identity will remain confidential to the extent allowable by law or University policy. Reports submitted through the compliance hotline are triaged by the University's Internal Review Committee—comprised of the CCO, Chief Audit Executive, Chief Operating Officer, General Counsel, and Vice President of Human Resources—and either investigated by that committee or referred to the appropriate UF office for investigation.

Another available avenue for reporting is to contact the University office with authority over the individuals or subject matter involved. Some common examples include the Office of Accessibility and Gender Equity, Clery Compliance Program, Controller's Office, Environmental Health and Safety, General Counsel's Office, Human Resources, Internal Audit, Office of the Ombuds, Privacy Office, Research Integrity, UF Health Compliance Services, and the UF Police Department. Those offices handle reports as required under UF policies and will notify the Internal Review Committee of significant issues of non-compliance.

Regardless of the mechanism used for reporting, the University protects UF employees making reports and participating in investigations from retaliatory action. The University protection from retaliation in the workplace is publicized in various publications, including the UF Employee Handbook, the Reporting and Investigating Fraudulent or Other Wrongful Acts Policy, and the Research Integrity Policy. Retaliation is also prohibited under Title IX, as codified in the University of Florida Gender Equity Policy. If employees provide their identity when reporting, the Office of Internal Audit will conduct a whistle-blower determination and will notify the employee of their eligibility for whistle-blower status.

V. TRAINING AND EDUCATION

To increase awareness and understanding of the applicable laws and the critical aspects of the University's Program, the FSG Manual and leading guidance require that the University conduct effective training programs and otherwise disseminate compliance-related information. University training and education requirements for Trustees and employees are assigned based on job role and responsibilities. University Trustees receive training from the Vice President and General Counsel related to their fiduciary responsibilities and ethical obligations at the start of their term. Thereafter, the CCO provides in-depth education to the BOT for general Program updates and specific core compliance functions. The CCO also may arrange for various compliance partners to periodically provide the BOT with overview presentations focused on their specific compliance areas.

University employees are required to take the following training modules upon hire and periodically thereafter:

- Compliance and Ethics – Doing Your Part for the Gator Good (every two years) – This training reviews key provisions of the Florida Code of Ethics and covers important topics about the Program including reporting expectations, the compliance hotline, UF’s non-retaliation policy;
- Maintaining a Safe and Respectful Campus (every two years) - This course support’s UF’s vision of an academic and work environment free of discrimination. This course provides employees with a foundational understanding of prohibited conduct, reporting pathways, and best practices in supporting individuals who disclose being harmed; and
- Protecting UF: Information Security Awareness Training (annually) – The purpose of this training is to support a security conscious environment. The training focuses on topics such as restricted data, cloud sharing, and common cyber security risks.

In addition, University employees may be required to take certain training modules if their job function and responsibilities require it. While there are many training and educational opportunities at UF, those most relevant to the core functions of the Program include:

- Financial Conflict of Interest for Public Health Service Research
- Responsible Conduct of Research
- Various Research Compliance Training Modules
- Medical Billing Compliance Training for Clinical Providers, Residents, Students, and Staff
- General Compliance Training for College of Medicine Personnel
- Records Management at UF
- Youth Protection Training
- HIPAA and Privacy General Awareness
- FERPA Basics and FERPA for Faculty
- Protecting Social Security Numbers and Identity Theft Prevention
- Responsible Authority Proficiency in Incident Disclosure
- Responding to Harassment and Discrimination (for Supervisors and Non-Supervisors)
- Campus Security Authority Training
- Various Environmental Health and Safety Training Modules
- The Color of Money: A Guide to How Moneys May be Spent at UF
- Internal Controls at UF
- Fraud Awareness Training
- Procurement 101
- Disbursements Directives 101
- Payment Card Security Awareness Training
- Effort Fundamentals, Reporting, and Management
- UF Core Values Website and Resources

VI. RISK IDENTIFICATION, MONITORING, AND AUDITING

Pursuant to the FSG Manual and leading guidance, effective compliance and ethics programs must utilize regular monitoring and auditing to ensure that the program is followed, as well as periodically evaluate the effectiveness of the program. The University's Office of Internal Audit performs audit, investigative, and management advisory services to all University units and, at times, may focus audit efforts on compliance-related functions. However, the majority of continuous risk identification, monitoring, and auditing tasks related to compliance functions are provided by the University's core compliance offices on a regular basis. Those central to the Program are identified below.

- Internal Controls and Quality Assurance – Within the UF Controller's Office, this unit provides guidance on internal control best practices, performs periodic risk-based reviews of departmental transactions, coordinates external audit requests, and provides training to the University's fiscal management community.
- Research Compliance Reviews, Audits, and Quality Assurance – There are several units within UF Research that conduct review and monitoring activities for active UF research projects. Some examples include: the IRB Quality Assurance Program, which conducts routine and for cause reviews, educational services, and assistance with external audits; the Export Control Program, which reviews all sponsored research projects for export control implications and performs annual audits of all technology control plans; the Research Conflict of Interest Program, which reviews all sponsored research for research conflicts and performs annual monitoring and review of active management plans; and Contracts and Grants, which performs risk-based fiscal reviews of grant related transactions.
- UF Conflicts of Interest (COI) – The COI Program serves as the University's subject matter experts for conflicts of interest requirements and related policy. The COI Program administers UF's system for disclosure of outside activities and financial interests and identifies and manages actual or potential conflicts of interest.
- UF Health Compliance Services – This office maintains programs to provide for risk identification, monitoring, and auditing functions within both healthcare regulatory compliance and medical billing compliance arenas. UF Health Compliance Services performs regular for cause and risk-based monitoring and auditing activities for activities including billing and coding, Stark/anti-kickback requirements, and HIPAA compliance.
- UF Compliance and Ethics – The UFCE office serves in an advisory capacity to several University units with regard to their risk, monitoring, and audit activities. For example, UFCE participates in Internal Audit's annual risk identification and work plan meetings with UF senior leadership, reviews Internal Audit's reports for compliance-related audits and provides feedback as appropriate, provides high-level oversight for Research Compliance's monitoring functions, and contributes to significant monitoring and auditing tasks led by the Controller's office. Additionally, UFCE performs periodic self-assessments of the Compliance and Ethics Program and, at least every five years, initiates an external review of the Program's effectiveness, as required by BOG

Regulation 4.003. UFCE incorporates findings and recommendations from both the self-assessments and the external reviews to further improve the Program. UFCE also performs risk identification and mitigation activities primarily through its development of comprehensive compliance matrices, which confirms compliance requirements and risks are identified, and its enterprise risk management function, which is coordinated with senior leadership and the Office of Internal Audit.

VII. RESPONSE AND PREVENTION

In accordance with the FSG Manual and leading guidance, effective compliance programs have mechanisms in place to detect misconduct or non-compliance, respond appropriately when it is suspected or identified, and take reasonable steps to prevent further similar misconduct, including making any necessary modifications to the University's compliance and ethics program. The Program meets these requirements through the robust reporting mechanisms available to employees, students, and external parties (see IV.B. above), established investigation protocols, and reviews of trends in reporting and investigation outcomes that guide subsequent modifications to the Program.

At a central level, the University established the Internal Review Committee (IRC) to serve as a standing work group to oversee investigation processes across the University. The IRC advises on significant reports of misconduct received by University units, triages reports from the compliance hotline or Internal Audit, and identifies the appropriate University unit to conduct a particular investigation. Further, the IRC serves as the primary reporting mechanism to ensure that senior management, the UF BOT, and the BOG are adequately informed of investigation issues, as appropriate or required. The CCO and other UFCE staff may lead or participate in investigations as circumstances warrant.

At least annually, the IRC analyzes trends in reports and findings of misconduct. The UFCE office incorporates those trends and findings in carrying out its programmatic responsibilities, including designing targeted training, performing risk-based monitoring, or collaborating with Compliance Partners to implement improvements within their scope of responsibility.

VIII. ENFORCING STANDARDS

The FSG Manual and leading guidance requires that the University's compliance and ethics program shall be promoted and enforced consistently throughout the organization through appropriate incentives to perform in accordance with the compliance and ethics program and appropriate disciplinary measures for engaging in misconduct and for failing to take reasonable steps to prevent or detect misconduct. The University satisfies these requirements through various initiatives and processes, including the following.

- UF Engaged – In an effort to provide employees with regular, meaningful feedback and opportunities for growth and improvement, UF Human Resources launched UF Engaged in 2019. UF Engaged provided a new approach to staff appraisals designed to encourage

regular feedback, rather than a once-a-year evaluation. Employees and supervisors have the opportunity to identify goals and discuss performance, including conduct in accordance with the Compliance and Ethics Program.

- Superior Accomplishment Awards – An annual awards program that recognizes employees for noteworthy performance and having made a positive impact on the overall goals and objectives of the University. The award criteria takes into account, among other things, significant focus and attention to compliance-related policies or procedures.
- Compliance and Ethics Superstars – UFCE acknowledges employees who have exceeded expectations in compliance or ethics efforts through notification to their supervisor and recognition in the Compliance Gazette and on the UFCE website.
- Disciplinary Measures – Supervisors, in consultation with Human Resources, may take disciplinary measures against employees found to have committed misconduct, non-compliance, or criminal conduct. Relevant University regulations include Code of Penalties (Reg. 1.007); Discipline, Suspension and Dismissal for Cause of Technical, Executive, Administrative, and Managerial Support Staff (Reg. 3.046); University Support Personnel System Disciplinary Procedures (Reg. 3.047); and Suspension, Termination and Other Disciplinary Action for Faculty (Reg. 7.048). UFCE staff collaborate with Human Resources and General Counsel to ensure that supervisors provide disciplinary action consistently and in compliance with applicable laws, regulations, and policies.



**COMMITTEE ON GOVERNANCE, GOVERNMENT RELATIONS
AND INTERNAL AFFAIRS**

AGENDA

Thursday, April 21, 2022

~10:00 a.m.

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

Committee Members:

Morteza “Mori” Hosseini (Chair), David L. Brandon, Richard P. Cole, Christopher T. Corr, James W. Heavener, Rahul Patel, Fred S. Ridley, Anita G. Zucker

- 1.0 Call to Order and WelcomeMorteza “Mori” Hosseini, Chair
- 2.0 Verification of Quorum Vice President Liaison
- 3.0 Review and Approval of Minutes.....Mori Hosseini, Chair
[December 2, 2021](#)
[March 7, 2022](#)
- 4.0 Action ItemsMori Hosseini, Chair
[GGRIA1](#) DSO Appointments Amy Hass, Vice President and General Counsel
[GGRIA2](#) UF Regulations.....Amy Hass
- 5.0 Review Discussion Items
5.1 Government Update Mark Kaplan, Vice President and University Secretary
5.2 Board of Governors Recommendations Mark Kaplan
- 6.0 New BusinessMori Hosseini, Chair
- 7.0 AdjournMori Hosseini, Chair



**COMMITTEE ON GOVERNANCE, GOVERNMENT RELATIONS
AND INTERNAL AFFAIRS**

Meeting Minutes

December 2, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 9:39 a.m.

Time Adjourned: 10:20 a.m.

Committee and Board members present:

Morteza "Mori" Hosseini (Board and Committee Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Christopher T. Corr, James W. "Bill" Heavener, Thomas G. Kuntz (Board Vice Chair), Daniel T. O'Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs and President of UF Health; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Board and Committee Chair Hosseini welcome everyone in attendance and called the meeting to order at 9:39 a.m.

2.0 Verification of Quorum

Vice President and University Secretary Kaplan verified a quorum.

3.0 Review and Approval of Minutes

The Committee Chair asked for a motion to approve the committee minutes of the June 10, 2021 meeting and November 1, 2021 pre-meeting, which was made by Trustee Zucker, and a second, which was made by Trustee Brandon. The Committee Chair asked for further discussion, after

which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

4.0 Action Items

GGRIA1 Direct Support Organization Appointments

Vice President and General Counsel Amy Hass reviewed the 23 Direct Support Organization Appointments before the board noting that their bios are included with the materials and all have been reviewed including their service on other DSOs and UF affiliated boards, which is noted on each appointment, including the following:

- Cattle Enhancement Board (6): Clint Richardson, John Yelvington, Roger West, Ken Griner, Woody Larson, David Geho
- Florida 4-H Club Foundation, Inc. (4): B. Nax Joye, Richard Scott Mixon, Jack Burges, Danita Thomas Heagy
- UF Development Corporation (1): Svein Dyrkolbotn
- UF Historic St. Augustine (1): Doug Wiles
- UF Foundation (9): Josta Costa III, Chris Malachowsky, David Nelms, Ann O'Brien, Christy Powell, Jon Pritchett, Jane Jie Sun, Karen Unger, Anita Zucker
- UF Leadership & Education Foundation (1): Andra Johnson
- Shands Teaching Hospital and Clinics, Inc. (1): Anita Zucker

Trustee Zucker announced that she would abstain from the voting on this item as she was included on two appointments up for consideration and approval.

Committee Chair Hosseini asked for any questions or further discussion. He then asked for a motion to approve Action Item GGRIA1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and a second, which was made by Trustee Cole. Committee Chair Hosseini asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously noting Trustee Zucker abstained from the vote.

GGRIA2 UF Regulations

Vice President and General Counsel Amy Hass reviewed six regulations including:

1.300 Direct Support Organizations, Health Services Support Organizations - This proposed regulation amendment updates the language to meet the current legislative and BOG requirements for direct support organizations and health services support organizations.

1.400 Major Gifts Challenge Grant Program or Matching Gifts - This regulation consolidates and codifies existing University policy and procedures for the administration of the matching funds received in the Major Gifts Challenge Grant Program.

2.019 Alcoholic Beverages - The proposed regulation amendment clarifies the University's governance of alcoholic beverages on campus and moves the relevant operational guidelines and procedures to a UF policy, which can be found on the UF policy page at <https://policy.ufl.edu>.

2.020 Food Service on Campus - The Office of Business Affairs proposes to repeal Regulation 2.020 and move the relevant information to a UF policy, which can be found on the UF Policy page at <https://policy.ufl.edu>.

3.0031 Volunteers - The University of Florida Human Resources proposes to repeal Regulation 3.0031 and move the relevant information to a UF policy, which can be found on the UF Policy page at <https://policy.ufl.edu>.

4.040 Student Honor Code and Student Conduct Code - This proposed regulation amendment further aligns this regulation with current federal law. This regulation amendment accounts for the operational needs of the University, clarifies the language for student readers, and includes other substantive changes.

Committee Chair Hosseini asked for any questions or further discussion. He then asked for a motion to approve Action Item GGRIA2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Patel, and a second, which was made by Trustee Brandon. Committee Chair Hosseini asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

GGRIA3 Board Self-Evaluation

Board and Committee Chair Hosseini reminded the board that state university boards are expected to complete board self-evaluations regularly to evaluate their responsibilities and expectations. This is a part of the SACS compliance. We complete an evaluation every other year. Vice President and University Secretary Mark Kaplan reviewed the evaluation results.

Board and Committee Chair Hosseini noted he has had a conversation with the president regarding succession planning for the university's senior leadership. President Fuchs added Vice President Gentry has led an internal focus on this topic.

Board and Committee Chair Hosseini noted in the responses there are areas to work on and they will. Board Vice Chair Kuntz asked if SACS provides the questions for the evaluation and if we look at what other universities are doing. Provost Glover responded there are standards of Governance followed and we do look at other universities. Trustee Patel mentioned that he and Vice President and General Counsel Amy Hass helped develop the list of questions in 2019 that did include looking at other institutions among other information. Vice Chair Kuntz added we should include in our report to SACs not just the results but the comprehensive approach that is taken in the list of questions included on the evaluation.

Committee Chair Hosseini asked for any questions or further discussion. He then asked for a motion to approve Action Item GGRI3 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and a second, which was made by Trustee Brandon. Committee Chair Hosseini asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

GGRIA4 UF Health Project

Chief Executive Officer of UF Health Shands Ed Jimenez presented a UF Health Instrument Processing Facility. This would centralize, modernize, and create additional capacity in a new facility. This project is needed as the health system continues to grow and add complexity. The UF Health Shands Board of Directors has reviewed the project and endorsed it. Vice Chair Kuntz, who serves on the UF Health Shands Board of Directors, said this was discussed at length with that board. It is clear from those discussions this facility is needed. Board and Committee Chair Hosseini asked about the former Nationwide Insurance building that was purchased and its occupancy. CEO Jimenez shared that ‘professional park’ is full. It has given faculty growth and support. It is a good example of efficiencies and moves faculty closer to the hospital.

Committee Chair Hosseini asked for any questions or further discussion. He then asked for a motion to approve Action Item GGRI4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and a second, which was made by Trustee Cole. Committee Chair Hosseini 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 Item

5.1 Government Update

Vice President for Government and Community Relations and University Secretary Mark Kaplan provided a government update including an update on federal relations potential earmarked projects, new fiscal year funding, Pell grant increase and AI. We will also have a Gator Day in April in Washington. VP Kaplan shared a state update including our legislative priorities, progress on the New Worlds Reading Initiative, and important dates of note – session begins January 11, 2022 and Gator Day in Tallahassee is February 15, 2022. Vice Chair Kuntz asked about the UF’s team in DC and added he liked what we would be doing at Gator Day in DC.

VP Kaplan also provided a community update noting enhancements at University Avenue and 13th Street corner, the Partnership for Reimaging Gainesville, AI Central with the Greater Gainesville Chamber of Commerce, Howard Bishop Middle School, Sparc352 (collaboration between UF and community members to create a place-based initiative that will operate a community site as a Space for People, Arts, Research, and Creative Collaboration and Community), and the UF Campaign for Charities. The campaign ranks first in participation among our SEC peers.

VP Kaplan also mentioned the challenge coins that each trustee had at their seat. He provided a brief background about the challenge coin. Trustees should check with the Government and Community Relations office for more.

6.0 New Business

There was no new business to come before the Committee.

7.0 Adjourn

There being no further discussion, Board and Committee Chair Hosseini adjourned the meeting at 10:20 a.m.

DRAFT



**COMMITTEE ON GOVERNANCE, GOVERNMENT RELATIONS
AND INTERNAL AFFAIRS**

Pre-Meeting Minutes

Virtual Meeting

March 7, 2022

Time Convened: 11:00 a.m.

Time Adjourned: 11:29 a.m.

Committee and Board members present:

Morteza “Mori” Hosseini (Board and Committee Chair), David C. Bloom, David L. Brandon, Richard P. Cole, James W. Heavener, Daniel T. O’Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present:

Kent Fuchs, President; Chris Cowen, Senior Vice President and Chief Financial Officer; Amy Hass, Vice President and General Counsel; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Curtis Reynolds, Vice President for Business Affairs, members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee and Board Chair Mori Hosseini welcomed everyone in attendance and called the meeting to order at 11:00 a.m.

2.0 Roll Call

Vice President and University Secretary Mark Kaplan conducted a roll call, and all Committee members were present except Christopher T. Corr who had a conflict.

3.0 Review Draft Agenda for December Meeting

3.1 Review Action Items

• GGRIA1 Direct Support Organization Appointments

Vice President and General Counsel Amy Hass presented the proposed DSO Board appointments with six seeking approval including Citrus Research Development Corporation (5), Florida 4-H Club Foundation (2), Florida Foundation of Seed Producers (4), UF Athletic Association (2), UF Investment Corporation (1), and UF Research Foundation (1). VP Hass noted all bios are included with the materials and all have been reviewed including their service on other DSOs and UF affiliated boards. Committee and Board Chair Hosseini requested clarification on how the

members are brought to the Board. VP Hass noted the members are vetted by the DSO and recommended to the DSO representative for recommendation to the Board.

- **GGRIA2 UF Regulations**

Vice President and General Counsel Amy Hass summarized the sixteen regulations before the committee.

1.500: This proposed new Regulation updates and codifies the current university system processes for complaints of waste, fraud, or financial management, in compliance with BOG Regulations 3.003 and 4.001.

3.0051: This proposed regulation amendment streamlines and updates the University's procedure for handling lost or abandoned property.

3.006: This proposed regulation amendment is a consolidation and amendment of the existing regulations on parking into a new Regulation 3.006. Consistent with this proposed amended and consolidated Regulation 3.006, Regulations 3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015 shall be repealed and the relevant content of the repealed regulations shall be incorporated into Regulation 3.006.

3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015: The University of Florida Office of Business Affairs proposes to repeal Regulations 3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015 and the relevant content of these repealed regulations shall be incorporated into Regulation 3.006.

3.011: This proposed regulation amendment updates and streamlines the language of Regulation 3.011 for rules governing traffic on the grounds of the University.

4.003: In connection with its review of existing regulations and policies, the Division of Student Life proposes to repeal Regulation 4.003.

6C1-4.005: The Division of Student Life proposes to repeal Regulation 6C1-4.005 as the regulation is outdated and no longer necessary.

4.060: In accordance with BOG Regulation 6.013, this proposed new regulation establishes University policy and process for students who are members of the United States Armed Forces to earn appropriate academic college credit for college-level training and education acquired in the military.

7.100: This proposed new Regulation 7.100 codifies the current academic affairs policy and process in connection with the termination of academic programs, in compliance with BOG Regulation 8.012.

Committee and Board Chair Hosseini asked VP Hass to provide more information about the regulation related to regulation 6C1-4.005 Student Affairs: J. Wayne Reitz Union as well as the J. Wayne Reitz Union hotel including usage, occupancy, etc. VP Hass replied she will get more information and report back on both items.

Trustee Bloom questioned a portion of the traffic and parking regulation and noted that regulation was originally adjusted to remove the sentence related to retired faculty receiving free parking. He stated that he had spoken with a group in Business Affairs to indicate that the free parking for retired faculty would continue even if the language was not codified in the regulation and noted that the concerns raised by faculty may be a non-issue. VP Hass thanked Trustee Bloom for raising that point and stated that changes had been made to that regulation after it was placed in the materials and the sentence regarding free parking for retired faculty had been added back to the regulation. Committee and Board Chair Hosseini encouraged Trustee Bloom to review regulations again before the April meeting and meet with VP Hass to discuss any further items.

3.2 Review Discussion Item

- **Government Update**

Vice President for Government and Community Relations and University Secretary Mark Kaplan provided a government update indicating the legislature is in its final days of session. He thanked Chair Hosseini for his tireless work and other trustees who participated in Gator Day. Chair Hosseini also provided an update and thanked the President, cabinet members and deans. The legislators appreciate those who attended Gator Day and he reminded all how important it was for legislators to see participation of the Board. Mark Kaplan stated continued communication would be forthcoming.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, Committee and Board Chair Hosseini adjourned the meeting at 11:29 a.m.



**COMMITTEE ON GOVERNANCE, GOVERNMENT
RELATIONS, AND INTERNAL AFFAIRS
ACTION ITEM GGRIA1
April 21, 2022**

SUBJECT: Direct Support Organization-Board Appointments

BACKGROUND INFORMATION

Pursuant to University of Florida Governance Enhancements adopted by the University of Florida Board of Trustees on December 7, 2018, all appointments of Directors to University Direct Support Organizations must be approved by the University of Florida Board of Trustees.

The Direct Support Organizations listed below have requested the following individuals be approved to their board:

**Citrus Research Development Foundation
(5):**

Dr. Christopher Gunter
George Hamner, Jr.
Deeley Hunt
Dr. Jeanna Mastrodicasa
Matthew Story

Florida 4-H Club Foundation (2):

Samuel James "Sam" Ard
Curt Williams

Florida Foundation of Seed Producers (4):

Anthony Adams
Jaime Jerrels
Cole McNair
Scott Robinson

UF Athletics Association (2):

Katrina Rolle
Curtis R. Taylor

UF Investment Corporation (1):

William Walton

UF Research Foundation (1):

Dr. Saby Mitra

PROPOSED COMMITTEE ACTION

The Committee on Governance, Government Relations, and Internal Affairs is asked to approve the individuals listed above and in the board materials for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: See attached [biographies](#) for Citrus Research Development Foundation, Florida 4-H Club Foundation, Florida Foundation of Seed Producers, UF Athletics Association, UF Investment Corporation, and UF Research Foundation.

Submitted by: W. Kent Fuchs, President

Approved by the University of Florida Board of Trustees, April 22, 2021.

Morteza “Mori” Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

**COMMITTEE ON GOVERNANCE, GOVERNMENT
RELATIONS, AND INTERNAL AFFAIRS**

**DIRECT SUPPORT ORGANIZATION WITH
BOARD APPOINTMENTS EXPIRING IN APRIL
2022 FOR UF BOARD OF TRUSTEES APPROVAL**

Citrus Research Development Foundation - 5

Florida 4-H Club Foundation - 2

Florida Foundation of Seed Producers – 4

UF Athletics Association - 2

UF Investment Corporation - 1

UF Research Foundation -1

DIRECT SUPPORT ORGANIZATION:

Citrus Research Development Foundation



Name:	Dr. Christopher Gunter
Type:	Appointment
Replacing:	Dr. Robert Gilbert
Term Number:	First
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Dr. Christopher Gunter was named professor and chair of the UF/IFAS Horticultural Sciences department in June 2021. Dr. Gunter is an expert in vegetable production, and he was previously a faculty member at North Carolina State University and director of graduate programs. Horticultural Sciences has experts and programs that break new ground in research, plant breeding and genetics, fruit and vegetable production and related disciplines that continue to shape the future of food in Florida and around the world. He earned a Ph.D. in horticultural science from the University of Wisconsin. Dr. Gunter is recommended to serve on a Category 2 board seat by Dr. J. Scott Angle, Senior Vice President for Agriculture and Natural Resources.

DIRECT SUPPORT ORGANIZATION:
Citrus Research Development Foundation



Name: George Hamner Jr.
Type: Appointment
Replacing: Ned Hancock
Term Number: First
Term Dates: 04/22/2022 to 12/31/2024
Length of Term: 3 years
Other DSO's: None

Bio:

Mr. George Hamner is president of the Indian River Exchange Packers, Inc., in Vero Beach, Florida. He has been a workhorse for Florida's fresh segment for 43 years, providing active leadership to the Florida citrus industry by working closely with state and federal agencies to help bridge governmental, regulatory, grower and shipper communities. Hamner has served as President of Florida Citrus Packers, Chairman of Citrus Administrative Committee, board member of New Varieties Development & Management Corp., President of Florida Citrus Mutual, President and Board member of Indian River Citrus League and member of the Florida Citrus Canker Technical Advisory Task Force. Mr. Hamner will be inducted into the Florida Citrus Hall of Fame's 2022 class. He has been recommended by the Florida Department of Citrus to a Category 1 board seat.

DIRECT SUPPORT ORGANIZATION:
Citrus Research Development Foundation



Name:	Deeley Hunt
Type:	Appointment
Replacing:	Dr. Patricia Ouimet
Term Number:	First
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Mr. Deeley Hunt is vice president of Hunt Brothers Service, Inc. in Lake Wales, Florida. Hunt Brothers includes managing citrus groves and citrus packing among other diversified business interests. He holds two bachelor of science degrees from Florida Southern College: one in citrus management and one in international business. Mr. Hunt began as a field specialist and production manager for Hunt Brothers in 2010. He was recommended by the Florida Department of Citrus to a Category 1 board seat.

DIRECT SUPPORT ORGANIZATION:
Citrus Research Development Foundation



Name:	Dr. Jeanna Mastrodicasa
Type:	Reappointment
Replacing:	N/A
Term Number:	Second
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Dr. Jeanna Mastrodicasa is the Associate Vice President for Agriculture and Natural Resources at the University of Florida. She manages operations for UF/IFAS, including facilities, fiscal and business operations, and works with all of the UF/IFAS direct support organizations to ensure compliance with governance standards. Dr. Mastrodicasa has 24 years of experience at the University of Florida, including seven years at UF/IFAS, and six years of experience as an elected city commissioner with the city of Gainesville. She holds a Ph.D. in higher education administration, a J.D., an M.S. degree in college student personnel, and a ABJ in public relations. She is recommended to serve as a Category 2 director by Dr. J. Scott Angle, Senior Vice President for Agriculture and Natural Resources.

DIRECT SUPPORT ORGANIZATION:
Citrus Research and Development Foundation



Name:	Matthew Story
Type:	Reappointment
Replacing:	N/A
Term Number:	Second
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Mr. Matthew Story is Production Manager for the Story Companies; his daily responsibilities include all labor and skill applications for producing fruit. The Story Companies own and/or manage over 7,000 acres of producing citrus, peach and blueberry operations in Central and South Florida. Mr. Story is part of the fourth generation of the Story family to join the company, and lives in Lake Wales, Florida. He completed the partial term of Bob Newsome in 2021 and is recommended by Florida Citrus Mutual to his first full term as a Category 1 board member.

DIRECT SUPPORT ORGANIZATION:

Florida 4-H Club Foundation



Name: Samuel James "Sam" Ard
Type: Appointment
Replacing: Morris Steen
Term Number: First
Term Dates: 04/22/2022 to 12/31/2024
Length of Term: 3 years
Other DSO's: None

Bio:

Ard is an alumnus of 4-H from Santa Rosa County, Florida and was also involved in FFA as a youth. Ard previously served on the Florida 4-H Foundation Board of Directors from 1994 to 2000, and during that time served as Secretary, Treasurer, President-Elect and President. Ard was an active advocate and volunteer during his time on the board and has continued to be engaged in 4-H activities, especially in the Tallahassee region. Ard is a graduate of Florida State University with a B.A. (1981) in Government and J.D. (1986). He is a Senior Partner at Ard, Shirley & Rudolph PA in Tallahassee. He has represented many agricultural clients as an attorney and before the Executive and Legislative branches of government throughout his career.

DIRECT SUPPORT ORGANIZATION:

Florida 4-H Club Foundation



Name:	Curt Williams
Type:	Appointment
Replacing:	N/A
Term Number:	First
Term Dates:	04/22/2022 to 03/31/2025
Length of Term:	3 years
Other DSO's:	None

Bio:

Curt Williams is the Assistant Director of Government and Community Affairs for the Florida Farm Bureau Federation. He is also a cattle rancher and involved in seed sod and hay production. Curt will serve as the Florida Farm Bureau's representative to the Florida 4-H Club Foundation, Inc. Williams is a double Gator with a B.S. Turfgrass Science and M.S. Agribusiness Management. He is also a graduate of UF Natural Resource Leadership Institute (NRLI), and current member of class XI of UF Wedgworth Leadership Institute. He grew up in the FFA program. He and his wife Katherine currently have children in the 4-H program. His interests in agriculture will provide that perspective that is currently limited on current board. Williams sees 4-H and his potential role on the Foundation as opportunity to provide leadership for the future agricultural leaders of the state, and ensure appropriate funding is available for 4-H leadership programs to continue to operate.

DIRECT SUPPORT ORGANIZATION:

Florida Foundation of Seed Producers



Name:	Anthony Adams
Type:	Reappointment
Replacing:	N/A
Term Number:	Second
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Mr. Anthony Adams, Senior Vice President of Mayo Fertilizer, Inc. Mayo Fertilizer, Inc. is a third-generation agribusiness founded in Mayo, Florida in 1957. Mayo Fertilizer is a full-service agricultural supply business (fertilizer, seed, crop protection products, and consulting) that operates in Florida, Georgia, and Alabama. Mr. Adams has been with Mayo Fertilizer for 25 years. He manages sales and distribution of finished product to retail and wholesale accounts across the southeast. Mr. Adams is a graduate of Lake City Community College, where he earned his AS in Forest Engineering Technology in 1983. He is a native of Lafayette County and an active member in his local community, where he serves as Chair on the Lafayette County Board of County Commissioners.

DIRECT SUPPORT ORGANIZATION:

Florida Foundation of Seed Producers



Name:	Jaime Jerrels
Type:	Appointment
Replacing:	Kevin Morgan
Term Number:	First
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Ms. Jaime Jerrels, the director of Agriculture Policy at the Florida Farm Bureau Federation, based in Gainesville. Ms. Jerrels serves on several UF/IFAS advisory boards and is a graduate of the Agricultural Education and Communication department. She would replace Mr. Kevin Morgan, the former assistant to the president at the Florida Farm Bureau Federation, who retired as of December 31, 2021.

DIRECT SUPPORT ORGANIZATION:

Florida Foundation of Seed Producers



Name:	Cole McNair
Type:	Appointment
Replacing:	James Miller
Term Number:	First
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Mr. Cole McNair, Peanut Seed and Buying Point Manager, Birdsong Peanuts. Birdsong Peanuts is a family owned peanut sheller based out of Suffolk, Virginia. Birdsong Peanuts operates shelling plants in Virginia, Georgia and Texas. Mr. McNair oversees seed production and buying at their location in Damascus, Georgia. A graduate of the University of Georgia, Mr. McNair currently serves on the board of directors for the Georgia Federal State Inspection Service and the National Peanut Buying Points Association. He is also a committee chairman for the American Peanut Shellers Association.

DIRECT SUPPORT ORGANIZATION:
Florida Foundation of Seed Producers



Name:	Scott Robinson
Type:	Reappointment
Replacing:	N/A
Term Number:	Second
Term Dates:	04/22/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Mr. Scott Robinson, Owner/Operator of Williston Peanuts, Inc. Williston Peanuts, Inc. is a family-owned peanut buying point and shelling operation, servicing one of Florida's primary peanut-growing areas. Mr. Robinson is also a third-generation peanut farmer and, along with his brother, owns and operates Robinson Peanut Farms located in Williston, Florida. Mr. Robinson currently serves on the board for the Florida Peanut Producers Association (FPPA).

DIRECT SUPPORT ORGANIZATION:

University Athletics Association, Inc.



Name: Katrina Rolle
Type: Appointment (Alumni Representative)
Replacing: Gary Condron
Term Number: First
Term Dates: 04/21/2022 to 04/21/2026
Length of Term: 4 years
Other DSO's: UF Alumni Association

Bio:

Katrina Rolle is the President/CEO of the Community Foundation of North Florida. She joined the Community Foundation in October 2019, after serving as the President/CEO of the United Way of the Big Bend (2015-2019).

Rolle began her professional career as a Cost Accountant with a Fortune 500 company. She then worked as a Customer Services Supervisor for a power utility company before attending law school at the University of Florida. She began a legal career as a commercial litigation before transitioning into Estate Planning and Probate.

Katrina serves on several boards including, the Economic Club of Florida (board secretary), Tallahassee Memorial Healthcare, University of Florida's Alumni Association (immediate past president), and University of Florida Foundation. She is also a Trustee Council member for UF's Levin College of Law and serves on the Leadership Council for the Tallahassee-Leon County Office of Economic Vitality. Katrina is a member of both Leadership Florida and Leadership Tallahassee.

Katrina has served on the UFAA Board of Directors since 2012. Her current term expires on 6/30/2022.

Education:

Tuskegee University, BS Business Administration (1984)
University of Florida, JD (1991)

DIRECT SUPPORT ORGANIZATION:

University Athletic Association, Inc.



Name:	Curtis R. Taylor
Type:	Appointment (Faculty Representative)
Replacing:	Christine Schmidt
Term Number:	First
Term Dates:	04/21/2022 to 04/21/2026
Length of Term:	4 years
Other DSOs:	None

Bio:

Dr. Curtis R. Taylor, Ph.D., Associate Dean for Student Affairs for the Herbert Wertheim College of Engineering and Associate Professor of Mechanical and Aerospace Engineering at the University of Florida leads and manages all undergraduate student service activities including academic, professional, and extra-curricular activities in the College. Dr. Taylor directs the soft matter manufacturing and nanomechanics research lab at UF. The application of this research seeks to develop advanced manufacturing capabilities and new technologies that utilize the unique properties of nanomaterials (i.e., lightweight, durable nano coatings, multifunctional nanocomposites, etc.) and soft materials for healthcare. Before joining Florida, he was an Assistant Professor at the Virginia Commonwealth University (VCU) in Richmond, Virginia. Before coming to Arkansas in 2000, he worked for one year as a software development project manager at Capital One Financial Corporation in Richmond, Virginia. Dr. Taylor has also held internship and research appointments with the U.S. Air Force, United Technologies Corporation, and the National Center for Electron Microscopy at Lawrence Berkeley National Lab.

Professor Taylor uses his expertise, knowledge, and talents to serve the University and the larger community. He strives to inspire and motivate students of all ages to pursue careers in science and technology.

Education:

University of Maryland, B.S. degree (1998) in mechanical engineering; University of Arkansas, M.S. (2002) and Ph.D. (2005) in electrical engineering and physics

DIRECT SUPPORT ORGANIZATION:
University of Florida Investment Corporation



Name:	William Walton
Type:	Reappointment
Replacing:	N/A
Term Number:	Second
Term Dates:	04/21/2022 to 04/20/2025
Length of Term:	3 years
Other DSO's:	N/A

Bio:

Bill Walton is managing member and co-founder of Rockpoint Group, L.L.C., a global real estate investment management firm which sponsors real estate investment funds capitalized by domestic and foreign institutional investors. Mr. Walton is responsible for the overall operations and management of Rockpoint, as well as overseeing the origination, structuring and asset management of all of Rockpoint's investment activities. In 1994, Mr. Walton also co-founded Westbrook Real Estate Partners, L.L.C., a similar real estate investment management firm. Since 1994, the Rockpoint founding managing members have invested in more than \$60 billion of real estate. Prior to co-founding Westbrook, Mr. Walton was a managing director in the real estate group of Morgan Stanley & Company, Inc., which he joined in 1979. Mr. Walton is involved with several real estate industry organizations and has served as a Director or Trustee on the Boards of several public companies, as well as non-profit organizations, with a particular interest in educational entities, including the American Enterprise Institute, Communities in Schools, the Episcopal School of Jacksonville, the Episcopal School Foundation, the Jacksonville University Public Policy Institute, KIPP Schools Jacksonville, Mpala Wildlife Foundation, Princeton University and Princeton University Investment Company. Mr. Walton received an A.B. in 1974 from Princeton University and an M.B.A. in 1979 from Harvard Business School.

DIRECT SUPPORT ORGANIZATION:
University of Florida Research Foundation



Name:	Dr. Saby Mitra
Type:	Appointment
Replacing:	Dr. John Kraft
Term Number:	First
Term Dates:	04/21/2022 to 12/31/2024
Length of Term:	3 years
Other DSO's:	None

Bio:

Saby Mitra is the Dean of the Warrington College of Business at the University of Florida. As dean, Saby is responsible for the strategy, administration, budgets and operations of the undergraduate programs in the Heavener School of Business, the graduate programs in the Hough Graduate School of Business, and the accounting programs in the Fisher School of Accounting. Saby leads an organization with more than 120 faculty, 200 staff and 6500 students.

Prior to his deanship, Saby spent 27 years of his academic career at the Scheller College of Business at Georgia Tech. He was senior associate dean of faculty from 2019-2020 and senior associate dean of programs from 2015-2019. As senior associate dean of faculty, Saby led a collaborative and consensus driven effort to redesign the promotion and tenure process at the Scheller College so that it is thorough, fair, transparent and participative. As senior associate dean of programs, Saby led a team that established a dual degree program (MBA-PhD/MS) with the Colleges of Engineering, Computing and Design, a dual degree program (MBA-MD) with Morehouse School of Medicine, established immersive tracks in leading innovation in the MBA program that combine academic coursework with experiential projects with corporate partners, significantly grew the fulltime, evening and executive MBA programs, increased diversity, and improved the rankings of all programs in the Scheller College. Saby also led an effort to develop online courses for the MS Analytics and MBA programs at Georgia Tech. Prior to his role as senior associate dean, Saby was the faculty director of Executive MBA programs and led two curriculum revisions to align the program to evolving student needs. Saby also has extensive experience in leading corporate programs at the intersection of business and technology for several companies including Bank of America, Coca Cola, SunTrust Bank, ABInBev and the Society for Cable TV Engineers, among others.

Saby's research and teaching focuses on information systems, electronic commerce, information security, IT governance and IT infrastructure design. His research has been published or forthcoming in top business school journals such as Management Science, Information Systems Research, MIS Quarterly, Journal of Marketing, Organization Science, Journal of MIS, INFORMS Journal on Computing, IEEE Transactions, and Journal of Operations Management, among others. He has served as Senior Editor and Associate Editor for Information Systems Research, the premier journal in his academic discipline. He has also served on the program committees for several premier academic conferences. Saby obtained his PhD in Business Administration (Management Science) from the University of Iowa and his Bachelor Technology degree in Mechanical Engineering from the Indian Institute of Technology, Kanpur.



**COMMITTEE ON GOVERNANCE, GOVERNMENT
RELATIONS AND INTERNAL AFFAIRS
ACTION ITEM GGRIA2
April 21, 2022**

SUBJECT: University of Florida Regulations

BACKGROUND INFORMATION

1.500: This proposed new Regulation 1.500 updates and codifies the current University system processes for complaints of waste, fraud or financial management, in compliance with BOG Regulations 3.003 and 4.001.

3.0051: This proposed regulation amendment streamlines and updates the University's procedure for handling lost or abandoned property.

3.006: This proposed regulation amendment is a consolidation and amendment of the existing regulations on parking into a new Regulation 3.006. Consistent with this proposed amended and consolidated Regulation 3.006, Regulations 3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015 shall be repealed and the relevant content of the repealed regulations shall be incorporated into Regulation 3.006.

3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015: The University of Florida Office of Business Affairs proposes to repeal Regulations 3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014 and 3.015 and the relevant content of these repealed regulations shall be incorporated into Regulation 3.006.

3.011: This proposed regulation amendment updates and streamlines the language of Regulation 3.011 for rules governing traffic on the grounds of the University.

4.003: In connection with its review of existing regulations and policies, the Division of Student Life proposes to repeal Regulation 4.003.

6C1-4.005: The Division of Student Life proposes to repeal Regulation 6C1-4.005 as the regulation is outdated and no longer necessary.

4.060: In accordance with BOG Regulation 6.013, this proposed new regulation establishes University policy and process for students who are members of the United States Armed Forces to earn appropriate academic college credit for college-level training and education acquired in the military.

7.100: This proposed new Regulation 7.100 codifies the current academic affairs policy and process in connection with the termination of academic programs, in compliance with BOG Regulation 8.012.

PROPOSED COMMITTEE ACTION

The Committee on Governance, Government Relations and Internal Affairs is asked to approve (i) the amendments to UF Regulations 3.0051, 3.006 and 3.011, (ii) the new UF Regulations 1.500, 4.060 and 7.100, and (iii) the repeal of UF Regulations 3.007, 3.008, 3.009, 3.010, 3.013, 3.0131, 3.014, 3.015, 4.003 and 6C1-4.005, as set forth in the attached, for recommendation to the UFBOT for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: [UF Regulations](#): 1.500, 3.0051, 3.006, 3.007, 3.008, 3.009, 3.010, 3.011, 3.013, 3.0131, 3.014, 3.015, 4.003, 6C1-4.005, 4.060 and 7.100.

Submitted by: Amy M. Hass, Vice President and General Counsel

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

REGULATIONS OF
THE UNIVERSITY OF FLORIDA

1.500 Processes for Complaints of Fraud, Waste, Abuse, or Financial Mismanagement; Fraud Prevention and Detection.

1) The University of Florida is committed to maintaining an organizational culture of adhering to the highest ethical and business practices, including responsible use and management of University resources. The University establishes and maintains organizational structures to prevent and detect Fraud (as defined below), to investigate any allegations or reports of fraud, waste, abuse, or financial mismanagement, and to take appropriate disciplinary or legal action. The University has a zero-tolerance position with respect to fraudulent activity.

2) This Regulation applies to all members of the University community, its affiliated and direct support organizations (each an “Affiliate”), the University of Florida Board of Trustees (“BOT”), its employees, entities contracting with the University, vendors, and students.

3) Definitions:

- a) “Fraud” means an intentional misrepresentation or concealment of a material fact for the purpose of obtaining a benefit that would not otherwise be received or inducement of another to act upon the intentional misrepresentation or concealment to that person’s detriment. Such activities include, but are not limited to:
 - i) Inappropriate use or misappropriation of funds, supplies, or any other asset;
 - ii) Forgery or alteration of documents;
 - iii) Misrepresentation of information on documents; or
 - iv) Theft or unauthorized destruction of any asset.
- b) “Internal Review Committee” (“IRC”) means a committee that may be established by the

University, which will include the Office of Internal Audit (“OIA”), and which will be primarily responsible for overseeing the University’s fraud investigative processes and addressing significant and credible allegations of Fraud, together with senior management as determined by the University.

- c) “Significant and credible allegations” of fraud are those that, in the judgment of the chief audit executive (“CAE”) and the IRC, require the attention of those charged with governance and have indicia of reliability.

4) Prevention and Detection.

All levels of University and Affiliate management must be familiar with the types of fraud and the risks and symptoms of fraud that may occur in their operational areas of responsibility and must be alert for any indication of fraud. All levels of management must establish and follow internal controls necessary for their operations. The Office of the Chief Financial Officer (“CFO”) will design and implement the University’s antifraud framework and strategies, as well as assist management in establishing effective internal controls and recognizing improper conduct.

5) Reporting.

All University or Affiliate employees are required to immediately report any incidents of fraud which they suspect, observe, or otherwise have made known to them. Reporting may be done through one of the following mechanisms:

- (a) Anonymous reporting through the University Compliance Hotline by calling (877) 556-5356 or using the online reporting service at <https://compliance.ufl.edu/compliance-hotline/>; or
- (b) An employee may report to their supervisor for subsequent reporting by the supervisor to the appropriate management official.

Employees who report instances of fraud or other wrongful acts, as well as anyone participating in related investigations, may be protected by Section 112.3187, Florida Statutes (Whistle-blower's Act) and the University's protection from retaliation in the workplace, as stated in University Regulation 1.0101.

- 6) Investigation and Notification to the BOG.
 - a) The IRC will oversee all investigations into significant and credible allegations of Fraud. University and Affiliate employees have a duty to cooperate with those conducting such investigations. The investigating office will inform and consult with the Office of the General Counsel ("OGC"), Office of Research, Human Resources, Office of the Provost, University Police Department, and other university offices, as appropriate. Such significant and credible allegations of fraud within the University and the BOT's operational authority, as well as the University action and final case disposition, shall be reported by the CAE and the Chief Compliance Officer ("CCO"), to the Office of Inspector General and Director of Compliance ("OIGC") for the Board of Governors ("BOG").
 - b) The CAE and CCO shall notify the BOG, through the OIGC, of any significant and credible allegation of Fraud against the University President or a BOT member. The notification shall be made in a timely manner and the allegation will be handled consistent with BOG Regulation 4.001.
 - c) Any allegation of fraud against the CAE or the CCO shall be referred to the IRC (not including any person against whom an allegation is made) for determination as to whether the allegation is significant and credible. Thereafter, the investigation shall be managed as determined by the IRC.

7) Remediation.

Any individual or entity found to have participated in fraud or other wrongful acts will be subject to disciplinary action up to and including termination of employment and criminal prosecution, if appropriate. Actions will be taken in accordance with any applicable regulation, policy, or collective bargaining agreement and in consultation with appropriate University offices. Follow-up to the action may include review and remediation of internal control deficiencies.

8) The University shall report at least annually to the BOT of the status of the antifraud framework in use and any necessary revisions to improve the framework.

9) This regulation shall be reviewed at least every five (5) years for currency and consistency with applicable BOG and University regulations.

Specific Authority: BOG Regulations 3.003 and 4.001.

History: New _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.0051 Lost or Abandoned Property.

(1) Definitions. For the purposes of this regulation, the following definitions shall apply:

(a) “Date of notification” is the date on which an identified owner of lost or abandoned property is notified by the Property Custodian that such property is in custody and informed of the location and means by which the property may be released. If notification is by mail, the date of notification is five (5) business days after the date the letter is mailed.

(b) “Date of receipt” is the date lost or abandoned property comes into the custody of the Property Custodian as recorded by the Property Custodian.

(c) “Lost or abandoned property” is tangible personal property with some appreciable value or apparent intrinsic value to the rightful owner that has been mislaid or deposited on campus and left unattended, including vehicles that are deemed abandoned in accordance with subsection (2) of this regulation.

(d) “Notice of impoundment” is a letter sent by the University to the registered owner of an impounded vehicle via certified mail or a notice posted on the vehicle notifying the registered owner that the vehicle has been impounded and stating the place and means by which the vehicle’s release may be secured.

(e) “Property custodian” is the individual(s) designated by the University President to manage the transfer, storage, and disposal of property lost or abandoned on campus in accordance with Section 705.18, Fla. Stat.; persons designated by the Property Custodian to

carry out any of these duties.

(2) Property Deemed Abandoned. A vehicle that has been impounded will be deemed abandoned if not claimed and released pursuant to the University impoundment appeal procedure within thirty (30) calendar days from the date of impoundment or fifteen (15) days from the date of receipt of the Notice of impoundment, whichever is later. The date the vehicle is deemed abandoned in accordance with the above shall be recorded by the Property Custodian as the date of receipt of abandoned property for purposes of this regulation. Property deemed abandoned shall be treated as abandoned property under the procedures set forth in subsection (3) of this regulation.

(3) Procedures.

(a) All reports pertaining to missing, lost, stolen or abandoned property that is or may be located on campus shall be made to the University of Florida Police Department (UFPD).

(b) All lost or abandoned property found on campus shall be delivered to the Property Custodian who shall record the date of receipt of the property and retain custody of the property until disposed of in accordance with this regulation.

(c) If the rightful owner of the property is identifiable, the Property Custodian shall make reasonable efforts to contact and notify the rightful owner of the location and means by which the property may be released.

(d) In determining whether the rightful owner is identifiable, the Property Custodian shall compare outstanding reports made to UFPD of missing, lost, or stolen property to the property in custody. Property that appears to be recovered stolen property may be retained by UFPD as necessary for evidentiary and/or investigative purposes.

(e) If lost or abandoned property is not claimed by the rightful owner within thirty

(30) calendar days from the date of receipt recorded by the Property Custodian, or a longer period of time as may be deemed appropriate by the Property Custodian, the University will dispose or make use of such property in accordance with Section 705.18, Fla. Stat. The rightful owner of such property may reclaim the property at any time prior to the University's disposition or use.

(f) Any lost or abandoned property claimed by the rightful owner shall be released subject to any applicable liens, fees, fines, and reasonable costs of transport, storage and sale.

Authority: BOG Regulation 1.001.

History--New 7-19-05, Amended 3-30-07, Formerly 6C1-3.0051, Amended 3-23-18 (technical changes only), Amended 06-06-19 (BOT approved), Amended _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.0051 Lost or Abandoned Property.

(1) Definitions. For the purposes of this regulation, the following definitions shall apply:-

~~(a) —“Campus” shall include all University occupied or controlled lands located within the state of Florida.~~

~~(b)~~(a) “Date of notification” is ~~defined as~~ the date on which an identified owner of lost or abandoned property is notified by the Property Custodian that such property is in custody and informed of the location and means by which the property may be released. If notification is by mail, the date of notification is five (5) business days after the date the letter is mailed.

~~(e)~~(b) “Date of receipt” is ~~defined as~~ the date lost or abandoned property comes into the custody of the Property Custodian as recorded by the Property Custodian.

~~(d) —“Discarded items” are defined as tangible personal property and other personal objects left on campus that have no identifiable owner, no appreciable value, and no apparent intrinsic value to the rightful owner. Discarded items are not subject to the procedures set forth in this rule.~~

~~(e)~~(c) “Lost or abandoned property” is ~~defined as~~ tangible personal property with some appreciable value or apparent intrinsic value to the rightful owner that has been mislaid or deposited on campus and left unattended, including vehicles that are deemed abandoned in accordance with subsection (2) of this regulation rule. ~~Lost or abandoned property may or may not have an identifiable owner.~~

~~(f)~~(d) “Notice of impoundment” is ~~defined as~~ a letter sent by the University ~~of Florida Police Department (University Police Department)~~ to the registered owner of an impounded vehicle via certified mail or a notice posted on the vehicle ~~pursuant to Regulation 3.0131~~ notifying the registered owner that the vehicle has been impounded and stating the place and means by which the vehicle’s release may be secured.

~~(g)~~(e) “Property custodian” is ~~defined as~~ the individual(s) designated by the University President to manage the transfer, storage, and disposal of property lost or abandoned on campus in accordance with Section 705.18, Fla. Stat.; persons designated by the Property Custodian to carry out any of these duties.

(2) Property Deemed Abandoned. A vehicle that has been impounded ~~pursuant to Regulation 3.013~~ will be deemed abandoned if not claimed and released pursuant to the University impoundment appeal procedure subsection 3.015(9) within thirty (30) calendar days from the date of impoundment or fifteen (15) days from the date of receipt of the Notice of impoundment, whichever is later, ~~or, if the impoundment has been appealed pursuant to subsection 3.015(9), within thirty (30) calendar days from the date of the probable cause hearing, or if the probable cause determination is appealed, within thirty (30) calendar days from the date of the final determination.~~ The date the vehicle is deemed abandoned in accordance with the above shall be recorded by the Property Custodian as the date of receipt of abandoned property for purposes of this regulation. Property deemed abandoned shall be treated as abandoned property under the procedures set forth in subsection (3) of this regulation.

(3) Procedures.

(a) All reports pertaining to missing, lost, stolen or abandoned property that is or may be located on campus shall be made to the University of Florida Police Department (UFPD).

(b) All lost or abandoned property found on campus shall be delivered to the Property Custodian who shall record the date of receipt of the property and retain custody of the property until disposed of in accordance with this regulation.

(c) If the rightful owner of the property is identifiable, the Property Custodian shall make reasonable efforts to contact and notify the rightful owner of the location and means by which the property may be released.

(d) In determining whether the rightful owner is identifiable, the Property Custodian shall compare outstanding reports made to ~~the University Police Department~~UFPD of missing, lost, or stolen property to the property in custody. Property that appears to be recovered stolen property may be retained by ~~the University Police Department~~UFPD as necessary for evidentiary and/or investigative purposes.

(e) If lost or abandoned property is not claimed by the rightful owner within thirty (30) calendar days from the date of receipt recorded by the Property Custodian, or a longer period of time as may be deemed appropriate by the Property Custodian, the University will dispose or make use of such property in accordance with Section 705.18, Fla. Stat. The rightful owner of such property may reclaim the property at any time prior to the University's disposition or use.

(f) Any lost or abandoned property claimed by the rightful owner shall be released subject to any applicable liens, fees, fines, and reasonable costs of transport, storage and sale.

Authority: BOG Regulation 1.001.

History--New 7-19-05, Amended 3-30-07, Formerly 6C1-3.0051, Amended 3-23-18 (technical changes only), Amended 06-06-19 (BOT approved), Amended _____.

REGULATIONS OF
THE UNIVERSITY OF FLORIDA

3.006 Parking

(1) This Regulation sets forth the parking restrictions and requirements for the UF campus. UF does not guarantee parking, nor can it guarantee the safety and security of vehicles, property, and persons within the campus parking facilities. UF charges fees for the use of its parking spaces in order to pay for the operation and maintenance of campus parking facilities and support the transportation infrastructure. All persons holding a valid operator's license may use properly registered motor vehicles, motorcycles, motor scooters, bicycles, and other UF approved vehicles in accordance with the terms of UF regulations, Transportation and Parking Services (TAPS) policies and procedures and applicable Florida Statute.

(2) Definitions:

(a) "Abandoned Vehicle" means a Vehicle that is left on UF campus for more than three (3) consecutive days without a valid Permit.

(b) "Back-in Parking" means parking a Vehicle with the front of the Vehicle facing the drive lanes and rear facing license plate is not visible.

(c) "Commercial Entity" means any person or company that has entered into a contract with UF to provide a service, regardless of the length of the contract, including but not limited to vendors and contractors.

(d) "Disabled Parking" means designated parking spaces for anyone legally qualified to use disabled parking.

(e) "Employee" means (i) a UF employee including Academic Personnel, TEAMS, USPS, LEO and OPS (non-student), and (ii) any (non-student) employee of a UF direct support

organization and other affiliates.

(f) “False Registration” means applying for, receiving, or displaying a Permit by providing false information or by other fraudulent means; including reproducing, altering or defacing a Permit or any other document used for registration.

(g) “Head-in Parking” means parking a Vehicle with the front of the Vehicle facing into the front of the parking space and with the rear license plate visible and facing into the drive lanes.

(h) “Holidays” means official UF holidays only. Academic breaks and weekends are not holidays.

(i) “Impound/Impoundment” means to tow a Vehicle away from the place it is parked, to boot a Vehicle by use of an immobilization device, or to seize and hold legal custody of a Vehicle.

(j) “Inoperable Vehicle” means a Vehicle in a state of disrepair or incapable of being moved under its own power. Inoperable Vehicles include any vehicle abandoned, wrecked, dismantled, scrapped, junked, or in a partially dismantled condition, including uninflated tires, no wheels, or lacking other parts necessary for the normal operation, regardless of displaying a valid Permit.

(k) “LPR” means License Plate Recognition, an online system integrated with digital cameras that use optic character recognition software to convert a digital image of a license plate into text. The license plate data is then sent to a database where it is compared in real-time to a list of plate numbers that are associated with a Virtual Permit.

(l) “Parking” means the act of stopping or standing of a vehicle anywhere on campus, whether occupied or not and whether the vehicle’s motor is running or not.

(m) “Permit” means a non-transferable UF parking permit, decal, hangtag, virtual permit, dashboard permit or metered parking receipt issued by TAPS.

(n) “Reserved Space” means an individually marked space, reserved for the specified user twenty-four (24) hours a day, seven (7) days a week or as otherwise displayed on the applicable signage.

(o) “Restricted Area” means an area where a Vehicle may be parked only if it bears the appropriate Permit for that area.

(p) “Service Drive Area” means parking areas reserved for Vehicles for delivery, service, emergency, and other Vehicles with Service Drive Permits.

(q) “Shands Employee” means a (non-student) employee of UF Health Shands Hospital.

(r) “Student” means an individual who is enrolled at UF; full- time or part-time, regardless of the number of hours or days attending classes.

(s) “Transportation and Parking Services (TAPS)” means the UF unit: (a) responsible for (i) issuing Permits, (ii) collecting parking fees, (iii) assessing parking fines; and (iv) enforcing parking rules on campus; and (b) vested with the authority to store, dispose or transfer the title of Abandoned Vehicles.

(t) “Vehicle” means appropriately registered cars, motorcycles, motor scooters and other means of motorized transportation intended for and in current condition to be operated on public highways. Bicycles, mopeds, Segways, or micromobility devices are not Vehicles.

(u) “Virtual Permit” means a non-physical Permit that uses virtual verification by LPR.

(v) “Visitor” means a person who is not a Student, Employee, Shands Employee or Commercial Entity or other member of the UF community coming on to campus to attend to UF business or related activities; to participate in a UF related or sponsored event, class, activity, or program; or to further the UF educational mission.

(3) General Guidelines for Permits and Registration

(a) TAPS, the University of Florida Police Department (UFPD), appropriate law enforcement, and specifically designated personnel are authorized to issue citations for parking and registration violations in accordance with UF regulations and TAPS policies and procedures.

(b) Students, Employees and Shands Employees must register their Vehicle(s) and license plate(s) with TAPS in order to purchase a Permit and must display a valid appropriate Permit (or be properly registered for a Virtual Permit) during hours of Permit restriction as established on applicable signage at each parking facility.

(c) All registrants are responsible for providing TAPS with current and accurate information regarding Vehicle registration, ownership and tag number, as well as changes in address, enrollment and employment status.

(d) There is no grace period for registration of Vehicles and acquisition of Permits. New Employees may contact TAPS to obtain a temporary Permit for fourteen (14) business days from the start date of their employment at no cost. Proof of employment status is required.

(e) Parking spaces at UF are not intended for Vehicles altered for purposes other than transportation or in violation of UF policy and regulations, bicycles, mopeds, Segways, or aircraft with or without a Permit

(f) Permanently marked Commercial Entity Vehicles (identified as clearly and conspicuously marked with non-removable non-transferable painted or vinyl lettering or company logos on both sides of the Vehicle) may park without a Permit in non-reserved, Permit restricted parking spaces, and in Service Drive Areas. They may not park in gated areas, carpool zones, reserved spaces, bicycle lanes, on the grass, on sidewalks, in no parking zones, and other prohibited areas at any time. A commercial representative in a Commercial Entity Vehicle using a permanently marked delivery truck, service vehicle, rideshare vehicle or bus making brief stops in

the appropriate spaces or zones at one or more points on campus is not considered Parking and are not required to pay a Parking fee or display a Permit.

(g) A Commercial Entity may purchase a Commercial Permit for an unmarked Vehicle upon presenting a letter from the Commercial Entity, UF project manager or department substantiating the need to park on campus. At the request of the UF project manager, TAPS may issue no-cost Permits for Parking in approved, fenced construction compounds and lay-down areas, or in the remote contractor lot for contractor Parking.

(h) Commercial solicitation is not permitted on UF campus without prior approval and Permits shall not be issued (and will be considered invalid) if used for a purpose prohibited by UF regulations and policies.

(i) Disabled Parking:

i. Students and Employees with a State-issued “Disabled Persons Parking Permit” or license plate must purchase a Permit in order to park on campus.

ii. Visitors with a State-issued “Disabled Persons Parking Permit” or license plate may use designated disabled spaces and in non-reserved decal restricted spaces in order to park on campus.

(j) Daily/Temporary Parking:

i. Visitors may obtain a temporary Permit from TAPS; or utilize daily and hourly pay parking facilities or metered spaces upon payment of the required fee.

ii. All vendors must be registered with UF, as visitor parking spaces may not be used for commercial purposes without prior approval.

iii. UF departments or colleges sponsoring an event on campus shall schedule and reserve event parking with TAPS a minimum of two (2) weeks in advance of the event. TAPS will

determine the assignment of event parking based on availability.

(k) Permit Regulation:

i. Physical Permits must be properly displayed on the inside of the Vehicle windshield, passenger side, lower corner. The Permit must be clearly visible from the exterior of the Vehicle while parked on campus or a citation may be issued.

ii. Physical Permits may be transferred between Vehicles registered to permit holders, or to family members residing in the same household, but only one Vehicle per Permit may be parked on campus at any time.

iii. Adhesive Permits are required for all two or three-wheeled motor vehicles and must be displayed on the front or rear fender or front fork of the Vehicle unless otherwise approved by TAPS.

iv. Drivers of two or three-wheeled motor vehicles must park in motorcycle/scooter parking zones as designated on campus. They may not park in an automobile space, except for metered spaces upon payment of the required fee.

v. The Permit holder is responsible for assuring that the Vehicle is parked in compliance with the rules and regulations regardless of who drives it, and for knowing when the issued Permit expires.

vi. The Permit holder is responsible for all citations issued to any Vehicle associated with a Permit holder.

vii. A lost Permit must be reported to TAPS, and a stolen Permit must be reported to UFPD. TAPS will issue a replacement Permit for a \$25 fee. Permits reported lost or stolen will immediately become invalid; and use of a Permit previously reported lost or stolen is considered to be False Registration and subject to fine and penalty. Any Vehicle bearing a Permit reported as lost or

stolen is subject to immediate immobilization and tow, even if the Vehicle bearing the Permit is owned by the person who has reported the Permit as lost or stolen.

viii. Any Vehicle parked on campus is parked at the risk of the operator. UF assumes no liability for damage to Vehicles operated or parked on campus.

(l) Payment:

- i. All Student Permit charges will be charged to the Student's UF account.
- ii. Employees may pay for their Permits through payroll deduction.
- iii. The Permit price may be pro-rated on a bi-weekly basis over the term of the Permit.

The prorated price will be determined at the time of purchase.

(m) Refunds:

i. TAPS may provide a full refund on annual and semester Permits when the refund is requested less than fifteen (15) calendar days from the date of purchase or effective date. Monthly, weekly and daily Permits are non-refundable.

ii. Employees may receive a refund of one twenty-fourth (1/24) of the annual price for each unused pay period on an annual Permit, based on when the Permit is returned.

iii. No refunds will be issued unless and until the Permit is returned to TAPS.

(4) Designated Parking Spaces and Areas.

(a) Parking is permitted only within marked spaces. The absence of "No Parking" signs, curb markings or other indicators does not mean that parking is allowed.

(b) All Vehicles must abide by a Head-in Parking rule to ensure that the license plate is facing the drive lane and can be read by LPR. Exceptions to this rule are as follow:

- i. Vehicles with ADA requirements.
- ii. Electric Vehicles requiring Back-in Parking to actively charge at a charging station.

- iii. Vehicles displaying an official State-issued front license plate.
 - iv. Vehicles displaying an optional front tag purchased from TAPS
- (c) Where parallel or angled parking is permitted, Vehicles must be parked facing the flow of traffic.
- (d) Vehicles shall not be parked in such a manner as to obstruct vehicular/bicycle/pedestrian traffic, wheelchair ramps, interfere with normal operational activities, or create a hazard.
- (e) Parking on grass, unpaved surfaces, sidewalks, crosswalks, Service Drive Areas without a proper Permit, loading zones, truck spaces, or on streets (except where specifically marked for parking) is prohibited.
- (f) Use of parking spaces requires either a Permit or a receipt for paid parking during restricted hours as defined by signage.
- (g) No parking space may be used for commercial solicitation purposes.
- (h) Unauthorized parking in Reserved Spaces or Restricted Areas is prohibited.
- (i) A Vehicle parked overtime at any time limited parking space (meters, time restricted loading zones and Service Drive Areas, etc.) may receive a citation at the time the violation is identified and may receive another citation in the same day if the Vehicle remains in the same space more than two (2) hours from the time of issuance of the first citation.
- (j) Vehicles may park according to Permit type in the appropriate lots and spaces as identified on the TAPS parking map and parking lot signage.
- (k) All Vehicle operators using a parking space controlled by a meter must pay to occupy the space in accordance with the instructions on the meter.
- (l) Only authorized Vehicles may park in disabled spaces.

(m) Oversized Vehicles such as trucks, trailers, motor homes, or any Vehicle that occupies more than one (1) standard car space or extends beyond the space shall be parked in an area designated by TAPS with appropriate Permit.

(n) Special Events/Maintenance: TAPS has authority to close streets, lots, and parking spaces to facilitate special events, and to perform necessary maintenance. Contact TAPS when planning a special event on campus to receive proper parking permits and assignments. No department has the authority to close any lots without first obtaining permission from TAPS.

(5) Impounding Vehicles.

(a) Vehicles are subject to being Impounded at the operator's or owner's expense under any of the following conditions:

i. Unauthorized parking in Reserved Spaces, Restricted Areas, Service Drive Areas, no-parking zones, disabled spaces, or any other place in violation of this Regulation.

ii. Inoperable Vehicles and Abandoned Vehicles must be attended to promptly with immediate notification made to TAPS, Monday – Friday between 8:00 am and 5:00 pm, and the UFPD after 5:00 pm on weekdays and on weekends and Holidays. These vehicles are subject to tow after three (3) consecutive days.

iii. Parking in such a way as to interfere with campus operational activities or in violation of any UF regulation or policy.

iv. Accumulation of three (3) unpaid delinquent parking citations in an academic year.

v. Parking on campus after the suspension of parking privileges.

(b) Vehicles are Impounded at the owner's/department's expense. Subject to any applicable appeal process, the owner/department is required to pay for the outstanding citations, the Impoundment fee, and any additional applicable charges in full prior to claiming their Vehicle. The

fact that a previously Impounded Vehicle has been removed from the area without authorization from TAPS shall be prima facie evidence that the registered owner has tampered with the Impounded Vehicle. Owners of Impounded Vehicles may make restitution online at the TAPS website or during office hours at the TAPS office.

(6) Parking Violations, Penalties and Payment.

(a) Violations and Suspension of Parking Privileges: Vehicle operators are subject to the parking fines in accordance with the schedule of violation charges as provided in this Regulation.

TAPS reserves the right to restrict the ability of an individual or UF unit to purchase a Permit if they:

- i. Falsify or misrepresent information to TAPS;
- ii. Lend their Permit to another person when the latter is not entitled to driving or parking privileges;
- iii. Fails to respond to and resolve citations;
- iv. Demonstrates actions that show a willful disregard for public safety or property, or engages in other types of disruptive behavior with another member of the UF community;
- v. Owes a delinquent parking debt to UF;
- vi. Displays a counterfeit, stolen, altered, lost, or revoked Permit; or
- vii. Issues fraudulent payments to TAPS for services or fines.

(b) Delinquency:

i. Parking citations not paid within fifteen (15) days of issuance, or not under appeal, are subject to an additional late fee as outlined in this Regulation.

ii. An Employee may not purchase a new Permit if there are any outstanding citations on their account. Any violations or debts which are still outstanding after forty-five (45) days may be recovered by UF pursuant to UF Regulation 3.0421 <https://regulations.ufl.edu/wp->

<content/uploads/2012/09/30421.pdf>.

iii. Outstanding student accounts will also result in student records and registration being placed on hold until the debt is settled.

iv. More than three (3) outstanding citations will result in the Vehicle being Impounded.

v. More than ten (10) outstanding citations will result in suspension of parking privileges.

vi. Unless otherwise specified, all fines may be paid via the TAPS website, to the TAPS office in person, or via mail.

(7) Appeal Process for Citations, Suspensions and Impoundments.

(a) Citation, Suspension and Impoundment appeals: The University Hearing Authority (Student Traffic Court and Faculty/Staff Adjudicators) has jurisdiction over the disposition of appeals of parking violations.

i. Persons wishing to contest a citation, suspension or Impoundment must complete an online statement of appeal on the TAPS website within fifteen (15) calendar days from the date of issuance, or otherwise forfeit the right to appeal.

ii. Persons with an unfavorable appeal judgment (not suspensions or Impoundments), may file a second appeal by completing an online second level appeal on the TAPS website within fifteen (15) calendar days from the date of the first appeal judgment.

iii. Decisions of the University Hearing Authority on appeals, suspensions and Impoundments are final.

(8) Parking Rates and Fines.

(a) Parking Rates (2021-2022):

Student Permit – Annual	\$160.00
Student Permit – Semester	\$80.00
Student Permit – Monthly	\$35.00
Student Permit – Weekly	\$15.00

Employee (Gold Permit) – Annual	\$1,512.00
Employee (Gold Permit) – Semester	\$504.00
Employee (Silver Permit) – Annual	\$1,350.00
Employee (Silver Permit) – Semester	\$450.00
Shands Employee (Gold Permit) – Annual	\$1,512.00
Shands Employee (Gold Permit) – Semester	\$504.00
Shands Employee (Silver Permit) – Annual	\$1,350.00
Shands Employee (Silver Permit) – Semester	\$450.00
Employee (Official Business Permit) – Annual	\$570.00
Employee (Official Business Permit) – Semester	\$190.00
Employee (Orange Permit) – Annual	\$420.00
Employee (Orange Permit) – Semester	\$140.00
Employee (Orange Permit) – Monthly	\$60.00
Employee (Orange Permit) – Weekly	\$25.00
Employee (Orange Permit) – Daily	\$5.00
Employee (Blue Permit) – Annual	\$420.00
Employee (Blue Permit) – Semester	\$140.00
Employee (Blue Permit) – Monthly	\$60.00
Employee (Blue Permit) – Weekly	\$25.00
Employee (Blue Permit) – Daily	\$5.00
Employee (Medical Resident) – Annual	\$588.00
Employee (Medical Resident) – Semester	\$186.00
Employee (Medical Resident) – Monthly	\$70.00
Employee (Shands South 1) – Annual	\$420.00
Employee (Shands South 1) – Semester	\$140.00
Employee (Staff Commuter) – Annual	\$216.00
Employee (Staff Commuter) – Semester	\$72.00
Employee (Staff Commuter) – Monthly	\$35.00
Employee (Staff Commuter) – Weekly	\$15.00
Employee (Staff Commuter) – Daily	\$3.00
Employee (Disabled) – Annual	\$420.00
Employee (Disabled) – Semester	\$140.00
Employee (Disabled) – Monthly	\$60.00
Employee (Disabled) – Weekly	\$25.00
Employee (Disabled) – Daily	\$5.00
Employee (Carpool) – Annual	\$198.00
Student/Employee (Motorcycle/Scooter) – Annual	\$210.00
Student/Employee (Motorcycle/Scooter) – Semester	\$70.00
Commercial – Annual	\$576.00
Commercial – Semester	\$192.00
Commercial – Monthly	\$75.00
Commercial – Daily	\$7.00

(b) Parking Fines (2021-2022):

No or expired permit	\$35.00
Parking out of assigned area	\$35.00
Parking in a restricted area	\$40.00
Parking in a reserved parking space	\$40.00
Overtime Parking	\$20.00
Parking over lines	\$20.00
Parking on grass	\$35.00
Parking facing traffic	\$30.00
Parking on sidewalk	\$35.00
Parking obstructing traffic	\$40.00
Parking illegally in a Service Drive Area	\$40.00
Parking in a No Parking Zone	\$35.00
Permit improperly attached or displayed	\$15.00
False Registration	\$150.00, plus cost of equivalent permit
Use of an unauthorized duplicate or lost or stolen permit	\$150.00, plus the cost of equivalent permit
Unauthorized use of permit	\$35.00
Driving/parking on campus while eligibility is suspended	\$100.00
Failure to pay parking lot fee	\$35.00
Unauthorized operation of a vehicle in a restricted area	\$50.00
Backed into parking spaces where prohibited	\$35.00
Parking without a permit in a parking garage reserved for persons with disabilities	\$250.00
Bicycles parked out of assigned areas	\$10.00
Tampering with or unauthorized removal of an immobilizing device	\$200.00, plus replacement price of device if not returned to UF undamaged
Motorcycle/Scooter not parked in direction of payment-marked arrows	\$20.00
Unsafe or improper operation of a micromobility device or a bicycle	\$50.00
Failure to pay fine within 15 days	\$10.00, plus fine

Authority: BOG Regulation 1.001

History:

3.006 Definitions: New 9-29-75, Amended 8-15-78, 8-19-79, 8-26-81, 8-12-82, 3-6-85, Formerly 6C-3.06, Amended 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-7-92, 5-19-93, 4-30-95, 5-1-96, 6-7-00, 5-22-01, 3-31-06 (technical changes only), 3-30-07 (technical changes only), 3-14-08 (technical changes only), 3-17-09, Formerly 6C1-3.006, Amended 3-17-11, 3-28-14 (technical changes only), Amended 3-26-20, Consolidated and Amended _____.

REGULATIONS OF
THE
UNIVERSITY OF FLORIDA

3.006 ~~Traffic & Parking; Definitions.~~

~~(1) — The operation and parking of a motor vehicle on the University of Florida campus is a privilege granted by the University rather than a right. All vehicles parked on campus during hours of restriction must properly display a University parking decal or permit. A parking decal is not a guarantee of a parking space. Each vehicle operator is responsible for finding a legal parking space. Lack of a space is not a valid excuse for violating any parking regulation. Parking meters are located throughout the campus for visitors to the University. Transportation and Parking Services operates a pay parking facilities for campus visitors at the Welcome Center Garage and adjacent to Shands Hospital for use by patients and patient visitors to Shands Hospital and the J. Hillis Miller Health Center. The University assumes no liability for damage to vehicles operated or parked on the campus. Any such damage is a risk assumed by the owner or operator of the motor vehicle.~~

~~(2) — The following are definitions of words and phrases used in the regulations governing traffic, parking and registration of vehicles on the University of Florida campus.~~

(1) This Regulation sets forth the parking restrictions and requirements for the UF campus. UF does not guarantee parking, nor can it guarantee the safety and security of vehicles, property, and persons within the campus parking facilities. UF charges fees for the use of its parking spaces in order to pay for the operation and maintenance of campus parking facilities and support the transportation infrastructure. All persons holding a valid operator's license may use properly registered motor vehicles, motorcycles, motor scooters, bicycles, and other UF approved

vehicles in accordance with the terms of UF regulations, Transportation and Parking Services (TAPS) policies and procedures and applicable Florida Statute.

(2) Definitions:

(a) “Abandoned Vehicle” means a Vehicle that is left on UF campus for more than three

(3) consecutive days without a valid Permit.

(a)(b) “Back-in Parking” means parking —Parking a vehicle so that Vehicle with the front end is of the Vehicle facing the drive aisles and rear facing license plate is not visible.

(b) —Bicycle —Includes every vehicle propelled solely by human power and every motorized bicycle as defined in Section 316.003(2), Fla. Stat.

(c) —Business Days —All days except weekends and official University holidays.

(d) —Campus —Includes all of the property of the University of Florida located in Gainesville or adjacent areas.

(e) —Decal —Instrument displayed on the vehicle allowing parking in designated areas when space is available.

(c) “Commercial Entity” means any person or company that has entered into a contract with UF to provide a service, regardless of the length of the contract, including but not limited to vendors and contractors.

(d) “Disabled Parking” means designated parking spaces for anyone legally qualified to use disabled parking.

(f)(e) “Employee —Any” means (i) a UF employee of the University of Florida including faculty, TEAMS, University Support Academic Personnel System staff and Other Personnel Services, TEAMS, USPS, LEO and OPS (non-student) staff, and (ii) any (non-student) employee of Shands Hospital. For the purpose of these regulations, non-student employees of University a UF direct support

~~organizations and non-university organizations contracted to provide services to the University shall have the same parking privileges as University employees, organization and other affiliates.~~

~~(g)(f) “False Registration—Applying” means applying for, receiving, or displaying a parking permit or decal by showing or giving Permit by providing false information or by other fraudulent means which shall include; including reproducing, altering or defacing a decal, a permit Permit or any other document used for registration or used in lieu of a valid registration.~~

~~(g) “Head-in Parking” means parking a Vehicle with the front of the Vehicle facing into the front of the parking space and with the rear license plate visible and facing into the drive lanes.~~

~~(h) “Holidays” means official UF holidays only. Academic breaks and weekends are not holidays.~~

~~(h)(i) “Impound—To/Impoundment” means to tow a vehicle Vehicle away from the place in which it is parked, to boot a vehicle Vehicle by use of an immobilization device, or to seize and hold legal custody of a vehicle Vehicle.~~

~~(i) —Micromobility Device— Any small transportation device powered by a motor, with or without a seat or saddle for the use of the rider, which is not capable of traveling at a speed greater than 20 miles per hour on level ground, used to travel short distances. This term includes e-bicycles, motorized bicycles, scooters, e-scooters, motorized scooters, one-wheels and skateboards as defined in the Florida Statutes 316.2065, 316.2128. This term excludes wheelchairs, golf carts and other low speed vehicles (LSV’s).~~

~~(j) —Moped— Includes all vehicles described in Section 316.003(77), Fla. Stat.~~

~~(k) —Motorcycle and Motor Scooter— Includes all motor vehicles with two (2) or three (3) wheels.~~

~~(l) —Motor Vehicle— Includes all vehicles other than bicycles, mopeds and Segways.~~

~~(m) — Parking Space — Areas governed by the University of Florida parking regulations with parking spaces delineated by white, yellow or blue striping, a parking meter or physical barriers delineating parking parameters.~~

~~(n) — Permit — A card temporarily displayed in the vehicle allowing parking for a specified period of time in designated areas as space is available.~~

~~(o) — Registration — Providing valid and accurate information to obtain authorization to operate and park a vehicle on campus by receiving an appropriate decal or permit for a specified area(s).~~

(j) “Inoperable Vehicle” means a Vehicle in a state of disrepair or incapable of being moved under its own power. Inoperable Vehicles include any vehicle abandoned, wrecked, dismantled, scrapped, junked, or in a partially dismantled condition, including uninflated tires, no wheels, or lacking other parts necessary for the normal operation, regardless of displaying a valid Permit.

(k) “LPR” means License Plate Recognition, an online system integrated with digital cameras that use optic character recognition software to convert a digital image of a license plate into text. The license plate data is then sent to a database where it is compared in real-time to a list of plate numbers that are associated with a Virtual Permit.

(l) “Parking” means the act of stopping or standing of a vehicle anywhere on campus, whether occupied or not and whether the vehicle’s motor is running or not.

(m) “Permit” means a non-transferable UF parking permit, decal, hangtag, virtual permit, dashboard permit or metered parking receipt issued by TAPS.

(n) “Reserved Space” means an individually marked space, reserved for the specified user twenty-four (24) hours a day, seven (7) days a week or as otherwise displayed on the

applicable signage.

~~(p)(o)~~ “Restricted Area—An” means an area within which an automobile where a Vehicle may be parked only if it bears the appropriate decal or permit Permit for that area.

~~(q)~~ “Reserved Space—An individual parking space, as approved by the President, appropriately marked for a particular license tag number, individual, position or purpose.

~~(r)~~ “Restricted Hours—The hours between 7:30 A.M. and 5:30 P.M., Monday through Friday, unless otherwise indicated.

~~(p)~~ “Service Area or Drive—Parking Area” means parking areas reserved only for properly identified Vehicles for delivery, service or, emergency vehicles, commercial vehicles, or vehicles bearing proper authorization from, and other Vehicles with Service Drive Permits.

~~(q)~~ “Shands Employee” means a (non-student) employee of UF Health Shands Hospital.

~~(r)~~ “Student” means an individual who is enrolled at UF; full-time or part-time, regardless of the number of hours or days attending classes.

~~(s)~~ “Transportation and Parking Services. Service Areas or Drives are delineated by signs or pavement markings (TAPS)” means the UF unit: (a) responsible for (i) issuing Permits, (ii) collecting parking fees, (iii) assessing parking fines; and (iv) enforcing parking rules on campus; and (b) vested with the authority to store, dispose or transfer the title of Abandoned Vehicles.

~~(t)~~ Student—Includes all persons not classified as an employee as defined in paragraph (f) above, carrying one or more credit hours of graduate or undergraduate work. This includes students from other institutions who enroll in courses on campus.

~~(t)~~ Student Classification—The student’s classification as established by “Vehicle” means appropriately registered cars, motorcycles, motor scooters and other means of motorized transportation intended for and in current condition to be operated on public highways. Bicycles,

mopeds, Segways, or micromobility devices are not Vehicles.

(u) “Virtual Permit” means a non-physical Permit that uses virtual verification by LPR.

(v) “Visitor” means a person who is not a Student, Employee, Shands Employee or Commercial Entity or other member of the UF community coming on to campus to attend to UF business or related activities; to participate in a UF related or sponsored event, class, activity, or program; or to further the UF educational mission.

(3) General Guidelines for Permits and Registration

~~(u) TAPS, the University of Florida Registrar.~~

~~(v)(a) Transportation and Parking Services — The University unit responsible for issuing decals and permits Police Department (UFPD), appropriate law enforcement, and specifically designated personnel are authorized to issue citations for parking on campus and for collecting parking fees and parking fines. It is located on campus at 1273 Gale Lemerand Drive, (352) 392-7275 (voice) and (352)-846-0304 (faecsimile); registration violations in accordance with UF regulations and the mailing address is P.O. Box 112400, University of Florida, Gainesville, Florida 32611. Its hours of operation are Monday through Friday from 8:00 A.M. to 4:30 P.M. except on University holidays. TAPS policies and procedures.~~

(b) Students, Employees and Shands Employees must register their Vehicle(s) and license plate(s) with TAPS in order to purchase a Permit and must display a valid appropriate Permit (or be properly registered for a Virtual Permit) during hours of Permit restriction as established on applicable signage at each parking facility.

(c) All registrants are responsible for providing TAPS with current and accurate information regarding Vehicle registration, ownership and tag number, as well as changes in

address, enrollment and employment status.

(d) There is no grace period for registration of Vehicles and acquisition of Permits. New Employees may contact TAPS to obtain a temporary Permit for fourteen (14) business days from the start date of their employment at no cost. Proof of employment status is required.

(e) Parking spaces at UF are not intended for Vehicles altered for purposes other than transportation or in violation of UF policy and regulations, bicycles, mopeds, Segways, or aircraft with or without a Permit

(f) Permanently marked Commercial Entity Vehicles (identified as clearly and conspicuously marked with non-removable non-transferable painted or vinyl lettering or company logos on both sides of the Vehicle) may park without a Permit in non-reserved, Permit restricted parking spaces, and in Service Drive Areas. They may not park in gated areas, carpool zones, reserved spaces, bicycle lanes, on the grass, on sidewalks, in no parking zones, and other prohibited areas at any time. A commercial representative in a Commercial Entity Vehicle using a permanently marked delivery truck, service vehicle, rideshare vehicle or bus making brief stops in the appropriate spaces or zones at one or more points on campus is not considered Parking and are not required to pay a Parking fee or display a Permit.

(g) A Commercial Entity may purchase a Commercial Permit for an unmarked Vehicle upon presenting a letter from the Commercial Entity, UF project manager or department substantiating the need to park on campus. At the request of the UF project manager, TAPS may issue no-cost Permits for Parking in approved, fenced construction compounds and lay-down areas, or in the remote contractor lot for contractor Parking.

(h) Commercial solicitation is not permitted on UF campus without prior approval and Permits shall not be issued (and will be considered invalid) if used for a purpose prohibited by UF

regulations and policies.

(i) Disabled Parking:

i. Students and Employees with a State-issued “Disabled Persons Parking Permit” or license plate must purchase a Permit in order to park on campus.

ii. Visitors with a State-issued “Disabled Persons Parking Permit” or license plate may use designated disabled spaces and in non-reserved decal restricted spaces in order to park on campus.

(j) Daily/Temporary Parking:

i. Visitors may obtain a temporary Permit from TAPS; or utilize daily and hourly pay parking facilities or metered spaces upon payment of the required fee.

ii. All vendors must be registered with UF, as visitor parking spaces may not be used for commercial purposes without prior approval.

iii. UF departments or colleges sponsoring an event on campus shall schedule and reserve event parking with TAPS a minimum of two (2) weeks in advance of the event. TAPS will determine the assignment of event parking based on availability.

(k) Permit Regulation:

i. Physical Permits must be properly displayed on the inside of the Vehicle windshield, passenger side, lower corner. The Permit must be clearly visible from the exterior of the Vehicle while parked on campus or a citation may be issued.

ii. Physical Permits may be transferred between Vehicles registered to permit holders, or to family members residing in the same household, but only one Vehicle per Permit may be parked on campus at any time.

iii. Adhesive Permits are required for all two or three-wheeled motor vehicles and must

be displayed on the front or rear fender or front fork of the Vehicle unless otherwise approved by TAPS.

iv. Drivers of two or three-wheeled motor vehicles must park in motorcycle/scooter parking zones as designated on campus. They may not park in an automobile space, except for metered spaces upon payment of the required fee.

v. The Permit holder is responsible for assuring that the Vehicle is parked in compliance with the rules and regulations regardless of who drives it, and for knowing when the issued Permit expires.

vi. The Permit holder is responsible for all citations issued to any Vehicle associated with a Permit holder.

vii. A lost Permit must be reported to TAPS, and a stolen Permit must be reported to UFPD. TAPS will issue a replacement Permit for a \$25 fee. Permits reported lost or stolen will immediately become invalid; and use of a Permit previously reported lost or stolen is considered to be False Registration and subject to fine and penalty. Any Vehicle bearing a Permit reported as lost or stolen is subject to immediate immobilization and tow, even if the Vehicle bearing the Permit is owned by the person who has reported the Permit as lost or stolen.

viii. Any Vehicle parked on campus is parked at the risk of the operator. UF assumes no liability for damage to Vehicles operated or parked on campus.

(l) Payment:

i. All Student Permit charges will be charged to the Student's UF account.

ii. Employees may pay for their Permits through payroll deduction.

iii. The Permit price may be pro-rated on a bi-weekly basis over the term of the Permit.

The prorated price will be determined at the time of purchase.

(m) Refunds:

i. TAPS may provide a full refund on annual and semester Permits when the refund is requested less than fifteen (15) calendar days from the date of purchase or effective date. Monthly, weekly and daily Permits are non-refundable.

ii. Employees may receive a refund of one twenty-fourth (1/24) of the annual price for each unused pay period on an annual Permit, based on when the Permit is returned.

iii. No refunds will be issued unless and until the Permit is returned to TAPS.

(4) Designated Parking Spaces and Areas.

(a) Parking is permitted only within marked spaces. The absence of "No Parking" signs, curb markings or other indicators does not mean that parking is allowed.

(b) All Vehicles must abide by a Head-in Parking rule to ensure that the license plate is facing the drive lane and can be read by LPR. Exceptions to this rule are as follow:

i. Vehicles with ADA requirements.

ii. Electric Vehicles requiring Back-in Parking to actively charge at a charging station.

iii. Vehicles displaying an official State-issued front license plate.

iv. Vehicles displaying an optional front tag purchased from TAPS

(c) Where parallel or angled parking is permitted, Vehicles must be parked facing the flow of traffic.

(d) Vehicles shall not be parked in such a manner as to obstruct vehicular/bicycle/pedestrian traffic, wheelchair ramps, interfere with normal operational activities, or create a hazard.

(e) Parking on grass, unpaved surfaces, sidewalks, crosswalks, Service Drive Areas without a proper Permit, loading zones, truck spaces, or on streets (except where specifically

marked for parking) is prohibited.

(f) Use of parking spaces requires either a Permit or a receipt for paid parking during restricted hours as defined by signage.

(g) No parking space may be used for commercial solicitation purposes.

(h) Unauthorized parking in Reserved Spaces or Restricted Areas is prohibited.

(i) A Vehicle parked overtime at any time limited parking space (meters, time restricted loading zones and Service Drive Areas, etc.) may receive a citation at the time the violation is identified and may receive another citation in the same day if the Vehicle remains in the same space more than two (2) hours from the time of issuance of the first citation.

(j) Vehicles may park according to Permit type in the appropriate lots and spaces as identified on the TAPS parking map and parking lot signage.

(k) All Vehicle operators using a parking space controlled by a meter must pay to occupy the space in accordance with the instructions on the meter.

(l) Only authorized Vehicles may park in disabled spaces.

(m) Oversized Vehicles such as trucks, trailers, motor homes, or any Vehicle that occupies more than one (1) standard car space or extends beyond the space shall be parked in an area designated by TAPS with appropriate Permit.

(n) Special Events/Maintenance: TAPS has authority to close streets, lots, and parking spaces to facilitate special events, and to perform necessary maintenance. Contact TAPS when planning a special event on campus to receive proper parking permits and assignments. No department has the authority to close any lots without first obtaining permission from TAPS.

(5) Impounding Vehicles.

(a) Vehicles are subject to being Impounded at the operator's or owner's expense under

any of the following conditions:

i. Unauthorized parking in Reserved Spaces, Restricted Areas, Service Drive Areas, no-parking zones, disabled spaces, or any other place in violation of this Regulation.

ii. Inoperable Vehicles and Abandoned Vehicles must be attended to promptly with immediate notification made to TAPS, Monday – Friday between 8:00 am and 5:00 pm, and the UFPD after 5:00 pm on weekdays and on weekends and Holidays. These vehicles are subject to tow after three (3) consecutive days.

iii. Parking in such a way as to interfere with campus operational activities or in violation of any UF regulation or policy.

iv. Accumulation of three (3) unpaid delinquent parking citations in an academic year.

v. Parking on campus after the suspension of parking privileges.

(b) Vehicles are Impounded at the owner's/department's expense. Subject to any applicable appeal process, the owner/department is required to pay for the outstanding citations, the Impoundment fee, and any additional applicable charges in full prior to claiming their Vehicle. The fact that a previously Impounded Vehicle has been removed from the area without authorization from TAPS shall be prima facie evidence that the registered owner has tampered with the Impounded Vehicle. Owners of Impounded Vehicles may make restitution online at the TAPS website or during office hours at the TAPS office.

(6) Parking Violations, Penalties and Payment.

(a) Violations and Suspension of Parking Privileges: Vehicle operators are subject to the parking fines in accordance with the schedule of violation charges as provided in this Regulation.

TAPS reserves the right to restrict the ability of an individual or UF unit to purchase a Permit if they:

i. Falsify or misrepresent information to TAPS;

ii. Lend their Permit to another person when the latter is not entitled to driving or parking privileges;

iii. Fails to respond to and resolve citations;

iv. Demonstrates actions that show a willful disregard for public safety or property, or engages in other types of disruptive behavior with another member of the UF community;

v. Owes a delinquent parking debt to UF;

vi. Displays a counterfeit, stolen, altered, lost, or revoked Permit; or

vii. Issues fraudulent payments to TAPS for services or fines.

(b) Delinquency:

i. Parking citations not paid within fifteen (15) days of issuance, or not under appeal, are subject to an additional late fee as outlined in this Regulation.

ii. An Employee may not purchase a new Permit if there are any outstanding citations on their account. Any violations or debts which are still outstanding after forty-five (45) days may be recovered by UF pursuant to UF Regulation 3.0421 <https://regulations.ufl.edu/wp-content/uploads/2012/09/30421.pdf>.

iii. Outstanding student accounts will also result in student records and registration being placed on hold until the debt is settled.

iv. More than three (3) outstanding citations will result in the Vehicle being Impounded.

v. More than ten (10) outstanding citations will result in suspension of parking privileges.

vi. Unless otherwise specified, all fines may be paid via the TAPS website, to the TAPS office in person, or via mail.

(7) Appeal Process for Citations, Suspensions and Impoundments.

(a) Citation, Suspension and Impoundment appeals: The University Hearing Authority

(Student Traffic Court and Faculty/Staff Adjudicators) has jurisdiction over the disposition of appeals of parking violations.

i. Persons wishing to contest a citation, suspension or Impoundment must complete an online statement of appeal on the TAPS website within fifteen (15) calendar days from the date of issuance, or otherwise forfeit the right to appeal.

ii. Persons with an unfavorable appeal judgment (not suspensions or Impoundments), may file a second appeal by completing an online second level appeal on the TAPS website within fifteen (15) calendar days from the date of the first appeal judgment.

iii. Decisions of the University Hearing Authority on appeals, suspensions and Impoundments are final.

(8) Parking Rates and Fines.

(a) Parking Rates (2021-2022):

<u>Student Permit – Annual</u>	<u>\$160.00</u>
<u>Student Permit – Semester</u>	<u>\$80.00</u>
<u>Student Permit – Monthly</u>	<u>\$35.00</u>
<u>Student Permit – Weekly</u>	<u>\$15.00</u>
<u>Employee (Gold Permit) – Annual</u>	<u>\$1,512.00</u>
<u>Employee (Gold Permit) – Semester</u>	<u>\$504.00</u>
<u>Employee (Silver Permit) – Annual</u>	<u>\$1,350.00</u>
<u>Employee (Silver Permit) – Semester</u>	<u>\$450.00</u>
<u>Shands Employee (Gold Permit) – Annual</u>	<u>\$1,512.00</u>
<u>Shands Employee (Gold Permit) – Semester</u>	<u>\$504.00</u>
<u>Shands Employee (Silver Permit) – Annual</u>	<u>\$1,350.00</u>
<u>Shands Employee (Silver Permit) – Semester</u>	<u>\$450.00</u>
<u>Employee (Official Business Permit) – Annual</u>	<u>\$570.00</u>
<u>Employee (Official Business Permit) – Semester</u>	<u>\$190.00</u>
<u>Employee (Orange Permit) – Annual</u>	<u>\$420.00</u>
<u>Employee (Orange Permit) – Semester</u>	<u>\$140.00</u>
<u>Employee (Orange Permit) – Monthly</u>	<u>\$60.00</u>
<u>Employee (Orange Permit) – Weekly</u>	<u>\$25.00</u>
<u>Employee (Orange Permit) – Daily</u>	<u>\$5.00</u>
<u>Employee (Blue Permit) – Annual</u>	<u>\$420.00</u>
<u>Employee (Blue Permit) – Semester</u>	<u>\$140.00</u>

<u>Employee (Blue Permit) – Monthly</u>	<u>\$60.00</u>
<u>Employee (Blue Permit) – Weekly</u>	<u>\$25.00</u>
<u>Employee (Blue Permit) – Daily</u>	<u>\$5.00</u>
<u>Employee (Medical Resident) – Annual</u>	<u>\$588.00</u>
<u>Employee (Medical Resident) – Semester</u>	<u>\$186.00</u>
<u>Employee (Medical Resident) – Monthly</u>	<u>\$70.00</u>
<u>Employee (Shands South 1) – Annual</u>	<u>\$420.00</u>
<u>Employee (Shands South 1) – Semester</u>	<u>\$140.00</u>
<u>Employee (Staff Commuter) – Annual</u>	<u>\$216.00</u>
<u>Employee (Staff Commuter) – Semester</u>	<u>\$72.00</u>
<u>Employee (Staff Commuter) – Monthly</u>	<u>\$35.00</u>
<u>Employee (Staff Commuter) – Weekly</u>	<u>\$15.00</u>
<u>Employee (Staff Commuter) – Daily</u>	<u>\$3.00</u>
<u>Employee (Disabled) – Annual</u>	<u>\$420.00</u>
<u>Employee (Disabled) – Semester</u>	<u>\$140.00</u>
<u>Employee (Disabled) – Monthly</u>	<u>\$60.00</u>
<u>Employee (Disabled) – Weekly</u>	<u>\$25.00</u>
<u>Employee (Disabled) – Daily</u>	<u>\$5.00</u>
<u>Employee (Carpool) – Annual</u>	<u>\$198.00</u>
<u>Student/Employee (Motorcycle/Scooter) – Annual</u>	<u>\$210.00</u>
<u>Student/Employee (Motorcycle/Scooter) – Semester</u>	<u>\$70.00</u>
<u>Commercial – Annual</u>	<u>\$576.00</u>
<u>Commercial – Semester</u>	<u>\$192.00</u>
<u>Commercial – Monthly</u>	<u>\$75.00</u>
<u>Commercial – Daily</u>	<u>\$7.00</u>

(b) Parking Fines (2021-2022):

<u>No or expired permit</u>	<u>\$35.00</u>
<u>Parking out of assigned area</u>	<u>\$35.00</u>
<u>Parking in a restricted area</u>	<u>\$40.00</u>
<u>Parking in a reserved parking space</u>	<u>\$40.00</u>
<u>Overtime Parking</u>	<u>\$20.00</u>
<u>Parking over lines</u>	<u>\$20.00</u>
<u>Parking on grass</u>	<u>\$35.00</u>
<u>Parking facing traffic</u>	<u>\$30.00</u>
<u>Parking on sidewalk</u>	<u>\$35.00</u>
<u>Parking obstructing traffic</u>	<u>\$40.00</u>
<u>Parking illegally in a Service Drive Area</u>	<u>\$40.00</u>
<u>Parking in a No Parking Zone</u>	<u>\$35.00</u>
<u>Permit improperly attached or displayed</u>	<u>\$15.00</u>
<u>False Registration</u>	<u>\$150.00, plus cost of</u>

	<u>equivalent permit</u>
<u>Use of an unauthorized duplicate or lost or stolen permit</u>	<u>\$150.00, plus the cost of equivalent permit</u>
<u>Unauthorized use of permit</u>	<u>\$35.00</u>
<u>Driving/parking on campus while eligibility is suspended</u>	<u>\$100.00</u>
<u>Failure to pay parking lot fee</u>	<u>\$35.00</u>
<u>Unauthorized operation of a vehicle in a restricted area</u>	<u>\$50.00</u>
<u>Backed into parking spaces where prohibited</u>	<u>\$35.00</u>
<u>Parking without a permit in a parking garage reserved for persons with disabilities</u>	<u>\$250.00</u>
<u>Bicycles parked out of assigned areas</u>	<u>\$10.00</u>
<u>Tampering with or unauthorized removal of an immobilizing device</u>	<u>\$200.00, plus replacement price of device if not returned to UF undamaged</u>
<u>Motorcycle/Scooter not parked in direction of payment-marked arrows</u>	<u>\$20.00</u>
<u>Unsafe or improper operation of a micromobility device or a bicycle</u>	<u>\$50.00</u>
<u>Failure to pay fine within 15 days</u>	<u>\$10.00, plus fine</u>

Authority: BOG Regulation 1.001-

History--:

3.006 Definitions: New 9-29-75, Amended 8-15-78, 8-19-79, 8-26-81, 8-12-82, 3-6-85, Formerly ~~6C16C~~-3.06, Amended 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-7-92, 5-19-93, 4-30-95, 5-1-96, 6-7-00, 5-22-01, 3-31-06 (technical changes only), 3-30-07 (technical changes only), 3-14-08 (technical changes only), 3-17-09, Formerly 6C1-3.006, Amended 3-17-11, 3-28-14 (technical changes only), Amended 3-26-20-, Consolidated and Amended _____.

~~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>
\$930.00	\$310.00

~~(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.)~~

	<u>Annual</u>	<u>Semester</u>
Reserved Gated Decals	\$1350.00	\$450.00
Official Gated Decals	\$1,512.00	\$504.00
Medical Resident Reserved Area Decals	\$588.00	\$196.00

~~(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:~~

~~Annual ————— Semester~~

~~\$570.00 ————— \$190.00~~

~~(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:~~

~~Annual ————— Semester~~

~~\$420.00 ————— \$140.00~~

~~(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.~~

~~Annual ————— Semester~~

~~420.00 ————— \$140.00~~

~~(d) Any employee is eligible for Staff Commuter parking in designated lots. A Staff Commuter decal is issued upon payment of the appropriate fee shown below:~~

~~Annual ————— Semester~~

~~216.00 ————— \$78.00~~

~~(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.~~

~~Annual~~ ~~—————~~ ~~Semester~~

~~\$160.00~~ ~~—————~~ ~~\$80.00~~

~~(f) Disabled students possessing a State of Florida or out-of-state Disabled Persons Parking Placard specifically issued to them are eligible for a University of Florida Disabled Student Parking decal upon approval and payment of the appropriate fee shown below. This decal is required to park in any designated disabled space on campus. This decal will also allow parking in any Restricted Area parking lot or garage on campus.~~

~~Annual~~ ~~—————~~ ~~Semester~~

~~\$160.00~~ ~~—————~~ ~~\$80.00~~

~~(g) In cases where an individual lives in Graduate and Family Housing and also works for the University, he or she may purchase two (2) decals for the same vehicle. In these cases, the full price for the higher-priced decal must be paid, and the price for the second decal is \$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:~~

	<u>Monthly</u>	<u>Weekly</u>	<u>Daily</u>
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

(k) Officials of University groups and organizations, as defined in paragraph (1)(f) 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>
\$210.00	\$70.00

~~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>
\$576.00	\$192.00

~~(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~~

~~————— \$146.00~~

~~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 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://pk Yonge.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, 5-7-92, 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, 7-9-05, 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), 3-23-18 (BOT Approval), 3-29-19 (BOT Approval), 3-26-20 (BOT Approval).~~

~~REGULATIONS OF THE
UNIVERSITY OF FLORIDA~~

~~3.008 Traffic & Parking; Miscellaneous Provisions.~~

~~(1) — The President may authorize decals to be issued without charge when the University receives a benefit at no direct cost to the University.~~

~~(2) — Upon payment of the appropriate fee, retired members of the faculty and staff are eligible to register and purchase the same parking permit as if still employed by the University. A retired member of the faculty and staff honored with “emeritus” status is issued an Official Business decal without charge, or may purchase a higher-priced decal by paying the cost difference.~~

~~(3) — Houseparents, custodians, cooks, babysitters, etc., employed by private individuals residing on campus may register and purchase a decal for the appropriate area, upon payment of the fee contained in paragraph (9)(d) of University of Florida Regulation 3.007.~~

~~(4) — Students who are temporarily disabled may be eligible for a temporary Restricted Area parking permit for up to thirty (30) days upon written request from a medical doctor.~~

~~(5) — Visitors may utilize metered spaces and pay parking facilities, or may be issued temporary visitor permits by Transportation and Parking Services or attendants stationed at the entrances to the central campus. Permits for longer periods may be requested from Transportation and Parking Services. These permits authorize driving and parking in designated areas only.~~

~~(6) — Visitors on official business and visitors with ministerial, charitable or public service missions may be issued temporary permits valid for extended periods of time of a stated~~

~~duration authorizing parking in designated areas only.~~

~~(7) — Construction workers employed by contractors for campus construction may purchase Commercial decals, or if approved may be issued parking permits for parking at a designated remote contractor parking area, or in approved fenced locations on or near the construction site as determined by the University.~~

~~(8) — Faculty, staff and students of Santa Fe College and other schools who use University facilities, including the library, are treated in the same manner as University of Florida faculty, staff and students.~~

~~(9) — Special parking permits may be purchased by outside agencies for use when making official business trips to the University of Florida.~~

~~(10) — The managers of the cafeterias and bookstores on campus may obtain Service Drive parking permits for their locations.~~

~~(11) — Permits may not be used by the registrant or members of the registrant's family or others to conduct personal business on campus and are subject to revocation if the privileges are abused.~~

~~(12) — Permits may be obtained from Transportation and Parking Services to authorize parking in service drive areas.~~

~~(13) — Students, staff and faculty of the University of Florida, Shands Hospital, and any other entities located at the J. Hillis Miller Health Center may not use the Visitor Pay Parking Facilities at the J. Hillis Miller Health Center during the posted hours of operation unless being treated as a patient of a clinic or hospital or visiting a patient in a clinic or hospital.~~

~~(14) — The University of Florida requires all University motor vehicles to have a current safety inspection decal. To obtain the safety inspection decal, each University motor vehicle~~

~~must pass an annual safety inspection conducted by the University of Florida Motor Pool.~~

~~(15) — The University of Florida requires all University motorized vehicles not eligible to be titled or licensed by the State of Florida and which are intended to be operated on campus roads to obtain a street worthy inspection decal. All such vehicles must be certified to be street worthy by means of an annual inspection by the University of Florida Motor Pool.~~

~~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, Formerly 6C1-3.08, Amended 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-7-92, 5-19-93, 4-30-95, 5-1-96, 7-1-96, 3-31-06, 3-30-07, 3-14-08, 3-17-09 (technical changes only), Formerly 6C1-3.008, Amended 3-17-11.~~

~~REGULATIONS OF THE
UNIVERSITY OF FLORIDA~~

~~3.009 Bus System.~~

~~Transportation and Parking Services supervises the operation of the campus shuttle bus system (including Gator Lift). Use of the campus shuttle bus system is free to all faculty, staff, students, and visitors. Use of the City of Gainesville Regional Transit System is free to all University of Florida students, faculty and staff and their spouses/domestic partners, and retirees with a valid Gator 1 identification card.~~

~~Authority: BOG Regulation 1.001.~~

~~History New 9-29-75, Amended 8-15-78, 8-26-81, 8-12-82, 5-14-85, Formerly 6C1-3.09, Amended 5-14-87, 4-27-88, 4-23-89, 4-30-95, 5-10-99, 5-22-01, 5-20-02, 6-3-03, 11-25-03, 5-30-04, 7-19-05, 4-13-06, 4-20-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 9-5-08 (Technical changes only), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), 3-16-2010 (BOT Approval), 3-29-2010 (BOG Approval), 3-17-2011 (BOT Approval), 4-8-2011 (BOG Approval), Amended 6-8-12.~~

~~REGULATIONS OF THE
UNIVERSITY OF FLORIDA~~

~~3.010 Traffic & Parking; Control of Parking.~~

~~Parking is controlled on the campus under the following guidelines:~~

~~(1) — No vehicle without a current decal or permit may be parked on campus during the restricted hours except legally in pay parking locations upon payment of the required fee.~~

~~Normal hours of restriction begin at 7:30 a.m. and end at 5:30 p.m. each day unless otherwise indicated except on Saturday, Sunday and University holidays. Designated lots, areas or parking spaces may be restricted for longer periods (up to twenty-four (24) hours a day, seven (7) days a week) as provided in this regulation.~~

~~(2) — Designated areas of the campus are restricted to the use of motor vehicles having decals or permits authorizing entrance to and parking in the particular area. No unauthorized automobile may operate or park within such areas during restricted periods.~~

~~(3) — Reserved parking spaces, parking spaces reserved for persons with disabilities, no-parking zones, fire lanes, and service areas are restricted at all times unless otherwise indicated.~~

~~(4) — Parking or leaving any motor vehicle in any space or area for a period of time longer than is indicated by authorized signs is prohibited at all times.~~

~~(5) — The University assumes no liability for damage to vehicles operated or parked on the campus. Any such damage is a risk assumed by the owner or operator of the motor vehicle.~~

~~(6) — Other parking restrictions include:~~

~~(a) — Motor vehicles must be parked within the space markers whenever provided.~~

~~Parking on or over a line or curb is prohibited.~~

~~(b) — Parking on grass, sidewalks, in crosswalks or in bike lanes is prohibited.~~

~~(c) — Parking with the front of the vehicle facing traffic is prohibited.~~

~~(d) — Parking in such a way as to obstruct traffic or to create a hazard is prohibited.~~

~~(e) — Continuous parking for extended periods is prohibited.~~

~~(f) — Family housing residents may purchase a decal to park trailers, boats, campers and similar vehicles by paying the appropriate decal fee~~

~~(g) — Designated parking areas may be set aside for pay parking or metered parking during established hours and an appropriate fee shall be assessed regardless of the decal or permit attached to the vehicle. Metered lots are enforced between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday except University holidays.~~

~~(h) — Backing into parking spaces is not allowed where signs prohibit it.~~

~~(i) — Motor vehicles must be parked in designated parking spaces/areas only.~~

~~(j) — Motorcycles and scooters may park only in motorcycle/scooter zones.~~

~~Authority: BOG Regulation 1.001.~~

~~History: New 9-29-75, Amended 8-26-81, 8-12-82, 3-6-85, Formerly 6C1-3.10, Amended 5-14-87, 4-27-88, 4-23-89, 5-7-92, 5-19-93, 6-7-00, 3-31-2006 (technical changes only), 3-14-08 (BOT approval), 3-17-09 (technical changes only), Formerly 6C1-3.010, Amended 3-17-11 (technical changes only), 3-28-14.~~

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

~~3.011–3.011—Traffic & Parking; Control of Traffic.~~

~~(1) All State of Florida Traffic Laws are enforceable on UF’s campus.~~

~~(1)—State of Florida Uniform Traffic citations issued on campus by the University of Florida Police Department (UFPD) are referred to the appropriate local government office for disposition. City, University and state traffic regulations, rules and directive signs govern the use of motor vehicles on campus and must be observed at all times. Violators are subject to a Uniform Traffic Citation, which must be paid at the Alachua County Courthouse and for which points may be assessed on their State of Florida Drivers’ Licenses.~~

~~(2)~~

~~(2)—Each area of the campus is posted with a speed limit appropriate to the area. The main campus (teaching and residential areas and streets adjacent to family housing areas) speed limit is posted with a legal speed limit of twenty (20) miles per hour, subject to posted signage unless otherwise posted. The speed limit on streets wholly within the family housing areas are posted with a legal speed limit of ten (10) miles per hour, subject to posted signage unless otherwise posted. Driving any vehicle in excess of posted speed limits is prohibited.~~

~~(3)~~

~~(2)—City, University and state traffic regulations, rules and directive signs govern the use of motor vehicles on campus and must be observed at all times. Violators are subject to a~~

~~Uniform Traffic Citation, which must be paid at the Alachua County Courthouse and for which points may be assessed on their State of Florida Drivers' Licenses.~~

(3) ~~Motorists must also operate under the following guidelines:~~

(1) ~~Motorists must give right of way to pedestrians crossing at designated, marked crosswalks.~~

(2) ~~Unnecessary noise from horns and mufflers or any other noise device is prohibited at all times.~~

(3) ~~Driving on grass and paths or sidewalks is prohibited.~~

(4) ~~Making a U turn on campus is prohibited except where designated (some dead-end streets).~~

(5) ~~Failing to observe a stop sign or stop light while operating a motor vehicle is prohibited.~~

(6) ~~Operating a motor vehicle against authorized signs indicating the direction in which traffic should flow is prohibited.~~

(7) ~~Failure to yield right of way while operating a motor vehicle is prohibited.~~

(8) ~~Operating a motor vehicle from one lane of traffic to another without first ascertaining if such movement can be made with safety and signaling properly is prohibited.~~

~~Removing, altering, or changing any traffic control device, sign, barricade, or traffic cone is prohibited.~~

~~Driving around barricades, traffic cones in the roadway, or parking facilities that are closed by the University is prohibited.~~

(9) ~~Traffic laws and regulations are in effect twenty four (24) hours a day except as limited in these regulations.~~

(4) Motor Scooters, motorcycles, and bicycles.

(a) Drivers of motor scooters, motorcycles, and bicycles are responsible for observing the same traffic regulations as those governing vehicles.

(b) Drivers may not drive or ride motor scooters, motorcycles, and bicycles on grass, sidewalks or in the confines of a building, with the exception of bicycles which may be driven on a sidewalk.

(c) It is unlawful for more than one person to ride on a motor scooter, motorcycle, and bicycle at the same time, unless the vehicle is designed for and equipped with a seat for each person.

(d) Bicyclists on campus may be ticketed for a moving violation on streets or sidewalks by UFPD. A person propelling a bicycle by human power upon and along a sidewalk, or across a roadway upon and along a crosswalk, has all the rights and duties applicable to a pedestrian under the same circumstances, but the cyclist shall yield the right-of-way to any pedestrian and shall give an audible signal before overtaking and passing such pedestrian.

(5) Moving Violations. UFPD or the appropriate law enforcement authority on campus are authorized to directly and immediately enforce traffic rules and regulations, to make arrests, and to issue moving traffic citations on campus and off campus in cases where the offense occurs or originates on campus.

Authority: [Florida Statutes Sections 1006.66, 1009.24 and Chapter 316](#); BOG Regulation 1.001.

History--New 9-29-75, Formerly 6C1-3.11, Amended 5-14-87, 3-17-09 (technical changes only), Formerly 6C1-3.011, Amended 3-17-11 (technical changes only); [Amended](#)

[_____](#);

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

~~3.011–3.011—Traffic & Parking; Control of Traffic.~~

~~(1) All State of Florida Traffic Laws are enforceable on UF’s campus.~~

~~(1)—State of Florida Uniform Traffic citations issued on campus by the University of Florida Police Department (UFPD) are referred to the appropriate local government office for disposition. City, University and state traffic regulations, rules and directive signs govern the use of motor vehicles on campus and must be observed at all times. Violators are subject to a Uniform Traffic Citation, which must be paid at the Alachua County Courthouse and for which points may be assessed on their State of Florida Drivers’ Licenses.~~

~~(2)~~

~~(2)—Each area of the campus is posted with a speed limit appropriate to the area. The main campus (teaching and residential areas and streets adjacent to family housing areas) speed limit is posted with a legal speed limit of twenty (20) miles per hour, subject to posted signage unless otherwise posted. The speed limit on streets wholly within the family housing areas are posted with a legal speed limit of ten (10) miles per hour, subject to posted signage unless otherwise posted. Driving any vehicle in excess of posted speed limits is prohibited.~~

~~(3)~~

~~(2)—City, University and state traffic regulations, rules and directive signs govern the use of motor vehicles on campus and must be observed at all times. Violators are subject to a~~

~~Uniform Traffic Citation, which must be paid at the Alachua County Courthouse and for which points may be assessed on their State of Florida Drivers' Licenses.~~

(3) ~~Motorists must also operate under the following guidelines:~~

(1) ~~Motorists must give right of way to pedestrians crossing at designated, marked crosswalks.~~

(2) ~~Unnecessary noise from horns and mufflers or any other noise device is prohibited at all times.~~

(3) ~~Driving on grass and paths or sidewalks is prohibited.~~

(4) ~~Making a U turn on campus is prohibited except where designated (some dead-end streets).~~

(5) ~~Failing to observe a stop sign or stop light while operating a motor vehicle is prohibited.~~

(6) ~~Operating a motor vehicle against authorized signs indicating the direction in which traffic should flow is prohibited.~~

(7) ~~Failure to yield right of way while operating a motor vehicle is prohibited.~~

(8) ~~Operating a motor vehicle from one lane of traffic to another without first ascertaining if such movement can be made with safety and signaling properly is prohibited.~~

~~Removing, altering, or changing any traffic control device, sign, barricade, or traffic cone is prohibited.~~

~~Driving around barricades, traffic cones in the roadway, or parking facilities that are closed by the University is prohibited.~~

(9) ~~Traffic laws and regulations are in effect twenty four (24) hours a day except as limited in these regulations.~~

(4) Motor Scooters, motorcycles, and bicycles.

(a) Drivers of motor scooters, motorcycles, and bicycles are responsible for observing the same traffic regulations as those governing vehicles.

(b) Drivers may not drive or ride motor scooters, motorcycles, and bicycles on grass, sidewalks or in the confines of a building, with the exception of bicycles which may be driven on a sidewalk.

(c) It is unlawful for more than one person to ride on a motor scooter, motorcycle, and bicycle at the same time, unless the vehicle is designed for and equipped with a seat for each person.

(d) Bicyclists on campus may be ticketed for a moving violation on streets or sidewalks by UFPD. A person propelling a bicycle by human power upon and along a sidewalk, or across a roadway upon and along a crosswalk, has all the rights and duties applicable to a pedestrian under the same circumstances, but the cyclist shall yield the right-of-way to any pedestrian and shall give an audible signal before overtaking and passing such pedestrian.

(5) Moving Violations. UFPD or the appropriate law enforcement authority on campus are authorized to directly and immediately enforce traffic rules and regulations, to make arrests, and to issue moving traffic citations on campus and off campus in cases where the offense occurs or originates on campus.

Authority: [Florida Statutes Sections 1006.66, 1009.24 and Chapter 316](#); BOG Regulation 1.001.

History--New 9-29-75, Formerly 6C1-3.11, Amended 5-14-87, 3-17-09 (technical changes only), Formerly 6C1-3.011, Amended 3-17-11 (technical changes only); [Amended](#)

[_____](#);

~~REGULATIONS OF THE
UNIVERSITY OF FLORIDA~~

~~3.013—Traffic & Parking; Violations.~~

~~(1) — Any person operating or parking a vehicle in violation of these rules and regulations may be issued a citation and/or becomes subject to arrest. In addition, the vehicle may be subject to impoundment.~~

~~(2) — The person in whose name the decal or vehicle is registered may be issued a citation in the event such vehicle is found parked or standing in violation of these rules and regulations and such vehicle is unattended by a driver. (NOTE: Decals must be removed and returned to Transportation and Parking Services if the vehicle is sold, or a decal may be transferred to an alternate vehicle that has been registered with Transportation and Parking Services.)~~

~~(3) — The University of Florida Police have the authority to cause motor vehicles to be removed and impounded or impounded in place when left unoccupied on the University of Florida campus under any of the following circumstances:~~

~~(a) — when parked or left standing illegally in a no parking zone, service area, fire lane, or in a space reserved for disabled persons;~~

~~(b) — when parked or left standing illegally in an individually reserved parking space or any reserved or restricted parking area;~~

~~(c) — when parked or left standing illegally in a manner so as to obstruct traffic or create a hazard to safety;~~

~~(d) — when parked or left standing illegally in any bus stop or bicycle lane;~~

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

~~3.0131 Traffic & Parking; Use of Devices to Impound Vehicles.~~

~~(1) — University of Florida police are authorized to impound a vehicle without removal through use of a mechanical device only if the vehicle is subject to removal and impoundment as provided in 3.013, and the following conditions are present:~~

- ~~(a) — The vehicle is located in a place that would not pose a hazard to traffic;~~
- ~~(b) — Application of the device would not damage the vehicle; and~~
- ~~(c) — Notice that such device has been placed on the vehicle is posted in a prominent location on the window or windshield of the vehicle where the operator of the vehicle would reasonably be expected to observe it.~~

~~(2) — The notice to be posted on the vehicle shall state the place and/or means by which the vehicle's release may be secured. The vehicle shall be released in accordance with 3.015(9).~~

~~(3) — The immobilizing device used to impound vehicles is the property of the University of Florida and any damage to it shall make the offender liable for the destruction of University property. Removing the device, tampering with the device, or moving the vehicle by any means before the device is removed by the University of Florida Police constitutes a separate and additional offense.~~

~~Authority: BOG Regulation 1.001.~~

~~History: New 8-12-82, Amended 3-6-85, Formerly 6C1-3.131, Amended 4-27-88, 4-23-89, 5-7-92, 4-30-95, 3-23-18 (technical changes only).~~

~~(e) — when parked or left standing continuously for an extended period of time;~~¹⁰⁶¹

~~(f) — when the use of the vehicle is in violation of the decal registration regulations of the University of Florida;~~

~~(g) — when a motor vehicle against which there is one or more citations in default as provided in subsection (3) of University of Florida Regulation 3.014, is parked or left standing on campus; or~~

~~(h) — when the motor vehicle of a person whose driving or parking privileges have been suspended under the provisions of subsection (4) of University of Florida Regulation 3.014, is parked or left standing on campus.~~

~~(i) — when the motor vehicle is parked illegally due to false registration or the improper use of a decal.~~

~~(j) — when the vehicle is registered to or displaying a decal belonging to a person who has issued a returned check or invalid check to Transportation and Parking Services that remains outstanding.~~

~~(4) — All University vehicles shall pass an annual safety inspection conducted by the University of Florida Motor Pool. The University of Florida Police have the authority to impound any University of Florida owned vehicle that does not have a current University safety inspection decal.~~

~~(5) — Any and all charges or fees involved in impounding a motor vehicle are charged against the vehicle and the owner, and such fees and all unpaid fines must be paid before the vehicle is released, unless it has been determined pursuant to subsection (9) of University of Florida Regulation 3.015, that the motor vehicle must be released without payment of such charges. In the case of University of Florida owned vehicles, the charges or fees shall be paid~~

by the department to which the vehicle is assigned.

~~(6) — The maximum impound fee shall be \$50.00.~~

~~Authority: BOG Regulation 1.001.~~

~~History: New 9-29-75, Amended 3-6-85, Formerly 6C1-3.13, Amended 5-14-87, 4-27-88, 4-23-89, 5-19-93, 4-30-95, 5-1-96, 6-28-98, 6-3-03, 3-14-08 (BOT approval), 3-17-09, Formerly 6C1-3.013, Amended 3-17-11, 3-28-14.~~

~~REGULATIONS OF THE
UNIVERSITY OF FLORIDA~~

~~3.014 Traffic & Parking; Fine Schedule.~~

~~(1) The schedule of violations, and the accompanying fines are:~~

~~(a) No or expired decal or permit — \$35.00;~~

~~(b) Parking out of assigned area — \$35.00;~~

~~(c) Parking in a restricted area — \$40.00;~~

~~(d) Parking in a reserved parking space — \$40.00;~~

~~(e) Overtime Parking — \$20.00;~~

~~(f) Parking over lines — \$20.00;~~

~~(g) Parking on grass — \$35.00;~~

~~(h) Parking facing traffic — \$30.00;~~

~~(i) Parking on sidewalk — \$35.00;~~

~~(j) Parking obstructing traffic — \$40.00;~~

~~(k) Parking illegally in a service area — \$40.00;~~

~~(l) Parking in No Parking Zone — \$35.00;~~

~~(m) Decal improperly attached or displayed — \$15.00;~~

~~(n) False registration — \$150.00 plus the cost of the equivalent parking decal;~~

~~(o) The use of an unauthorized duplicate or lost or stolen decal — \$150.00 plus the cost
of the equivalent parking decal;~~

~~(p) Unauthorized use of decal or permit — \$35.00;~~

~~(q) Driving/parking on campus while eligibility is suspended — \$100.00;~~

- ~~(r) — Failure to pay parking lot fee — \$35.00;~~
- ~~(s) — Unauthorized operation of a vehicle in a restricted area — \$50.00;~~
- ~~(t) — Backed into parking spaces where prohibited — \$35.00;~~
- ~~(u) — Parking without a permit in a parking space reserved for persons with disabilities — \$250.00;~~
- ~~(v) — Bicycles parked out of assigned area — \$10.00;~~
- ~~(w) — Tampering with or unauthorized removal of an immobilizing device — \$200.00 plus the replacement price of the device if not returned to the University undamaged;~~
- ~~(x) — Motorcycle/scooter not parked in direction of pavement marked arrows — \$20.00.~~
- ~~(y) — Unsafe or improper operation of a micromobility device or a bicycle — \$50.00.~~
- ~~(2) — The above schedule covers all motor vehicles, mopeds and bicycles, as appropriate, and applies to all offenders. All listed fines are maximums and may be reduced at the discretion of the University Traffic Authority.~~

~~(3) — Any individual who receives a citation must pay the fine or file a statement of appeal with the University Traffic Authority as provided in University of Florida Regulation 3.015. Failure to pay the fine or to file a statement of appeal within fifteen (15) calendar days from the date of the citation constitutes a default and the citation will be considered delinquent. The appropriate penalty, plus an additional \$10.00 administrative fee shall be imposed. Failure to respond to a citation may result in the impoundment of the vehicle at the owner's expense. The impounded vehicle will not be released until all fines and fees are paid.~~

~~(4) — Accumulation of five (5) guilty citations (paid or unpaid) from September 1 through August 31, will be grounds for vehicle impoundment upon issuance of each subsequent citation. Accumulation of ten (10) or more guilty citations (paid or unpaid) from September 1 through~~

~~August 31 will result in suspension of campus parking privileges upon issuance of the next citation.~~

~~Authority: BOG Regulation 1.001.~~

~~History New 9-29-75, Amended 8-12-82, 3-6-85, 5-9-85, Formerly 6C1-3.14, Amended 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-19-93, 4-30-95, 6-28-98, 6-7-00, 5-22-01, 1-11-05, 3-30-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.014, Amended 3-16-2010 (BOT Approval), 3-29-2010 (BOG Approval), 3-28-14 (BOT Approval), 4-11-14 (BOG Approval), 4-3-15 (BOT Approval), 4-16-15 (BOG Approval), 03-26-20 (BOT Approval).~~

~~REGULATIONS OF THE
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~~3.015 Traffic & Parking; Jurisdiction; Appeals.~~

~~(1) — The Alachua County Court has jurisdiction over all criminal traffic violations and all traffic infractions as defined in Chapter 316, Fla. Stat.~~

~~(2) — The University Traffic Authority, which consists of the Student Traffic Court, the Staff and Faculty Traffic Authority, the University Hearing Authorities, and the Suspension Appeals Authority, as described in this regulation, has jurisdiction over all violations of the University regulations governing traffic, parking and vehicle registration on campus.~~

~~(3) — No person who is delinquent in the payment of a penalty is permitted to register his or her vehicle for operation on the campus. No student who is delinquent in the payment of a penalty is permitted to register at the University, to receive a degree, or to obtain an academic transcript during such delinquency.~~

~~(4) — Citation Appeals Procedure.~~

~~(a) — Persons who wish to appeal the citation of a parking violation must file a Statement of Appeal with Transportation and Parking Services within fifteen (15) calendar days from the date of the citation. Failure to file an appeal within the fifteen (15) calendar days of the date of the citation will result in forfeiture of the right to appeal the citation. A Statement of Appeal shall include the appellant's name, mailing address, University identification number (if applicable) and citation number, and should include all information concerning the circumstances of the cited offense as well as the basis claimed for requesting dismissal of the charges.~~

~~(b) — An Administrative Hearing Officer who is a member of the Student Traffic Court (for students) or the Staff and Faculty Traffic Authority (for all faculty, staff or visitors) will adjudicate the initial appeal of a parking citation.~~

~~(c) — If the initial ruling by the Administrative Hearing Officer is unacceptable to the appellant, a reappeal may be requested before a University Hearing Authority. The Statement of Reappeal to a University Hearing Authority must be filed with Transportation and Parking Services within fifteen (15) calendar days from the date of the decision of the Administrative Hearing Officer. Failure to file the reappeal within fifteen (15) calendar days will result in forfeiture of the right to reappeal the citation to a University Hearing Authority. Transportation and Parking Services will place the Statement of Reappeal on the agenda of the earliest possible scheduled meeting of a University Hearing Authority and shall give the appellant written notice of the date, time and location of the hearing at which the Authority will consider the case. During the course of the hearing by the Authority, the appellant shall have an opportunity to present evidence in support of the information contained in the Statement of Reappeal. Prior to requesting a hearing, the appellant will be required to pay the parking citation. This payment will be refunded to the individual in full or in part pursuant to the University Hearing Authority's decision.~~

~~(d) — Requests for continuances of the scheduled hearing date are discouraged, but will be granted only once upon written notification to the chair of the assigned University Hearing Authority of extenuating circumstances justifying a continuance at least twenty-four (24) hours prior to the scheduled hearing time. Persons failing to obtain a continuance and who do not appear for their scheduled hearing forfeit their right to a hearing and shall have the appeal adjudicated upon the record before the Authority.~~

~~(5) — Student Traffic Court, through its duly appointed Administrative Hearing Officer, shall have jurisdiction over the initial appeal of citations issued to students. The Student Traffic Court, a division of Student Government, will consist of a Chief Justice and twelve (12) other student Administrative Hearing Officers appointed by the Student Body President with the consultation of the Vice President of Student Affairs.~~

~~In those cases in which a student files an appeal, a Student Traffic Court Administrative Hearing Officer determines whether such student is guilty or not guilty of the charge. The Administrative Hearing Officer may reduce the monetary or restrictive penalty if he or she finds that the violation does not represent a repeated pattern of behavior by the violator, full imposition of the monetary or restrictive penalty would result in unnecessary hardship or burden, or reduction would be in the best interest of the University.~~

~~(6) — The Staff and Faculty Traffic Authority shall have jurisdiction over the initial appeal of citations issued to all employees and visitors. The Staff and Faculty Traffic Authority will consist of employee (as defined in University of Florida Regulation 3.006) Administrative Hearing Officers appointed by the President or President's designee.~~

~~In those cases in which an employee or visitor files an appeal, an Administrative Hearing Officer from the Staff and Faculty Traffic Authority determines whether such person is guilty or not guilty of the charge. The Administrative Hearing Officer may reduce the monetary or restrictive penalty if he or she finds that the violation does not represent a repeated pattern of behavior by the violator, full imposition of the monetary or restrictive penalty would result in unnecessary hardship or burden, or reduction would be in the best interest of the University.~~

~~(7) — University Hearing Authorities shall have jurisdiction over the reappeal of all citations. Each University Hearing Authority shall consist of three (3) individuals including a~~

~~chairperson, one (1) University employee and one (1) student, all of whom are Administrative Hearing Officers. Members of each University Hearing Authority will be selected by the Vice President for Business Affairs or the Vice President's designee.~~

~~In those cases in which a person files a reappeal of the decision of an Administrative Hearing Officer, the person may choose to be present at the meeting of the University Hearing Authority to which the reappeal is assigned and shall have the opportunity to present evidence in support of the information contained in the Statement of Reappeal. The University Hearing Authority determines whether the individual is guilty or not guilty of the charge. The University Hearing Authority may reduce the monetary or restrictive penalty if it finds that the violation does not represent a repeated pattern of behavior by the violator, full imposition of the monetary or restrictive penalty would result in unnecessary hardship or burden, or reduction would be in the best interest of the University. A simple majority of the University Hearing Authority will constitute a quorum, and decisions of a majority of such quorum shall be final.~~

~~(8) — The Suspension Appeals Authority shall have jurisdiction over all staff, faculty and students whose driving and parking privileges have been suspended pursuant to subsection (4) of University of Florida Regulation 3.014. The Authority shall be appointed by the President of the University or designee. It shall consist of three (3) individuals including a chairperson, one (1) employee and one (1) student, all of whom are Administrative Hearing Officers. Three (3) members of the Authority will constitute a quorum and decisions of a majority of such quorum shall be final.~~

~~(9) — Impoundment Appeal Procedure.~~

~~(a) — A person whose vehicle has been impounded shall have the right to a Probable Cause Hearing before an impartial hearing officer appointed by the President or designee.~~

~~provided a request is made within fifteen (15) calendar days from the date of impoundment. The purpose of the hearing is to determine if there was probable cause for impoundment of the vehicle. No hearing will be held unless requested in writing by the owner of the vehicle or his or her agent at the University Police Department or Transportation and Parking Services. The hearing shall be held within three (3) business days from receipt of said written request. In lieu of the Probable Cause Hearing, or pending such hearing, or if probable cause is found at such hearing, the owner of the vehicle or his or her agent may obtain release of the vehicle by paying the impound charges and all delinquent fines.~~

~~(b) — If the hearing officer finds that there was probable cause to impound the vehicle, the individual is then given the prerogative of appealing the citation to a University Hearing Authority.~~

~~(c) — If the hearing officer finds that there was not probable cause to impound the vehicle, it shall be released without requiring the owner to pay impound charges. If the vehicle was previously released upon payment, as provided in paragraph (9)(a) above, such payment shall be refunded.~~

~~(d) — Failure to request a Probable Cause Hearing within fifteen (15) calendar days from the date of impoundment constitutes a waiver of said hearing and the vehicle shall be released only upon payment of the impound charges and all delinquent fines.~~

~~Authority: BOG Regulation 1.001.~~

~~History: New 9-29-75, Amended 8-19-79, 8-12-82, 3-6-85, Formerly 6C1-3.15, Amended 2-9-87, 5-14-87, 4-27-88, 4-23-89, 5-7-92, 5-19-93, 7-11-94, 4-30-95, 6-28-98, 6-7-00, 1-11-05, 3-14-08 (BOT approval), 3-17-09, Formerly 6C1-3.015, Amended 6-30-10 (technical changes only), 3-23-18 (technical changes only).~~

~~REGULATIONS OF
UNIVERSITY OF FLORIDA~~

~~UF 4.003 Registered Student Organization Officer Eligibility~~

~~(1) — All students are free to join student organizations at the University, subject to all applicable University regulations, policies and procedures. Registration of student organizations is administered by the Department of Student Activities and Involvement. All student organizations and groups are subject to the regulations and policies of the University of Florida, including but not limited to, Regulations UF 4.040 and UF 4.041, concerning the Student Conduct Code and the Student Honor Code.~~

~~(2) — The following are minimum eligibility requirements for any student to hold an officer position in a registered student organization at the University of Florida. Student organizations are encouraged to consider higher requirements if appropriate for their specific group and to apply these requirements to more than the officer positions needed for registration. In order to hold the positions of president, vice president, or treasurer in a student organization, a student must:~~

~~(a) — Be enrolled in a degree-seeking program at the University as an undergraduate, graduate, professional, or postgraduate student. Postgraduate student shall include enrollment as a post-baccalaureate student;~~

~~(b) — Meet requirements for full-time registration and academic standing described below:~~

~~1. — Undergraduate students must be registered for twelve (12) credits in the Fall and Spring semesters (Spring and Summer semesters for Innovation Academy students), have a minimum 2.5 cumulative academic average and cannot have an academic warning or be on~~

~~academic probation. If the student officer is actively representing the organization during a semester or term, the officer must be a registered student during that semester or term;~~

~~2. — Graduate and professional students must meet the requirements for full-time status for the graduate or professional program in which they are enrolled, or be registered for nine (9) credits if appointed to a one-third or half-time graduate assistantship. Graduate and professional students must also have a minimum of 3.0 cumulative academic average, or at least the minimum grade point average required to remain in good standing with the graduate or professional program in which they are enrolled, and otherwise be in good academic standing;~~

~~3. — Postgraduate students, including post-baccalaureate students, must be enrolled for at least twelve (12) credits. Postgraduate students may not hold an office in a registered student organization for more than one semester while in postgraduate status.~~

~~(c) — Flexible Learning courses will not be considered for (a) or (b) above. Students will be allowed to enroll for one in-residence course at another college or university and have those credits count toward full-time status only if that course is a required course and is either not offered at the University in the current semester, or is full during that semester. The foregoing provision may only be used by a student for one semester, and the student must present documentation from the academic department showing the course was either not offered at the University or was full as described above;~~

~~(d) — Have no late or delinquent obligation for fees or other late or delinquent debts owed to the University; and~~

~~(e) — Be free of conduct probation for the duration of the elected or appointed term;~~

~~(3) — Notwithstanding subsections (2)(a) and (b) of this regulation, students in the last semester before graduation are eligible to hold an officer position in a registered student organization if they are enrolled for the required number of credits needed for graduation that term.~~

~~(4) — Students who otherwise meet the requirements of subsection (2) (a) and (b), but~~

~~who have received approval from the Disability Resource Center in the Dean of Students Office to have a reduced course load due to a registered disability, are eligible to hold officer positions in a registered student organization as described herein.~~

~~(5) — Students not meeting the eligibility requirements as outlined in this policy will be required to relinquish their office. If a student no longer meets the eligibility requirements, he or she must notify Student Activities and Involvement in writing at the time he or she becomes ineligible.~~

~~(6) — Student Activities and Involvement shall conduct eligibility checks for each of the student positions outlined in section (2) each term. Students not meeting the eligibility requirements will be notified by an appropriate staff member of Student Activities and Involvement that they must relinquish their office within ten (10) days. Appeals of any such notice must be filed within ten (10) days of the date of notice and will be heard by the Student Activities Appeals Committee, chaired by the Director of Student Activities and Involvement (or designee), and consisting of two (2) students appointed by the Student Body President, three (3) staff members for the Division of Student Affairs (including one from the Dean of Students Office) and one (1) academic advisor, appointed by the Chair. The date of notice is the date received or the date on which the notice is sent through electronic communication. All committee members will serve for one year terms and may be reappointed. If a student fails to submit an appeal within (10) days of notification, the student relinquishes his/her office immediately. Decisions by the Appeals Committee are final.~~

~~(7) — A list of student organizations is available in the Department of Student Activities and Involvement.~~

~~Authority: BOG Resolution dated January 7, 2003.~~

~~History: New 9-29-75, Amended 1-28-80, 3-25-85, Formerly 6C1-4.03, Amended 4-30-~~

~~95, 5-1-96, 6-28-98, 1-19-03, 6-15-07, 6-13-08, 6-12-09, 3-28-14.~~

REGULATIONS OF THE
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4.060 Military Veterans and Active Duty Service Members.

(1) Purpose. Pursuant to BOG regulation 6.013, the purpose of this regulation is to outline the process for priority course registration for military veterans, withdrawal from courses due to military service for applicable military personnel and granting of academic college credit to students for military training and coursework.

(2) Priority Course Registration for Veterans. UF shall provide the same priority course registration offered to any segment of UF's student population to students who are receiving GI Bill educational benefits and for the spouse or dependent children of a veteran to whom the GI Bill education benefits have been transferred.

(3) Student Withdrawal from Courses Due to Military Service.

(a) Active Military. This section (3) applies to those students who are currently on active duty with any branch of the United States Armed Forces who receive orders for reassignment to a different duty station or for extended absence from class during the semester in which they are currently enrolled due to performance of their military duties.

(b) Military Reserves. This section (3) also applies to those students serving in the National Guard, Air National Guard, or other military reserve unit who are called to active duty or training during the semester in which they are currently enrolled, excluding regularly scheduled weekend and annual training duty.

(c) Military Veterans. This section (3) also applies to those students who are veterans of the United States Armed Forces and who are recalled to active duty during the semester in which they are currently enrolled.

(d) Induction into Military Service. This section (3) also includes to those students who enlist in any branch of the United States Armed Forces and their induction falls within the semester they are currently enrolled.

(e) Any student defined in (a), (b) (c) or (d) above enrolled in a for-credit course at the University shall not incur academic or any financial penalties for the performance of their military service. The student shall be able to withdraw from a course and be eligible for a refund without academic penalty except in those cases where the student and the faculty member agree that completion is imminent and possible. If the course is no longer offered upon the student's return to the University, an equivalent course may be selected. If the student chooses to withdraw, the student's record shall indicate withdrawal due to active military service.

(4) Academic College Credit for Military Training, Courses, and Occupations.

(a) Credit will be granted to a student with military experience in accordance with the guidelines outlined in *Articulation Coordinating Committee Policy Regarding the Evaluation and Awarding of Postsecondary Credit for Prior Military Training, Courses and Occupations*.

(b) Credit will be granted to a student with military experience as noted in the *Articulation Coordinating Committee Credit for Military Experience Equivalency List* that is in effect at the time their military experience is evaluated for equivalency.

(c) If the student's military training or coursework is deemed equivalent to a general education course, major or degree program requirement, then the credit should be considered as

meeting that requirement. Otherwise, the appropriate course credit, including free elective credit, will be granted.

(d) Subject to UF's limit on amount and level of transfer credits allowed for a given degree, the student's transfer credits from a Florida postsecondary degree granting institution that are applicable to the student's major shall be accepted. Credits from all other postsecondary institutions shall be accepted if those credits are consistent with the current *Articulation Coordinating Committee Credit for Military Training Equivalency List*.

(e) Credit awarded for a student's military education and training shall be noted on the student's transcript and documentation of the credit equivalency evaluation shall be kept in the student's file.

(f) Credit awarded for a student's military education and training shall not be counted in the excess hours fee per BOG Regulation 7.003.

Authority: BOG Regulations 6.013 and 7.003.

History: New _____.

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

7.100 Academic Program Termination.

(1) To ensure the efficient use of state programs and maintain the quality and relevancy of academic programs offered at the University of Florida, programs may be terminated pursuant to Florida Board of Governors (BOG) regulation 8.012. Reasons for terminating an academic program may include, but are not limited to, the following:

- (a) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates other offerings at the University;
- (b) Faculty or other resources are no longer sufficient to deliver a high-quality program;
- (c) The program is no longer aligned with the mission or strategic goals of the University, or is no longer aligned with the strategic goals of the BOG; or
- (d) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.

(2) Determining degree programs that are candidates for termination must follow the process established by the Office of the Provost, which includes review by the appropriate curriculum, financial, and administrative councils of the University. The process includes the following steps, together with additional notices and approvals as determined by the University:

- (a) The request will be submitted using the BOG, State University System of Florida, Academic Degree Program Termination Form which can be found at <http://aa.ufl.edu/policies/academic-degree-programs/closing-programs/>.
- (b) The request will be submitted for review and approval by:

- Department Chair or designee;
- College Dean or designee;
- University Curriculum Committee (undergraduate), Graduate Council (graduate) or other appropriate curriculum committee;
- Faculty Senate;
- Chief Diversity Officer;
- Director of accreditation;
- Academic Affairs;
- Board of Trustees (BOT);
- BOG; and
- Office of the University Registrar.

(c) The Termination Form shall include a plan to accommodate any students or faculty who are currently active in the program to be terminated.

(d) Notice will be provided by the Office of the Provost to the Florida College System (FCS) institutions that the University has begun the process of terminating a baccalaureate program so that FCS students may be advised appropriately.

(e) A process must be included with the Termination Form to evaluate and mitigate any potential negative impact the proposed termination may have on the current representation of females and ethnic minorities within the program's students and faculty at the time of the proposed termination.

(3) The BOT has the responsibility and authority to recommend termination of degree programs, other than professional and doctoral, prior to the start of the effective term. Upon

termination of a degree program by the BOT, the University will notify the BOG, Office of Academic and Student Affairs, within four weeks after the BOT decision.

(4) The BOT has the authority and responsibility to recommend termination of professional and doctoral programs to the BOG, and will include documentation that it has followed established policies and regulations, including those related to faculty affected by program termination, and that there is a plan in place to accommodate any students who are currently active in the program. The BOG must approve the termination prior to the start of the effective term.

Authority: BOG Regulation 8.012

History: New _____.



COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
AGENDA

Thursday, April 21, 2022
~10:30 am

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

Committee Members:

David L. Brandon (Chair), Christopher T. Corr, Morteza "Mori" Hosseini, Thomas G. Kuntz, Daniel T. O'Keefe, Fred S. Ridley, Anita G. Zucker

- 1.0 Call to Order and Welcome...David L. Brandon, Chair
2.0 Verification of a Quorum... Vice President Liaison
3.0 Review and Approval of Minutes...David L. Brandon, Chair
December 2, 2021
December 15, 2021, FCI Sub-Committee Meeting
March 7, 2022
4.0 Action Items...David L. Brandon, Chair
FCI1 Naming: Gary D. Condron Ballpark... Tom Mitchell, Vice President for Advancement
FCI2 Naming: Walton Family Lawn and Plaza ... Tom Mitchell
FCI3 Construction Projects Budget Amendment... Curtis Reynolds, Vice President for Business Affairs
5.0 Discussion Items...David L. Brandon, Chair
5.1 Construction Update... Curtis Reynolds
5.2 Campus Beautification... Curtis Reynolds
6.0 New Business...David L. Brandon, Chair
7.0 Adjourn...David L. Brandon, Chair



COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS

Meeting Minutes

December 2, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 10:36 a.m.

Time Adjourned: 11:08 a.m.

Committee and Board members present:

David L. Brandon (Committee Chair), David C. Bloom, Cooper L. Brown, Richard P. Cole, Christopher T. Corr, James W. Heavener, Morteza "Mori" Hosseini (Board Chair), Thomas G. Kuntz (Board Vice Chair), Daniel T. O'Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; J. Scott Angle, Vice President for Agriculture and Natural Resources; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs and President of UF Health; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair David Brandon welcomed everyone in attendance and called the meeting to order at 10:36 a.m.

2.0 Verification of Quorum

Vice President Curtis Reynolds verified a quorum with all members.

3.0 Review and Approval of Minutes

Committee Chair Brandon asked for a motion to approve the minutes of the June 10, 2021, August 17, 2021, August 24, 2021 (FCI subcommittee), October 19, 2021 and November 9, 2021 committee meetings, which was made by Trustee Kuntz and a second, which was made by

Trustee Zucker. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion, and any opposed and the motion was approved unanimously.

4.0 Action Items

Committee Chair Brandon asked Curtis Reynolds, Vice President for Business Affairs to present the FCI1 action item as follows:

FCI1 The Construction Projects Report

Vice President Reynolds briefly discussed the FCI1 action item requesting changes to the approved project budget of the following projects: UF-200 University Public Safety Building (Police Department) & Centrex Building Renovation, UF-623B Thermal Utilities Infrastructure (Museum Rd), and UF-642 SW Campus Transportation Road Improvement. Vice President Reynolds identified the funding and explained the rationale for the requested changes to the project budgets.

Committee Chair Brandon asked for a motion to approve Action Item FCI1 which was made by Trustee O'Keefe, and a second, which was made by Trustee Kuntz for recommendation to the Board for its approval on the Consent Agenda. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

Committee Chair Brandon asked Tom Mitchell, Vice President for Advancement to present the naming action items as follows:

FCI2 Naming: Shade Courtesy of Tom & Kathy Shannon Family

Vice President Mitchell gave an overview of the Shade Courtesy of Tom & Kathy Shannon Family. Vice President Mitchell noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

Committee Chair Brandon asked for a motion to approve Action Item FCI2 which was made by Trustee Kuntz, and a second, which was made by Trustee Zucker for recommendation to the Board for its approval on the Non-Consent Agenda. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

FCI3 Naming: Norman Fixel Institute Campus

Vice President Mitchell gave an overview of the Norman Fixel Institute Campus proposed naming. Vice President Mitchell noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

Committee Chair Brandon asked for a motion to approve Action Item FCI3 which was made by Trustee Kuntz, and a second, which was made by Trustee O'Keefe for recommendation to the Board for its approval on the Non-Consent Agenda. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

FCI4 Naming: Hugh Hathcock Suite Tower & Hugh Hathcock Basketball Complex

Vice President Mitchell gave an overview of the Hugh Hathcock Suite Tower & Hugh Hathcock Basketball Complex proposed naming. Vice President Mitchell noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

Committee Chair Brandon asked for a motion to approve Action Item FCI4 which was made by Trustee Kuntz, and a second, which was made by Trustee Zucker for recommendation to the Board for its approval on the Non-Consent Agenda. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

FCI5 Naming: Judy Hathcock Family Cove at the Heavener Football Training Center

Vice President Mitchell gave an overview of the Judy Hathcock Family Cove at the Heavener Football Training Center proposed naming. Vice President Mitchell noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

Committee Chair Brandon asked for a motion to approve Action Item FCI5 which was made by Trustee Kuntz, and a second, which was made by Trustee Zucker for recommendation to the Board for its approval on the Non-Consent Agenda. Committee Chair Brandon asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

FCI6 Naming: James E. Horner Hitting Facility at Florida Ballpark

Vice President Mitchell gave an overview of the James E. Horner Hitting Facility at Florida Ballpark proposed naming. Vice President Mitchell noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

Committee Chair Brandon asked for a motion to approve Action Item FCI6 which was made by Trustee Kuntz, and a second, which was made by Trustee Zucker for recommendation to the Board for its approval on the Non-Consent Agenda. Committee Chair Brandon 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 Items

Committee Chair Brandon asked Dr. Charlie Lane, Senior Vice President and Chief Operating Officer to present discussion item 5.1 the Landscape Master Plan and Wayfinding Update.

5.1 Landscape Master Plan and Wayfinding Update

Senior Vice President Lane presented a Landscape Master Plan PowerPoint presentation including a video outlining the implementation of 13 priority projects valued at \$51.1 million, with a goal of completion in 2026. Senior Vice President Lane shared information regarding the status of the following Landscape Master Plan and Wayfinding initiatives: Newell Gateway,

Northeast Gateway, Shared Use Path at Physics/DSIT, Inner Road, Reitz Union (Lawn East), Union Walk, Tower Plaza, Reitz Union (Lawn North), Gator Plaza, Stadium Road, Stadium Lawn, Reitz Union Entry/Drop Off, and Emerson Courtyard.

Senior Vice President Lane discussed the Landscape Master Plan timeline emphasizing several projects would incur timing constraints, noting the following: Union Walk will be delayed until Inner Road is completed; Tower Plaza will be delayed until Inner Road is completed and should be delayed until after Spring Graduation; Gator Plaza and Stadium Lawn need to happen after football season and Inner Road is constrained by the opening of Museum Road. Senior Vice President Lane gave a brief overview of project funding and acknowledged the need for future fundraising for partially funded projects.

Senior Vice President Lane provided an update regarding the Wayfinding Plan noting Phase 1 included approximately 230 signs highlighting important venues, parking locations and major destinations. Senior Vice President Lane informed the committee of the next steps, noting Phase 2 of the Wayfinding plan would focus on replacing existing signage for campus buildings and signage for new facilities would adhere to the new signage standard.

Senior Vice President Lane noted these projects addressed the infrastructure of campus, safety and deferred maintenance issues.

Committee Chair Brandon thanked Senior Vice President Charlie Lane for his update on the Landscape Master Plan and Wayfinding. Committee Chair Brandon asked if there were any questions; being none, Committee Chair Brandon asked Vice President Curtis Reynolds to present the Construction Update.

5.2 Construction Update

Vice President Reynolds explained the Construction Update was a comprehensive list of projects that have been board approved for some phase of work (i.e., planning, design and construction) and the changes that were approved during this meeting via FCI1 The Construction Projects Report. Vice President Reynolds presented the Construction Update as a video fly-over highlighting the following projects under construction: VetMed (Plant Performance Contract), Data Science & Information Technology (DSIT), University Public Safety Building, Museum Road infrastructure, and the Honors Residence College site. Vice President Reynolds noted the VetMed project funding is a product of a performance contract the University entered with Siemens. Vice Presidents Reynolds reminded the committee the project savings are exceeding the anticipated amounts needed for the cost of the work and reduced over \$20 million in deferred maintenance.

Committee Chair Brandon noted the relationship with Siemens was strategic and will provide some other opportunities in the future. Committee Chair Brandon stated the Construction Report has been revamped and is now a video presentation. Committee Chair Brandon also asked the committee for feedback or recommendations for future videos to the Construction Report. Committee Chair Brandon acknowledged there were some campus traffic concerns due to construction projects running concurrently on campus, as it is associated with progress.

Trustee Kuntz asked Vice President Reynolds how overall project budgets are managed through the planning process. Vice President Reynolds responded that the planning process for all construction projects utilizes internal staff, therefore, external expenses are minimal. Vice President Reynolds also noted if projects require external planning support, minimal funds are provided for engagement and confirmed with the Chief Financial Officer.

6.0 New Business

There was no new business to come before the committee.

7.0 Adjourn

There being no further discussion, Committee Chair Brandon adjourned the meeting at 11:08 a.m.

DRAFT



SUBCOMMITTEE ON CAPITAL INVESTMENT STRATEGY

Subcommittee Meeting Minutes

Virtual Meeting

December 15, 2021

University of Florida, Gainesville, FL

Time Convened: 11:03 a.m.

Time Adjourned: 11:35 a.m.

Committee and Board members present:

David L. Brandon, (Acting Chair), David C. Bloom, Richard P. Cole, Thomas G. Kuntz, Rahul Patel, Marsha D. Powers, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Chris Cowen, Senior Vice President and Chief Financial Officer; Amy Hass, Vice President and General Counsel; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Curtis Reynolds, Vice President for Business Affairs; Colt Little, Senior Council; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Acting Chair David L. Brandon welcomed everyone in attendance and called the meeting to order at 11:03 a.m.

2.0 Verification of Quorum

Vice President Mark Kaplan verified a quorum with all members present except for Chair Mori Hosseini who had an unexpected scheduling conflict.

3.0 Discussion Items

3.1: Central Energy Plant Selection Committee Results

Senior Vice President Cowen began the conversation by providing an overview of the meeting agenda and introducing attendees not from UF, including Joseph Natoli and Chris Elmore from Goldman Sachs, John Smolen from Ballard Spahr, and Kevin Fox and Chuson McFadden from Jacobs. Trustee Kuntz asked SVP Cowen to provide names of the selection committee members. SVP Cowen noted that he was chair of the committee and Vice President Curtis Reynolds and Vice President Bradley Pollitt were voting members. He also mentioned that many others were involved in the process including a review committee of financial, legal and technical experts. Continuing the conversation, SVP Cowen explained that there were twelve responses to phase one of the ITN. Of the twelve, one was eliminated due to no response when information was

requested, and four were ultimately selected to move forward with phase 2. SVP Cowen noted that both Duke Energy and Gainesville Regional Utilities responded to phase 1 and were not selected by the committee. Senior Counsel Colt Little clarified that phase one was simply a request for qualifications and in phase two firms will submit proposals to the selection committee. VP Reynolds explained that the committee received strong responses to phase 1 and that the firms chosen were the best options based on the project objectives.

3.2: Central Energy Plant Next Steps

SVP Cowen gave an overview of the next steps in the project. He stated that results from phase 1 of the ITN will be made public on December 16, 2021. In January 2022, phase 2 will be released, and in September 2022, the committee will receive bids and make a final selection. In October 2022, the final selection and proposal will be submitted to the University Board of Trustees and then submitted to the Board of Governors for approval in January 2023. If approved by the Board of Governors, the goal is to begin construction in February 2023.

3.3: Commitment to Sustainability

SVP Cowen explained that the firms selected share a commitment to sustainability with the University and are equipped to embrace future technology and produce innovative solutions to energy.

Acting Chair Brandon asked for any questions and explained that SVP Cowen was available for 1:1 calls with any of the trustees that would like some additional information. Trustee Kuntz asked about the financial aspect of the project, in which SVP Cowen indicated that the final firm chosen would be responsible for providing financing for the project. Acting Chair Brandon stated that the subcommittee will provide updates to the Board of Trustees as the project moves forward. VP Reynolds noted that the short list of selected firms from phase 1 will be sent to Board Chair Hosseini and President Fuchs for their approval per the Governance Standards.

4.0 New Business

There was no new business to come before the committee.

7.0 Adjourn

There being no further discussion, Acting Chair David L. Brandon adjourned the meeting at 11:35 a.m.

COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS

Pre-Meeting Minutes

Virtual Meeting

March 07, 2022

Time Convened: 10:00 a.m.

Time Adjourned: 10:30 a.m.

Committee and Board members present

David L. Brandon (Committee Chair), David C. Bloom, Richard P. Cole, Morteza “Mori” Hosseini (Board Chair), Thomas G. Kuntz (Board Vice Chair), Daniel T. O’Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present

W. Kent Fuchs, President; Chris Cowen, Senior Vice President and Chief Financial Officer; Amy Hass, Vice President and General Counsel Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Curtis Reynolds, Vice President for Business Affairs; Matt Hodge, Associate Vice President, for Development and Chief Development Officer; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair David L. Brandon welcomed everyone in attendance and called the meeting to order at 10:00 a.m.

2.0 Roll Call

Vice President Curtis Reynolds conducted a roll call and Committee members were present except Trustee Chris Corr who had a conflict.

3.0 Review Draft Agenda for April Meeting

Committee Chair Brandon noted the draft minutes listed below were distributed to the committee to be approved during the April Board meeting. He asked for comments, hearing none, he moved to the action items for discussion.

3.1 Review Draft Minutes

- December 2, 2021
- December 15, 2021, FCI Sub-Committee Meeting

3.2 Review Action Items

Committee Chair Brandon asked AVP Matt Hodge to discuss naming action items FC1 and FC2.

FC1 Naming: Gary D. Condron Ballpark

VP Reynolds gave a brief overview of the Gary D. Condron Ballpark proposed naming. AVP Hodge noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards.

FC12 Naming: Walton Family Lawn and Plaza

AVP Matt Hodge gave an overview of the Walton Family Lawn and Plaza proposed naming. He noted all due diligence had been performed and all required approvals had been acquired per the BOT Naming Policies and Governance Standards. He further stated the naming will be placed on the structure only after 20% of the gift had been received per the gift agreement within the governance standards.

Trustee Kuntz asked for clarification of AVP Hodge's statement that 20% of the pledge must be received as stated in the gift agreement. Trustee Patel responded adding for a gift the size of the pledge from the donor, the terms were standard governance. Board Chair Hosseini shared his thanks and support of the Walton Family. Trustee Ridley echoed Board Chair Hosseini's comments offering a brief statement supporting the Walton Family and thanking them for their support.

3.3 Review Discussion Item

Committee Chair Brandon briefed the committee on two additional potential action items pertaining to the Whitney Laboratory Project and Thermal Projects on Museum Road that will be discussed at the next pre-meeting. Committee Chair Brandon asked VP Reynolds to provide a brief explanation of the potential actions and the construction update.

VP Reynolds noted details for the two potential action items are still being worked out. The first is associated with UF-606, Whitney Laboratory donor funds added to the overall project cost. The second is related to UF-623B Thermal Utilities Infrastructure as additional auxiliary funds are being added to the project for unforeseen conditions impacting costs. Board Chair Hosseini noted his concerns with state funding for Whitney Laboratory and that a portion of the state funded \$16.5 million were withheld because the underlying federal funds have not yet been received by the state (\$3 million). Board Chair Hosseini and Vice President Mark Kaplan are determining the final outcome of those federal and state funds.

VP Reynolds noted that generally most construction projects were still within the original completion timeframes and budgets. He added that UF has been working with construction managers and material suppliers since the pandemic regarding projects and noting some projects have been delayed a few months. He further stated that he will highlight the projects that have been delayed during the upcoming construction update at the April Board meeting.

Committee Chair Brandon thanked Charlie Lane, Senior Vice President and Chief Operating Officer for touring all the construction projects with VP Reynolds and Frank Javaheri, Director of Construction in Planning, Design and Construction. Trustee Kuntz noted that VP Reynolds did not mention budget impacts regarding his general comments for project delays. VP Reynolds stated, at this time, most projects that were delayed a few months have not seen significant additional costs exceeding the BOT approved budgets.

Committee Chair Brandon reminded the committee of the \$8 million temporary chiller plant approved at the December Board meeting. He stated the Facilities Utilities department found a more efficient piping construct for the University Public Safety Building, Data Science and Information Technology Building and the Honors Residence College. VP Reynolds noted this new piping construct will result in the possibility that the university may not install the temporary chiller plant. Committee Chair Brandon noted that VP Reynolds will share more information during the next pre-meeting.

4.0 New Business

Committee Chair Brandon asked the leadership for closing comments. Board Chair Hosseini noted he was on campus last weekend, and he expressed his concerns regarding the state of the landscaping at the university. He asked VP Reynolds, SVP Lane, the Committee to look at the landscaping throughout the university and come up with a plan to take care of it. Trustee Zucker voiced her concerns regarding the trash on the streets along West University Avenue and asked that a discussion be held with the City of Gainesville to reach a resolution. SVP Lane stated he will work with VP Reynolds on all fronts.

5.0 Adjourn

There being no further discussion, Committee Chair Brandon adjourned the meeting at 10:30 a.m.



COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
ACTION ITEM FCI1
April 21, 2022

SUBJECT: Naming: Gary D. Condron Ballpark

BACKGROUND INFORMATION

In recognition of the many generous and significant contributions made by Gary Condron to the University Athletic Association and the University of Florida, the University, the University of Florida Foundation, and the University Athletic Association seek to name the Florida Ballpark the "Gary D. Condron Ballpark".

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is asked to approve Resolution R22-278 to name the Florida Ballpark the "Gary D. Condron Ballpark" for recommendation to the Board of Trustees for approval on the Non-Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is not required, but Board of Governors' regulations require all facility, road, and landscape naming to be approved separately on the Non-Consent Agenda. [Note: BOG Reg. 9.002]

Supporting Documentation Included: See attached [materials](#) and Resolution # [\[R22-278\]](#)

Submitted by: Thomas J. Mitchell, Executive Vice President, University of Florida Foundation and Vice President for Advancement

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



GATOR BOOSTERS

THE TEAM BEHIND THE TEAMS™

Gary D. Condron

Gary is CEO of the Conlan Company, a commercial general contracting company, with offices in Atlanta, Jacksonville and Dallas. He played on the UF Baseball team in 1974 until an injury ended his career. Gary graduated with a degree in building construction from the University of Florida in 1976. He is on the Board of Trustees of The Bolles School in Jacksonville and spends time with his children's activities and supporting the Gators.

Gary has two children, Shelby and Ryan. Both graduated from UF. He lives in Ponte Vedra Beach. Gary is a Legacy Director of Gator Boosters.



FLORIDA

ATHLETICS

SCOTT STRICKLIN
DIRECTOR OF ATHLETICS
SCOTTS@GATORS.UFL.EDU
OFFICE (352) 375-4683 EXT. 6000
FAX (352) 384-2725

February 7, 2022

Tom Mitchell
Vice President for Advancement
University of Florida Advancement
1938 W. University Ave., Gainesville, FL 32603

Dear Tom,

I am writing you in reference to the proposed naming of Condron Ballpark.

We would like to ask for your permission to move forward with this approach and request your support in bringing this matter to the attention of President Fuchs and the Board of Trustees.

Thank you for your consideration.



Scott Stricklin
Athletics Director

CC: Phil Pharr, Executive Director, Gator Boosters





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
RESOLUTION**

Number: R22-278

Subject: Naming Gary D. Condron Ballpark

Date: April 2022

WHEREAS, Gary Condron has made many generous and significant contributions to the University of Florida;

WHEREAS, in grateful recognition for these contributions, the University seeks to name the Florida Ballpark the "Gary D. Condron Ballpark;"

WHEREAS, the University of Florida Foundation and the University Athletic Association seek to name the Florida Ballpark the "Gary D. Condron Ballpark;"

WHEREAS, the University of Florida Board of Trustees has naming authority conferred by the Florida Board of Governors under its Regulations 1.001 and 9.005;

NOW, THEREFORE, the University of Florida Board of Trustees hereby resolves that the Florida Ballpark the "Gary D. Condron Ballpark."

Adopted this 22nd day of April, 2022, by the University of Florida Board of Trustees.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
ACTION ITEM FC12
April 21, 2022

SUBJECT: Naming: Walton Family Lawn and Plaza

BACKGROUND INFORMATION

In recognition of the many generous and significant contributions made by William H. Walton III to the University Athletic Association and the University of Florida, the University, the University of Florida Foundation, and the University Athletic Association seek to name the activity lawn and plaza at the Heavener Football Training Center the “Walton Family Lawn and Plaza”.

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is asked to approve Resolution **R22-279** to name the activity lawn and plaza at the Heavener Football Training Center the “Walton Family Lawn and Plaza” for recommendation to the Board of Trustees for approval on the Non-Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is not required, but Board of Governors’ regulations require all facility, road, and landscape naming to be approved separately on the Non-Consent Agenda. [Note: BOG Reg. 9.002]

Supporting Documentation Included: See attached [materials](#) and Resolution # [\[R22-279\]](#)

Submitted by: Thomas J. Mitchell, Executive Vice President, University of Florida Foundation and Vice President for Advancement

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza “Mori” Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



William "Bill" Walton, III

Bill Walton is co-founder and managing member of Rockpoint Group, L.L.C., a global real estate investment management firm. In 1994, Mr. Walton cofounded Westbrook Real Estate Partners, L.L.C., a similar real estate investment management firm. Prior to co-founding Westbrook, Mr. Walton was a managing director in the real estate group of Morgan Stanley & Company, Inc., which he joined in 1979. Mr. Walton has served as a Director or Trustee on the Boards of several public companies, as well as private and non-profit organizations, including the American Enterprise Institute, Episcopal School of Jacksonville, KIPP Jacksonville, Princeton University and Princeton University Investment Company. Mr. Walton received an A.B. in 1974 from Princeton University and an M.B.A. in 1979 from Harvard Business School.





FLORIDA

ATHLETICS

SCOTT STRICKLIN
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FAX (352) 384-2725

February 10, 2022

Tom Mitchell
Vice President for Advancement
University of Florida Advancement
1938 W. University Ave., Gainesville, FL 32603

Dear Tom,

I am writing you in reference to the proposed naming of the Walton Family Lawn and Plaza at James W. "Bill" Heavener Football Training Center.

We would like to ask for your permission to move forward with this approach and request your support in bringing this matter to the attention of President Fuchs and the Board of Trustees.

Thank you for your consideration.



[Scott Stricklin \(Feb 10, 2022 16:39 EST\)](#)

Scott Stricklin
Athletics Director

CC: Phil Pharr, Executive Director, Gator Boosters





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
RESOLUTION**

Number: R22-279

Subject: Naming the Walton Family Lawn and Plaza

Date: April 2022

WHEREAS, William H. Walton III has made many generous and significant contributions to the University of Florida;

WHEREAS, in grateful recognition for these contributions, the University seeks to name the activity lawn and plaza at the Heavener Football Training Center the “Walton Family Lawn and Plaza;”

WHEREAS, the University of Florida Foundation and the University Athletic Association seek to name the activity lawn and plaza at the Heavener Football Training Center the “Walton Family Lawn and Plaza”;

WHEREAS, the University of Florida Board of Trustees has naming authority conferred by the Florida Board of Governors under its Regulations 1.001 and 9.005;

NOW, THEREFORE, the University of Florida Board of Trustees hereby resolves that the activity lawn and plaza at the Heavener Football Training Center be named the “Walton Family Lawn and Plaza.”

Adopted this 22nd day of April, 2022, by the University of Florida Board of Trustees.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
ACTION ITEM FCI3
April 21, 2022

SUBJECT: Construction Projects Budget Amendment

BACKGROUND INFORMATION

The Construction Projects Report has been developed to provide the Trustees with a quarterly update of University wide construction activity, highlight specific or high-profile projects, and present requests for changes to approved project budget thresholds.

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is being asked to approve the current Construction Projects Report, along with request for budget amendment to the respective project as noted below for recommendation to the Board of Trustees for its approval on the Consent Agenda.

Project #	Project Title	Current Approved Budget	Amendment Request	Ratified Budget
UF-623B	Thermal Utility Infrastructure	\$53,429,048	\$2,930,000	\$56,359,048

ADDITIONAL COMMITTEE CONSIDERATIONS

None

Supporting Documentation Included: [Construction Projects Report](#)

Submitted by: Curtis A. Reynolds, Vice President Business Affairs

Approved by the University of Florida Board of Trustees, April 21, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

University of Florida Board of Trustees

Major Capital Construction Projects - Update

Meeting Date: April 21, 2022

Report Date: April 06, 2022

Project Phase	Project Number	Project Title	Program Planning Budget	Ratified Budget	Requested Budget Amendment	Requested Budget Amendment Funding Source	Net Changes To Date	Requires BOG/FCO Amendment (Y)	Final Project Cost	Planned Completion	Status/Comments:
Construction	UAA-53	Football Facility Training Complex	\$ 59,961,700	\$ 88,989,500	\$ -		\$ 29,027,800		\$ 88,989,500	June-2022	Construction 70% Complete
Construction	UAA-53A	Offsite Utility Infrastructure Improvements	\$ 7,700,000	\$ 8,791,100	\$ 371,048	Auxiliary	\$ 1,462,148		\$ 9,162,148	November-2021	Project completed. Additional steam, electrical and stormwater upgrade for adjacent buildings & roadway work- 99% complete.
Construction	UAA-60	Soccer Team Facility & Lacrosse Facility Improvements	\$ 7,100,000	\$ 7,395,547	\$ -		\$ 295,547		\$ 7,395,547	March-2022	Construction 90% Complete
Construction	UF-200	University Public Safety Building (Police Department) & Centrex Building Renovation	\$ 26,000,000	\$ 28,250,765	\$ -		\$ 2,250,765		\$ 28,250,765	October-2022	Construction 45% Complete
Construction	UF-373	UF-373 - FLMNH Special Collections Building (Alcohol Storage)	\$ 8,000,000	\$ 11,480,000	\$ 266,300	Auxiliary	\$ 3,746,300		\$ 11,746,300	June-2022	Construction 70% Complete
Construction	UF-623B	Thermal Utilities Infrastructure (Museum Rd)	\$ 50,000,000	\$ 53,429,048	\$ 2,930,000	Facilities Services Auxiliary Funds, Carry Forward	\$ 6,359,048		\$ 56,359,048	March-2023	Construction 45% Complete
Construction	UF-632	Data Science and Information Technology Building	\$ 135,000,000	\$ 150,000,000	\$ -		\$ 15,000,000		\$ 150,000,000	March-2023	Construction 35% Complete
Construction	UF-638	Student Health Care Center Phase 2 (Infirmary)	\$ 26,000,000	\$ 26,000,000	\$ -		\$ -		\$ 26,000,000	January-2023	Construction 32% Complete
Construction	UF-639	Architecture Building Exterior Envelope Repairs	\$ 5,000,000	\$ 5,000,000	\$ -		\$ -		\$ 5,000,000	April-2022	Construction 98% Complete (Construction resumed for rainscreens)
Construction	UF-640	Blueberry Research Facility	\$ 4,924,490	\$ 5,092,000	\$ -		\$ 167,510		\$ 5,092,000	May-2022	Construction 80% Complete
Construction	UF-642	SW Campus Transportation Road Improvement	\$ 9,400,000	\$ 11,674,643	\$ -		\$ 2,274,643		\$ 11,674,643	March-2022	Construction 95% Complete
Construction	UF-644B	Reitz Union Lawn Thermal Infrastructure Improvements	\$ 15,000,000	\$ 15,000,000	\$ -		\$ -		\$ 15,000,000	November-2021	Chilled Water Wertheim to McCarty Plant Phase-99% Complete, Steam & Electrical JWRU to Newell Dr.-0% Complete
Construction	UF-654	Honors College Residential Facilities	\$ 220,000,000	\$ 220,000,000	\$ -		\$ -		\$ 220,000,000	June-2023	Construction 10% Complete
Construction	UF-656	Landscape Master Plan	\$ 5,000,000	\$ 5,000,000	\$ -		\$ -		\$ 5,000,000	May-2022	Newell Phase- Construction 95% Complete, NE Phase- Construction 75% Complete
Construction	UF-657	Peabody Hall Dean of Students Renovation	\$ 3,985,500	\$ 4,443,263	\$ -		\$ 457,763		\$ 4,443,263	April-2022	Construction 80% Complete
Construction Total	(15 Projects)		\$ 583,071,690	\$ 640,545,866	\$ 3,567,348		\$ 61,041,524		\$ 644,113,214		
Design	UF-606	Whitney Laboratory for Marine Bioscience	\$ 28,500,000	\$ -	\$ -		\$ -		\$ 28,500,000	January-2024	AE and CM selection complete. Program verification underway.
Design	UF-623	Central Energy Plant and Utility Infrastructure (P3)	TBD	\$ -	\$ -		\$ -		\$ -	TBD	Project is currently undergoing P3 Development
Design	UF-644	Inner Road Surface Paving Improvements	\$ 5,000,000	\$ -	\$ -		\$ -		\$ 5,000,000	February-2024	Design completed. Awaiting scheduling to coordinate with underground utility construction in progress
Design	UF-644A	Inner Road Thermal Infrastructure Improvements	\$ 10,000,000	\$ -	\$ -		\$ -		\$ 10,000,000	December-2023	Design completed. Awaiting scheduling to coordinate with underground utility construction in progress
Design	UF-653	Architecture Building Renovation/Remodeling and DCP Collaboratory Addition	\$ 45,000,000	\$ -	\$ -		\$ -		\$ 45,000,000	December-2024	AE Selection Completed. CM Selection in progress
Design	UF-671	Harn Museum American Art Wing	\$ 20,000,000	\$ -	\$ -		\$ -		\$ 20,000,000	TBD	ASD drawings are under review and pricing is underway. CM Selection in progress
Design	UF-992	Temporary Chilled Water Plant	\$ 8,000,000	\$ -	\$ -		\$ -		\$ 8,000,000	April-2023	Bidding and Procurement in progress
Design Total	(6 Projects)		\$ 108,500,000	\$ -	\$ -		\$ -		\$ 108,500,000		
Project Phase	Project Number	Project Title	Program Planning Budget	Ratified Budget	Requested Budget Amendment	Amendment Funding Source	Net Changes To Date	Requires BOG/FCO Amendment (Y)	Final Project Cost	Planned Completion	Status/Comments:
Planning	UAA-62	Ben Hill Griffin Stadium Facility Upgrades	\$ 200,000,000	\$ -	\$ -		\$ -		\$ 200,000,000	TBD	Program and budget confirmation is underway

Planning	UF-318	Dental Sciences Building Addition & Remodeling	\$ 175,000,000	\$ -	\$ -		\$ -	\$ 175,000,000	TBD	Design Criteria Package
Planning	UF-396	Thompson Center for Earth Systems (Addition to Powell Hall FLMNH)	\$ 29,900,000	\$ -	\$ -		\$ -	\$ 29,900,000	TBD	AE selection is underway
Planning	UF-626	New Conference Center at the University House	\$ 20,000,000	\$ -	\$ -		\$ -	\$ 20,000,000	TBD	AE selection is underway
Planning	UF-TBD	Parking Garage 15	\$ 18,000,000	\$ -	\$ -		\$ -	\$ 18,000,000	TBD	Project on hold pending funds
Planning	UF-652	Biomedical Research Building	\$ 59,000,000	\$ -	\$ -		\$ -	\$ 59,000,000	TBD	Facility Program Development and Site Selection
Planning	UF-658	Phillips Center Feasibility Study and Renovation	\$ 15,000,000	\$ -	\$ -		\$ -	\$ 15,000,000	TBD	Feasibility study complete. Fundraising underway.
Planning	UF-668	Racquet Club Dining Renovation	\$ 7,000,000	\$ -	\$ -		\$ -	\$ 7,000,000	TBD	Project placed on hold
Planning	UF-672	New Music Building	\$ 40,000,000	\$ -	\$ -		\$ -	\$ 40,000,000	TBD	Facility Program Development
Planning	UF-675	New Disability Resource Center	\$ 8,200,000	\$ -	\$ -		\$ -	\$ 8,200,000	TBD	Facility Program Development
Planning	UF-677	PK Yonge Gymnasium	\$ 12,200,000	\$ -	\$ -		\$ -	\$ 12,200,000	TBD	Facility Program Development
Planning	UF-1112	Basic Science Third Floor Renovation	\$ 10,000,000	\$ -	\$ -		\$ -	\$ 10,000,000	TBD	Facility Program Development
Planning Total	(12 Projects)		\$ 594,300,000	\$ -	\$ -		\$ -	\$ 594,300,000		
Grand Total	(33 Projects)		\$ 1,285,871,690	\$ 640,545,866	\$ 3,567,348		\$ 61,041,524	\$ 1,346,913,214		

Chronology below sorted by Amendment Approval Date:

Chronology of Project Budget Amendments										
			Amendment Approval Date	Prior BOT Approved Budget	Requested Budget Amendment	Requested Budget Amendment Funding Source	BOT Approved Budget Amendment	Revised Project Budget	Requires BOG/FCO Amendment (Y)	Comments
Construction	UF-373	UF-373 - FLMNH Special Collections Building (Alcohol Storage)	April 21, 2022	\$ 11,480,000	\$ 266,300	Auxiliary	\$ 266,300	\$ 11,746,300	N	The Department is providing \$131,300 in additional funding for fixed shelving for the Collections portion of the project. This add is necessary to completely move them out of Dickinson Hall. The Department is also providing an additional \$67,000 is to complete the scope of truck turnaround area and access to the loading dock at Powell Hall. Lastly, the \$68,000 being provided by the Provost is for the security enhancement which includes hardware changes in addition to cost for market price increases in both material costs and device technology.
Construction	UF-623B	Thermal Utilities Infrastructure (Museum Rd)	April 21, 2022	\$ 53,429,048	\$ 2,930,000	Facilities Services Auxiliary Funds, Carry Forward	\$ 2,930,000	\$ 56,359,048	N	Facilities Services is providing \$2,900,000 for the added scope of domestic water pipe replacement, additional Construction Administration services and change orders from the contractor and additional unforeseen conditions after 50% construction. Business Affairs is adding \$30,000 in Carry Forward funding for on-campus digital signage to help with traffic and pedestrian flow related to active construction.
Construction	UAA-53A	Offsite Utility Infrastructure Improvements	April 21, 2022	\$ 8,791,100	\$ 371,048	Auxiliary	\$ 1,462,148	\$ 9,162,148	N	Project in close-out phase...Business Services is providing \$15,000 for roadway repairs for bus services and Facilities Services is providing \$180,000 for O'Dome steam connection addition; \$45,000 for additional asbestos abatement; and \$131,000 for SHCC utility connections.
Construction	UF-200	University Public Safety Building (Police Department) & Centrex Building Renovation	December 2, 2021	\$ 26,000,000	\$ 2,250,765	Auxiliary, Unrestricted	\$ 2,250,765	\$ 28,250,765	N	The project incurred market pricing increases on all major building materials including, but not limited to steel and concrete (Due to the "hardened" nature of the facility, including the bulk of the building's robust structure and skin), metal studs, plumbing and fire protection piping, mechanical units and ductwork, and electrical conduit. Further, increased fuel prices increased virtually all materials costs starting from mining of the raw materials, to production of products, to final delivery to jobsite. The User Group recognized the increased financial demands upon the project and infused additional funding to insure its viability.

Construction	UF-373	UF-373 - FLMNH Special Collections Building (Alcohol Storage)	December 2, 2021	\$ 11,100,000	\$ 380,000	Unrestricted	\$ 380,000	\$ 11,480,000	N	The project incurred market pricing increases on all major building materials including, but not limited to steel and concrete (Due to the "hardened" nature of the facility, including the bulk of the building's robust structure and skin), metal studs, plumbing and fire protection piping, mechanical units and ductwork, and electrical conduit. Further, increased fuel prices increased virtually all materials costs starting from mining of the raw materials, to production of products, to final delivery to jobsite. The User Group recognized the increased financial demands upon the project and infused additional funding to insure its viability.
Construction	UF-623B	Thermal Utilities Infrastructure (Museum Rd)	December 2, 2021	\$ 51,394,812	\$ 2,034,236	Facilities Services Auxiliary	\$ 2,034,236	\$ 53,429,048	N	Legacy underground utilities maps insufficiently captured the entirety of existing underground conditions, and considerable abandoned and/or undocumented utilities have required removal or relocation for installation of new piping, manholes, and other systems. Also, several major isolation valves required replacement due to inability to withstand system-wide pressure intensities. The project also incurred some material price increases during this interval.
Construction	UF-642	SW Campus Transportation Road Improvement	December 2, 2021	\$ 9,400,000	\$ 2,274,643	DOT Grant, Facilities Services Auxiliary	\$ 2,274,643	\$ 11,674,643	N	Addition funding was provided to the project by a grant from the State Department of Transportation (DOT) for provision of enhanced entry features at the intersection of Archer Road (State Rd. 24). Additional funding was provided by Facilities Services for repairs and upgrades to existing underground utilities impacted by the project.
Construction	UF-623B	Thermal Utilities Infrastructure (Museum Rd)	June 10, 2021	\$ 50,000,000	\$ 1,394,812	Facilities Services Auxiliary Funds	\$ 1,394,812	\$ 51,394,812	N	The original planning/programming budget for the project is \$50,000,000. The project was "Hard Bid", and requires budget increase of \$1,394,812 to accommodate bid results. Additional funding has been provided by Facilities Services from Auxiliary sources.
Construction	UF-632	Data Science and Information Technology Building	March 18, 2021	\$ 150,000,000	\$ -	Carry Forward	\$ -	\$ 150,000,000	Y	This amendment does not increase the project budget total, but revises funding commitments by the College of Engineering to include \$2,210,927 in Carry Forward Funding. This "flavor of funding" use of Carry Forward funds is permissible under BOG Regulation 14.003(2)c.i. BOG Facilities staff has indicated this amendment should be reported during the annual FCO Budget Update/Submission.
Construction	UF-394	PK Yonge Developmental School Phase II	March 18, 2021	\$ 28,000,000	\$ 999,300	PKY DRS PECO	\$ 999,300	\$ 28,999,300	N	Project budget increased to accommodate Site Infrastructure Lighting/Utilities, Covered Walkways. Additional work is funded by PK Yonge Developmental Research PECO. Does not require FLBOG Amendment.
Design	UAA-60	Soccer Team Facility & Lacrosse Facility Improvements	March 18, 2021	\$ 7,100,000	\$ 295,547	UAA Unrestricted Operational Funds	\$ 295,547	\$ 7,395,547	N	Project budget increased by UAA to account for increased fixed furnishings and equipment (FFE).
Design	UF-657	Peabody Hall Dean of Students Renovation	March 18, 2021	\$ 3,985,500	\$ 457,763	2020 CITF Appropriation	\$ 457,763	\$ 4,443,263	N	Funding from 2020 CITF appropriation transferred to the project budget. Funding source was approved June 2020 BOT Spending Plan CITF appropriations.
Design	UF-373	UF-373 - FLMNH Special Collections Building (Alcohol Storage)	December 3, 2020	\$ 8,000,000	\$ 3,100,000	Internal Strategic Funds	\$ 3,100,000	\$ 11,100,000	N	The Facility Program budget was established at \$8M as a challenge to our design-builders. We have presently designed the simplest building with the best value analysis already performed. This design would give us the minimum space/equipment necessary in the building to address the program. FLBOG FCO Budget Amendment is not required due to the budget amendment being below the \$5M threshold as stipulated in BOG Regulation 14.003(4)e.
Construction	UAA-53	Football Facility Training Complex	December 3, 2020	\$ 59,961,700	\$ 29,027,800	UAA Bond	\$ 29,027,800	\$ 88,989,500	N	While the Design Professional and the CM teams were procured in accordance with the initial schedule, the design phase was changed to August 2018 through June 2020 and the Construction Phase was changed to July 2020 through December 2021. The completion delay of approximately 18 months was based on the need for the new baseball facility to be complete prior to demolition of the existing facility. The net assignable square footage of the facility was initially programmed at approximately 104,000 square feet, while the relocated facility has grown to incorporate several all-athlete areas and a separate maintenance facility which now encompasses over 111,000 square feet. The purpose of the facility has changed from strictly a football-oriented facility to incorporate the all athlete areas. In addition, the maintenance use directed a separate facility. These changes constitute the overall program increase. FLBOG FCO Budget Amendment is not required due to DSO's being exempted from BOG Regulation 14.003.
Construction	UAA-53A	Offsite Utility Infrastructure Improvements	December 3, 2020	\$ 7,700,000	\$ 1,091,100	Auxiliary	\$ 1,091,100	\$ 8,791,100	N	Due to the magnitude of major utility disruptions to accomplish the base project, it was deemed prudent to accomplish additional infrastructure needs, and eliminate future utility disruptions. Additional work includes stormwater system upgrades, electrical system upgrades to serve the new Student Health Care Center, upgraded steam connections to O'Connell Center & Van Fleet Hall, and roadway work due to the storm system upgrades.
Design	UF-461	Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building)	June 9, 2016	\$ 53,000,000	\$ 2,400,000	PECO	\$ 2,400,000	\$ 55,400,000	N	Project budget was amended in the Fixed Capital Outlay Legislative Budget Request to accommodate multi-year PECO request funding delays coinciding with market escalation.

University of Florida Board of Trustees

Minor Capital Construction Projects (\$2M - \$4M)

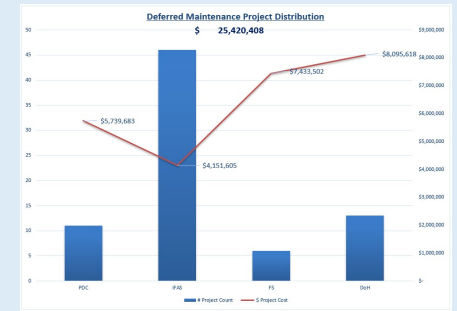
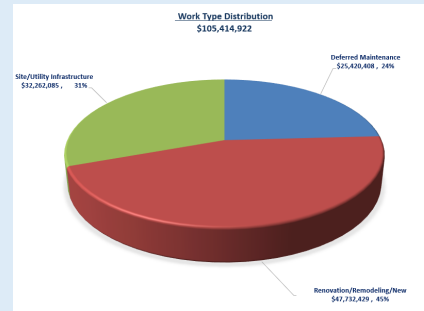
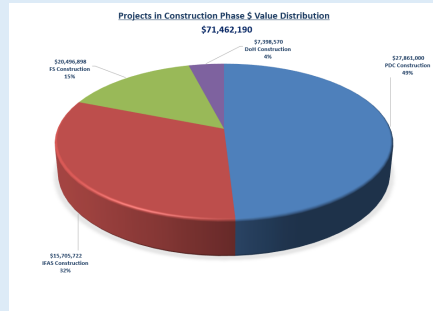
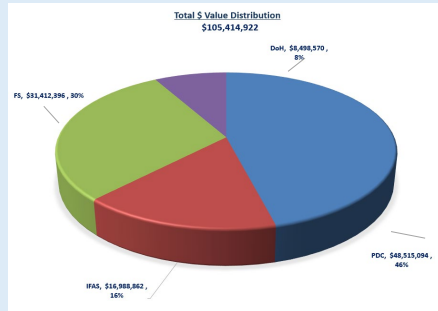
(Summary Below for Projects <\$2M)

Meeting Date: April 21, 2022

Report Date: April 06, 2022

Project Phase	Project Number	Project Title	Program Planning Budget	Rated Budget	Requested Budget Amendment	Requested Budget/ Amendment Funding Source	Net Changes To Date	Requires BOG/FCO Amendment (Y)	Final Project Cost	Planned Completion	Status/Comments:
Construction	IF21103	B0981 - Phase 2 Roof Replacement	\$ 3,000,000	\$ 3,000,000	\$ -	Carry Forward	\$ -		\$ 3,000,000	July-2022	Construction Started
Construction	UT00307	Reclaimed Water Booster Pump Station VFD	\$ 2,263,432	\$ 2,263,432	\$ -	Auxiliary Funds	\$ -		\$ 2,263,432	August-2022	Construction Progressing
Construction	MP04307	0059-McKnight-L5-135 ACS Equipment Upgrades	\$ 2,118,529	\$ 2,118,529	\$ -	Auxiliary Funds	\$ -		\$ 2,118,529	May-2022	Construction Progressing
Construction	MP06685	Architecture Building Canopy Cover and Repairs	\$ 3,002,627	\$ -	\$ -	Internal Funds (CFO)	\$ -		\$ 3,002,627	May-2022	Construction Started
Construction	MP05424	0030 Weimer Hall - Infrastructure & Structural Upgrades	\$ 3,390,200	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 3,390,200	May-2022	Construction Progressing
Construction	MP07525	Brain Wellness Program JAX Office Renovation	\$ 2,294,000	\$ -	\$ -	Department Component Unit Funds	\$ -		\$ 2,294,000	February-2022	Project Complete. Requested by UF Construction Accounting to confirm approval by BOT
Construction	UF-357B	CTRB - Slab Correction	\$ 3,474,586	\$ -	\$ -	Insurance/Litigation, Unrestricted Funds	\$ -		\$ 3,474,586	November-2022	Construction Progressing
Construction	UF-670	0316 - Southwest Recreation Center, 0170- Recreation Weight Room Expansion	\$ 3,629,704	\$ -	\$ -	CITF	\$ -		\$ 3,629,704	December-2022	Construction Started
Construction Total		(8 Projects)	\$ 23,173,078	\$ 7,381,961	\$ -		\$ -		\$ 23,173,078		
Design	MP06867	1049 - Baby Gator Addition	\$ 4,530,491	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 4,530,491	August-2023	Design Development
Design	MP07086	1017 - Veterinary Academic Bldg Surgical Teaching Lab Expansion	\$ 4,260,465	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 4,260,465	January-2023	Construction Design Documents 50% Completed
Design	MP05287	0723 - Chem Bldg - AHU's 16, 21 and 22 Replacement	\$ 3,840,197	\$ -	\$ -	Department Component Unit Funds	\$ -		\$ 3,840,197	February-2023	Advanced Schematic
Design	UT00469	McCarry East Chilled Water Extension	\$ 3,500,000	\$ -	\$ -	Auxiliary Funds	\$ -		\$ 3,500,000	September-2022	Design Progressing
Design	MP06934	LMP Shared Use Path at Physics	\$ 3,200,000	\$ -	\$ -	Auxiliary, Carry Forward	\$ -		\$ 3,200,000	March-2023	Design Progressing
Design	UF-266D	0958 - Chemical Engineering Student Center corrections	\$ 2,952,530	\$ -	\$ -	Insurance/Litigation	\$ -		\$ 2,952,530	January-2023	Design Progressing
Design	MP06839	Flavet Outdoor Recreational Complex	\$ 2,591,272	\$ -	\$ -	Auxiliary Funds	\$ -		\$ 2,591,272	August-2022	Conceptual Schematic
Design	MP04093	UF Veterinary Medicine and FWC Pathology Laboratory Building	\$ 2,376,052	\$ -	\$ -	FWC Grant	\$ -		\$ 2,376,052	October-2022	Advanced Schematic
Design	MP06827	1017 - Veterinary Academic Building V1-200 Anatomy Lab Addition	\$ 2,201,648	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 2,201,648	February-2023	Construction Design Documents 50% Completed
Design	MP04667	Building 0308 - Powell Hall (FLMNH), 0130- EXHIBITION NW	\$ 2,053,755	\$ -	\$ -	Department Component Unit Funds	\$ -		\$ 2,053,755	September-2023	Design Development
Design Total		(10 Projects)	\$ 31,506,410	\$ -	\$ -		\$ -		\$ 31,506,410		
Planning	MP07152	CERC Building Renovation	\$ 3,535,628	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 3,535,628	September-2022	Design Progressing
Planning	MP07456	0723 - Chem Bldg - 2nd-3rd Floor HVAC Replacement	\$ 2,314,035	\$ -	\$ -	Department Component Unit Funds	\$ -		\$ 2,314,035	January-2023	Design Progressing
Planning	MP07458	Baby Gator Parking Project	\$ 1,222,100	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 1,222,100	July-2023	Design Progressing
Planning	MP06892	Baby Gator Diamond Village	\$ 2,665,390	\$ -	\$ -	Unrestricted Funds	\$ -		\$ 2,665,390	October-2023	Design Progressing
Planning Total		(4 Project)	\$ 9,737,153	\$ -	\$ -		\$ -		\$ 9,737,153		
Grand Total		(22 Projects)	\$ 64,416,641	\$ 7,381,961	\$ -		\$ -		\$ 64,416,641		

Capital Minor Projects <\$2M "Graphical Summary"





COMMITTEE ON FINANCE, STRATEGIC PLANNING AND PERFORMANCE METRICS

AGENDA

Thursday, April 21, 2022

~11:15 am

President’s Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, FL

Committee Members:

Thomas G. Kuntz (Chair), David C. Bloom, David L. Brandon, Christopher T. Corr, James W. Heavener, Daniel T. O’Keefe, Rahul Patel, Marsha D. Powers

- 1.0 Call to Order and Welcome ... Thomas G. Kuntz, Chair
2.0 Verification of Quorum ... Vice President Liaison
3.0 Review and Approval of Minutes ... Thomas G. Kuntz, Chair
4.0 Discussion Items ... Thomas G. Kuntz, Chair
5.0 New Business ... Thomas G. Kuntz, Chair
6.0 Adjourn ... Thomas G. Kuntz, Chair



**COMMITTEE ON FINANCE, STRATEGIC PLANNING
AND PERFORMANCE METRICS**

Meeting Minutes

December 2, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 11:07 a.m.

Time Adjourned: 12:15 p.m.

Committee and Board members present:

Thomas G. Kuntz (Committee Chair and Board Vice Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Christopher T. Corr, James W. Heavener, Morteza "Mori" Hosseini (Board Chair), Daniel T. O'Keefe, Rahul Patel, Fred S. Ridley, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; J. Scott Angle, Vice President for Agriculture and Natural Resources; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs and President of UF Health; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; William Reeser, Chief Investment Officer for UFICO, members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair Thomas G. Kuntz welcomed everyone in attendance and called the meeting to order at 11:07 a.m.

2.0 Verification of Quorum

Senior Vice President Chris Cowen verified a quorum with all members present except for Trustee Powers, who was excused.

3.0 Review and Approval of Minutes

The Committee Chair Kuntz asked for a motion to approve the minutes of the June 10, 2021 committee meeting and August 18, 2021, September 27, 2021, October 4, 2021, and November 16, 2021 committee pre-meetings, which was made by Trustee Brandon and a second, which was made by Trustee O'Keefe. 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.

4.0 Action Items

Committee Chair Kuntz began the discussion by explaining that the two action items being presented have been reviewed in a pre-meeting by the committee, but Senior Vice President Cowen will spend some additional time discussing them today.

FSPPM1: Shands Jacksonville Bond Issue

SVP Cowen gave a brief overview of the action item, indicating that it has been reviewed and approved by both Shands Jacksonville Healthcare Inc. and Shands Jacksonville Medical Center Inc. Boards of Directors. He also briefly discussed the term sheet and explained that the bond issuance will allow for new construction of Shands Jacksonville north tower and the restructure of current debt at lower rates. Committee Chair Kuntz called on Senior Vice President for Health Affairs and President of UF Health, David Nelson, to provide comments on the item. SVP Nelson noted that the bond issuance and construction of the north tower is critical to Shands Jacksonville expansion and growth. Committee Chair Kuntz explained that the item has been thoroughly reviewed by all involved, and that SVP Cowen had one on one conversation with many of the committee members to discuss the item in advance. Board Chair Hosseini mentioned that there are plans for expansion in Jacksonville and requested that Shands create a roadmap of projects to be reviewed and approved by UF Health then brought to the Board of Trustees for their review. Committee Chair Kuntz requested that SVP Nelson take the lead with SVP Cowen's involvement and support.

The Committee Chair asked for a motion to approve Action Item FSPPM1 which was made by Trustee Brandon, and a second, which was made by Trustee O'Keefe for recommendation to the Board for its approval on the Consent Agenda. 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.

FSPPM2: Expansion of Off-Campus Graduate Housing Program

SVP Cowen provided updates to the Graduate housing program, explaining that good progress is being made. He noted that many of the needs expressed by graduate students will be met, and that the new/renovated location will be primarily for families and international students. Committee Chair Kuntz asked SVP Cowen to explain what needs approval. SVP Cowen explained that he is requesting approval to amend the current housing agreement to allow for the expansion. Committee Kuntz asked about rates and affordability, and for SVP Cowen to mention all who were involved in the project. SVP Cowen explained that it was a priority to keep rates affordable and that many people have collaborated on the project including Vice President D'Andra Mull, Tina Horvath, Colt Little, Dr. Nicole Stedman, and graduate students. There was a conversation about the needs expressed by graduate students, and how the Board of Trustees

took action to address these needs. Board Chair Hosseini suggested the university look at the graduate student stipends and compare it to other institutions to ensure UF is remaining competitive.

The Committee Chair agreed and asked for a motion to approve Action Item FSPPM2 which was made by Trustee Brandon, and a second, which was made by Trustee O'Keefe for recommendation to the Board for its approval on the Consent Agenda. 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 Items

Due to time constraints, the Committee Chair asked that items 5.7 and 5.8 be discussed first.

5.7: Faculty Hiring Report

Committee Chair Kuntz began the discussion by thanking Vice President Gentry for her hard work in finally achieving the goal of hiring 500 net new faculty under the Faculty 500 Initiative. Vice President Gentry explained that the final number was 525 net new faculty and explained how it was a collective effort from her staff and the Deans throughout campus. She stated that going forward there will be a focus on achieving the AI initiative, noting that the university is about halfway to the goal of 100 new hires.

5.8: UFICO Update

Chief Investment Officer Bill Reeser began the update by explaining that both the endowment and operating portfolios had record years with the endowment ending the year with a 33.6% return and the operating ending with a 7% return. He also explained that both remain strong over 3, 5, and 10 years. There was also a discussion about spend policies in which Mr. Reeser explained that there is no current spend policy in place for the operating portfolio, but he suggested they look to develop one. Additionally, Mr. Reeser gave an overview of the endowment policy explaining that there is a need to incorporate a smoothing mechanism to reduce volatility and provide stability to support the annual budget process. Committee Kuntz agreed that we need to look at the policy, stating that it's a bit out of sync with other foundations but that the Board of Trustees does not have governance over it. Trustee Anita Zucker stated that she supports the change and noted that it needs to be brought to the UFF Finance Committee and then the UFF Board in the Spring for approval. Chair Hosseini asked that Trustee Patel look at the governance and stated that it will be revisited. Bill Reeser also gave a brief update on UFICO's Environment, Social, and Governance investment considerations. There were no questions and no further discussion.

5.1: CFO Report

SVP Cowen briefly reviewed his CFO report by highlighting important changes and updates. Beginning with quarterly financials, SVP Cowen explained that the university has seen a significant rebound and is moving towards growth and pre-pandemic normalcy. He noted that the presentation and reports have changed and that he and his team are open to any suggestions for changes. Next, SVP Cowen gave an update on the budget process indicating that his office is still working closely with consultants to improve the budget process so that it aligns with

university objectives. He then gave an update on DSO and Affiliate oversight, explaining that he currently sits on many of the large DSO Boards and that VP Curtis Reynolds and VP Scott Angle sit on the others. He also noted that there will be an annual DSO summit in which the DSO's will present to the CFO and submit a formal budget request which he will have to approve. ~~SCP~~ SVP Cowen provided an update on the Central Energy Plant project and briefly discussed the housing fee increase mentioning that market data and an overview of proposed rates were provided in the trustee materials. Committee Chair Kuntz asked that this data be provided annually, and SVP Cowen agreed that it would be. Finally, SVP Cowen gave an overview of his first year as CFO and highlighted accomplishments made by the division. There were no questions.

Items 5.2-5.6 were discussed during item 5.1: CFO Report.

6.0 New Business

There was no new business to come before the committee.

7.0 Adjourn

There being no further discussion, Committee Chair Kuntz adjourned the meeting at 12:15 p.m.

DRAFT

**COMMITTEE ON FINANCE, STRATEGIC PLANNING
AND PERFORMANCE METRICS**

Pre-Meeting Minutes

Virtual Meeting

Thursday, March 31, 2022

Time Convened: 10:01 a.m.

Time Adjourned: 10:24 a.m.

Committee and Board members present:

Thomas G. Kuntz (Committee Chair and Board Vice Chair), David C. Bloom, David L. Brandon, Richard P. Cole, Christopher T. Corr, Daniel T. O’Keefe, Rahul Patel, Marsha D. Powers, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Chris Cowen, Senior Vice President and Chief Financial Officer; Amy Hass, Vice President and General Counsel; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; George Kolb, Assistant Vice President of Financial Analysis and Budget; Colt Little, Senior Counsel; Brian Mawdsley, Managing Director UFICO; Steve Orlando, Interim Vice President for Strategic Communications and Marketing; Curtis Reynolds, Vice President for Business Affairs; William Reeser, Chief Investment Officer for UFICO; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair Thomas G. Kuntz welcomed everyone in attendance and called the meeting to order at 10:01 a.m.

2.0 Roll Call

Senior Vice President Chris Cowen conducted a roll call, and all Committee members were present except Trustee James W. Heavener who had a conflict.

3.0 Review Draft Agenda for April Meeting

The following items were addressed by the Committee:

3.1 Review Draft Minutes

- December 2, 2021

3.2 Review Discussion Items

- **CFO Report**

SVP Cowen said he would provide a more detailed discussion of this report at the April meeting only so as not to be repetitive.

- **Quarterly Financials**
 SVP Cowen gave a high-level overview of the quarterly financials, stating that the University is in good standing and financials are as expected, although the third quarter has presented additional volatility.
- **DSO & Affiliates Update**
 SVP Cowen gave a brief update on DSO and Affiliates. He stated governance is in place and the advised the first DSO Summit had taken place. SVP Cowen also indicated that DSO governance standards need to be reviewed and updated, and that he, Amy Hass, and Trustee Patel will work together to review and make changes. Committee Chair Kuntz asked for confirmation that an update would be provided at the June meeting, and Trustee Patel agreed.
- **Budget Update**
 SVP Cowen explained that the university is still actively working with Huron to improve the budget process, and they have made great progress by having substantial conversations with numerous stakeholders and working committees. He advised that he and the consultants will be having a one-on-one conversation with all FSPPM committee members and that they are available to have similar conversations with any other Trustees if requested. Committee Chair Kuntz gave a bit of context on the budget project and explained how important it was to discuss with the committee members and other Trustees. He encouraged all to engage with the consultants to understand Huron's recommendations and ensure that changes be made without disruption to campus. President Fuchs agreed and thanked SVP Cowen for leading the initiative. Trustee O'Keefe agreed and stated of all the things we are doing; the budget process is essential.
- **Update on Outstanding Debt/Debt Capacity**
 SVP Cowen gave a brief overview of current and future transactions. SVP Cowen explained that currently there are no concerns regarding how projects will be funded but there are a several projects ongoing that receive funding from a variety of sources, and the committee is putting a process in place to manage project budgets/funding. Trustee Brandon explained that funding for the projects is not always immediate, and often received by donors over time. He suggested looking into bridge funding to close the gap in project timing/completion and funding. Committee Chair Kuntz suggested a policy be put in place to address how projects are funded with donor gifts over time. SVP Cowen is looking at other public university policies.
- **UFICO Update**
 Brian Mawdsley, Managing Director UF Investment Corp., provided a high-level overview and update on UF's Operating and Endowment pools as of December 31, 2021, and highlighted changes since then. Committee Chair Kuntz advised a more in-depth update will be provided at the April Board meeting. He also asked if there was any exposure in Russia and China, and whether this should be an area of concern. Mr. Mawdsley indicated that there was a small amount of exposure but nothing of major concern. Committee Chair Kuntz requested that UFICO add slides to their

presentation showing exposure in all countries. Bill Reeser, Chief Investment Officer, UF Investment Corp., and Mr. Mawdsley agreed to add slides for presentation at the April meeting.

- **DSO Update – University of Florida Foundation**

Committee Chair Kuntz explained going forward, a representative from each DSO will present a financial and budget overview at future Board meetings. He indicated that the first presentation will be from David Christie, Associate Vice President and Chief Operating Officer, University of Florida Foundation, at the April Board meeting.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, Committee Chair Kuntz adjourned the meeting at 10:24 a.m.

DRAFT

**REPORT OF THE CHIEF FINANCIAL OFFICER
COMMITTEE ON FINANCE, STRATEGIC PLANNING AND PERFORMANCE METRICS
UNIVERSITY of FLORIDA BOARD OF TRUSTEES
THURSDAY, MARCH 31st, 2022 at 10:00 AM (PRE-MEETING)
APRIL 21/22, 2022 MEETING**

INTRODUCTION

It has been four months since our last pre-meeting, and there definitely have been a lot of exciting developments since then involving the CFO's office. As you can see in the photo to the right, Stanley is helping to guard the University's funds and ensure they are put to good use!



FSPPM ACTION ITEMS

At this meeting there are no scheduled action items, although we do have several discussion items. Once again, we have a full agenda and therefore my office will be pleased to schedule any follow up calls with any Committee members or other Board members prior to the April meeting.

DISCUSSION ITEMS

- Quarterly Financial Statements (*attachments*)
- DSOs / Affiliates Update
- Budget Update (*attachment*)
- Update on Outstanding Debt and Potential Transactions (*attachments*)
- UFICO Updates (Bill Reeser) (*attachments*)
 - Regular Quarterly Update
 - Endowment Payout Policy Update (including Foundation action)
 - Annual Update regarding Investment of Operating Funds
- DSO Update-- University of Florida Foundation Update (David Christie) (*attachments*)

5.2 QUARTERLY FINANCIAL STATEMENTS

Attached is the revised presentation of the quarterly financial statements for the UF Enterprise through the second quarter (December 31, 2021), including the more detailed discussion of DSO/Affiliate quarterly performance, as well as graphic summaries of the University's financial position and notable events. We have received favorable impressions of the new format, and any additional comments and suggestions are appreciated and encouraged. I would like to highlight a few items:

- Through the first half of the year, net income at the UF Enterprise is \$710 million, considerably above our forecast of \$173 million based on total revenues of \$4.36 billion and expenditures of

\$3.65 billion. This variance is due in large part to increased patient service revenue, investment income above budget (but below FY21 actuals) and the receipt of federal pandemic funds and State PECO capital funds that were not included in the operating budget (we will be working on some presentation changes going forward as we move to all funds budgeting and present a comprehensive capital budget).

- Although YTD results are strong, we are in a period of significant volatility. Compensation (which represents the vast majority ~70% of UF expenses) is \$44 million over budget for the enterprise, driven largely by costs at the hospitals. At the University, compensation is \$29 million under budget due largely to unfilled positions, but \$95 million above the prior year figure (\$1.19 billion vs. \$1.09 billion). We are witnessing growing cost pressures to recruit and retain positions, similar to experiences in other industries.
- Inflation has risen considerably and will impact our base costs to a much greater extent than in prior years. The persistence of inflation beyond the current fiscal year into FY23 and beyond is something we will need to be mindful of as it impacts available funding.

Please see additional information in the attachments.

5.3 DSO AND AFFILIATES UPDATE

On February 24th, we held the first semi-annual “DSO and Affiliates summit,” which was attended by the fiscal officers from each of the Component Units, as well as other individuals. We discussed budget process, governance, guidelines, the Board of Governors audit as well as interaction with and expectations of the CFO’s Office. We had good engagement, and increased dialogue with the representatives will continue to be helpful as we further implement the “One UF” approach. Not only are there requirements from the DSOs, but we emphasized the fact that this office is a resource to them as well. We achieved the following outcomes:

- There is a UF representative on each board (for the larger DSOs and Affiliates it is the CFO). There will be a semi-annual call with the other Board representatives
- Interaction with UF Offices can be streamlined, lessening administrative burden
- Budgets will be provided with DSO Board approval but will not be final until submitted to and approved by the UF Board of Trustees
- Our office will work with Trustee Rahul Patel and General Counsel Amy Hass on enhancements to the governance procedures based on experience and feedback to make them more efficient, appropriate, and better aligned with governance expectations

5.4 BUDGET PROCESS UPDATE

A large number of University stakeholders have been involved in the budget enhancement process over the past several months, working closely with our consultants at Huron. There are several expected improvements that will be made to our budgeting for fiscal year 2023, but for most potential changes we will be utilizing the current process and “shadowing” the new model which we would expect to implement in fiscal year 2024. This will allow us to develop an implementation process, identify and address any unintended consequences and make any other adjustments. We will be arranging an update call with each member of the committee prior to the next Finance committee meeting on May 19th.

Each year, various departments and colleges request supplemental funds for strategic initiatives, which can augment local funds. These requests are reviewed and approved by the CFO, the COO and the Provost. This year, for the first time, we began a new process whereby any unit receiving funding is required to present the results of the funding request, discuss the benefits received, and notify any concerns or issues. This process has been helpful in enhancing accountability, demonstrating returns on investment, and providing management with a better understanding of the use of funds. This process also will be informative in alerting the team to potential upcoming budget requests.

Our office is in the process of developing the FY23 budget with campus, and the preliminary budget will be presented at the June meeting.

Please see additional information in the attachment.

5.5 UPDATE ON OUTSTANDING DEBT AND POTENTIAL TRANSACTIONS

We are presenting our second annual review of ratios and financial peer analysis, which we debuted last year. Some of the key takeaways to highlight:

- While FY21 was strong in growth of assets (cash and investments grew an impressive \$1.1 billion (28%) from \$4.0 billion to \$5.1 billion), in dollar terms our growth lagged our peers, as the peer average increased \$1.7 billion (27%) from \$6.2 billion to \$7.9 billion. Given our large size, our comparatively limited resources are spread over a larger operating base and student body;
- While our debt outstanding approximately doubled in FY21 from \$0.3 billion to \$0.6 billion, we still have low leverage compared to our peers, and even with the potential transactions over the next year we will remain below average. When including UF Health and their anticipated borrowings as well, however, our combined level of debt will approach levels at other academic medical centers (although FY22 is witnessing significant increases in outstanding debt at a number of our peers, e.g., Michigan);
- Our capital spending as a percentage of PP&E has increased considerably over the past five fiscal years (although a decline in FY21), so that at 9% UF is approximately equal to peers. Notably, our funding of capital is quite different with debt comprising 3% of capital spending compared to 37% at our peers;
- UF's age of plant has increased to 16.5 years, compared to an average of 14.0 years at our peers, although our increase of 0.3 years last year was less than the peer increase of 0.6 years in FY21, so our deferred maintenance backlog is increasing more slowly than the backlog at our peers. This metric indicates the large and growing deferred maintenance on campus, which a number of our initiatives plus anticipated State funding are set to address. This will be a key statistic to measure over the upcoming years, both at UF year over year and compared to our peers.

Please see additional information in the attachments.

Also attached is a chart summarizing the debt outstanding at the University (organized by security) and by our DSOs and UF Health entities. Unlike many of our peers that can manage an institutional credit and utilize general revenue bonds, each of our obligations are secured by specific pledges of revenues, which adds incremental cost and inefficiency, which potentially can be addressed in the future. In the meantime, we expect to have a number of borrowings brought to the Board of Trustees at several upcoming meetings

and we would like to summarize the anticipated actions uses and actions in the chart below. Further information regarding each potential transaction will be presented at future meetings.

Issue and Purpose	Approx. Amount	UF Trustee Meeting	Board of Governors
UF Indirect Cost Recovery (Medical Research Building, Animal Facility, Lab Renovations)	~\$100-150 million	June 2022	September 2022
University Athletic Association (Stadium renovations)	~\$200+ million	September 2022	November 2022
Faculty Clinic (Debt restructuring)			
Central Energy Plant	P3	September 2022	January 2023
UF Student Housing (possible new money and refunding)	~\$75 million	Spring/Summer 2023	Summer 2023
UF Parking (potential)		Summer/Fall 2023	Fall 2023
Shands (Villages Hospital)	~\$750 million	Spring 2024	N/A

As you can see there is a larger amount of planned activity than usual, and we want to provide this update to provide context about the issuances we will be presenting and discussing with you in greater detail over the next several months. I have always felt that it is critical to discuss the strategy and rationale prior to the transaction, and this preview moves us in that direction.

Please see additional information in the attachments

5.6 UFICO UPDATE

In addition to their regular update, Bill and Brian will comment on several additional topics

- Update on endowment payout policy (which also will be discussed by the Foundation). A conceptual framework for the modification, with input from UF, UFF and UFICO was approved by the Foundation finance committee at their March meeting.
- Update on the operating funds reserve. As you may recall, last year the Board approved transferring a portion of assets from shorter term investments to the long-term pool. UFICO has provided regular updates over the past year regarding the implementation of the policy. As part of the change, the CFO and UFICO are required to present to the Board their recommendation for change to the strategy (if any) and the rationale annually.
- Finally, a discussion of the investment environment and challenges in the current and future market given inflation and the war in Ukraine will be provided.

Please see additional information in the attachment.

5.7 DSO UPDATE (UNIVERSITY OF FLORIDA FOUNDATION)

As part of the One UF initiative, the Committee has requested that the CFO/COO from a DSO/Affiliate provide a brief high-level discussion of the financial profile and budget of the organization at the Finance Committee meeting. Our first presentation will be by the University of Florida Foundation, with the next presentation planned by the University Athletic Association at the June meeting.

Please see additional information in the attachment.

ADJOURN

We look forward to the discussion, and as always please contact my office if we can provide any further information.



**UF ENTERPRISE
FINANCIAL REPORT
Q2 FY2022**



QUARTERLY FINANCIALS

Financial Statements are presented under the “One UF” model, representing University of Florida Enterprise, including the University of Florida, its Direct Support Organizations and Affiliates. This presentation provides a comprehensive financial profile, which facilitates governance and strategic management.

The information presented on the following pages has three objectives:

- Enhance transparency by utilizing the university's Enterprise Resource Planning (ERP) system to facilitate decision-making and governance
- Be repeatable and readily calculated with generally accepted standards and based on established higher education financial indicators
- Provides ability to compare and benchmark results with industry standards to provide information on institutional health and/or the performance of peer institutions

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Q2 at a Glance

UF Contracts
& Grants



+8%

+\$26M*



Enterprise
Revenues



+7%

+270M*

Advancement



Largest cash gift to date
of \$12.5M for Athletics

Favorable Market
Conditions



drove investment
income

Sales & Services

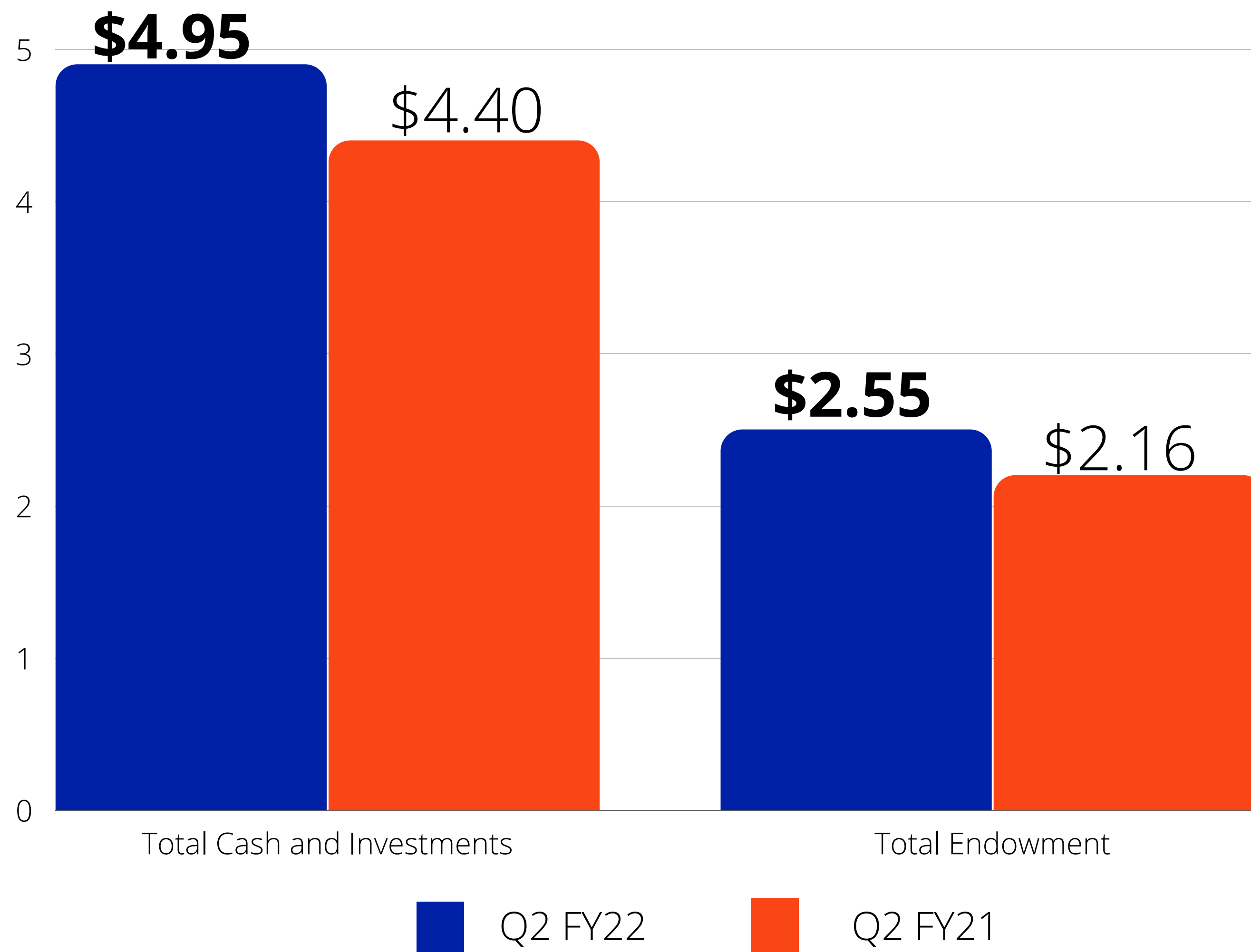


increased by
23%*

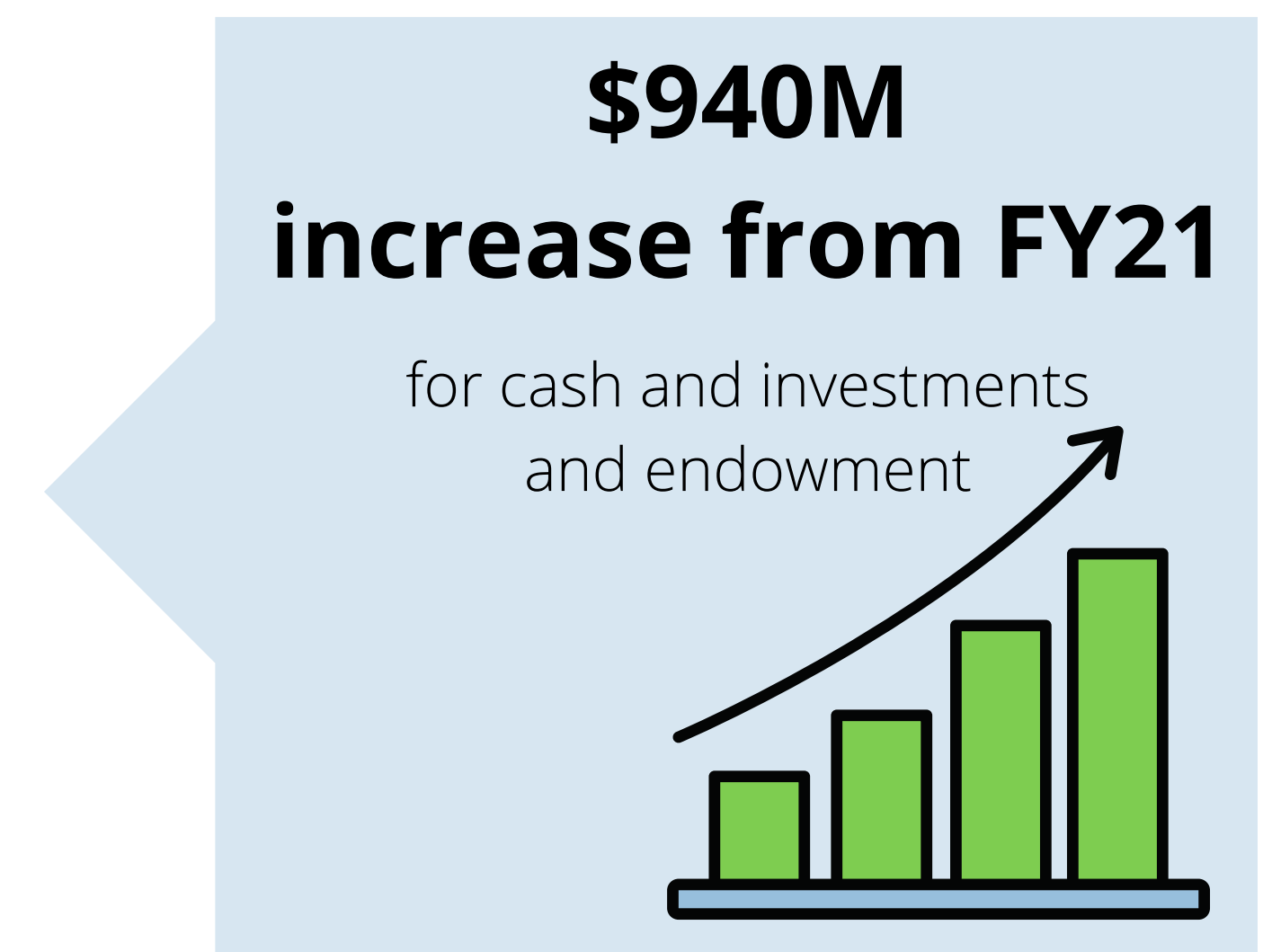
*Compared to Q2 of FY21

UF Enterprise Cash & Investments

- Favorable market conditions generated large gains on investments across the Enterprise.
- The same favorable conditions helped boost the Endowment by about 18% over the past year.



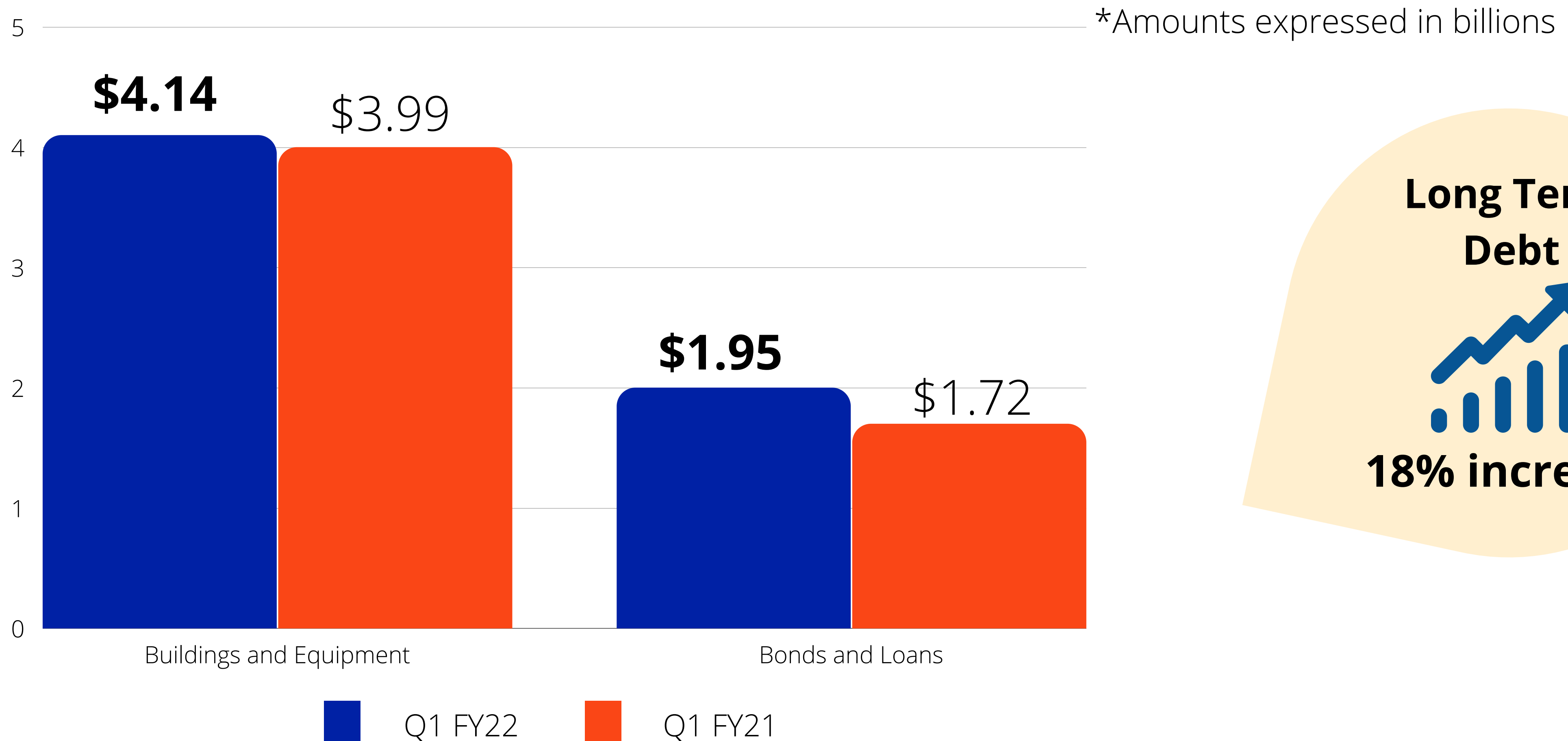
*Amounts expressed in billions



UF Enterprise Capital Assets & Debt

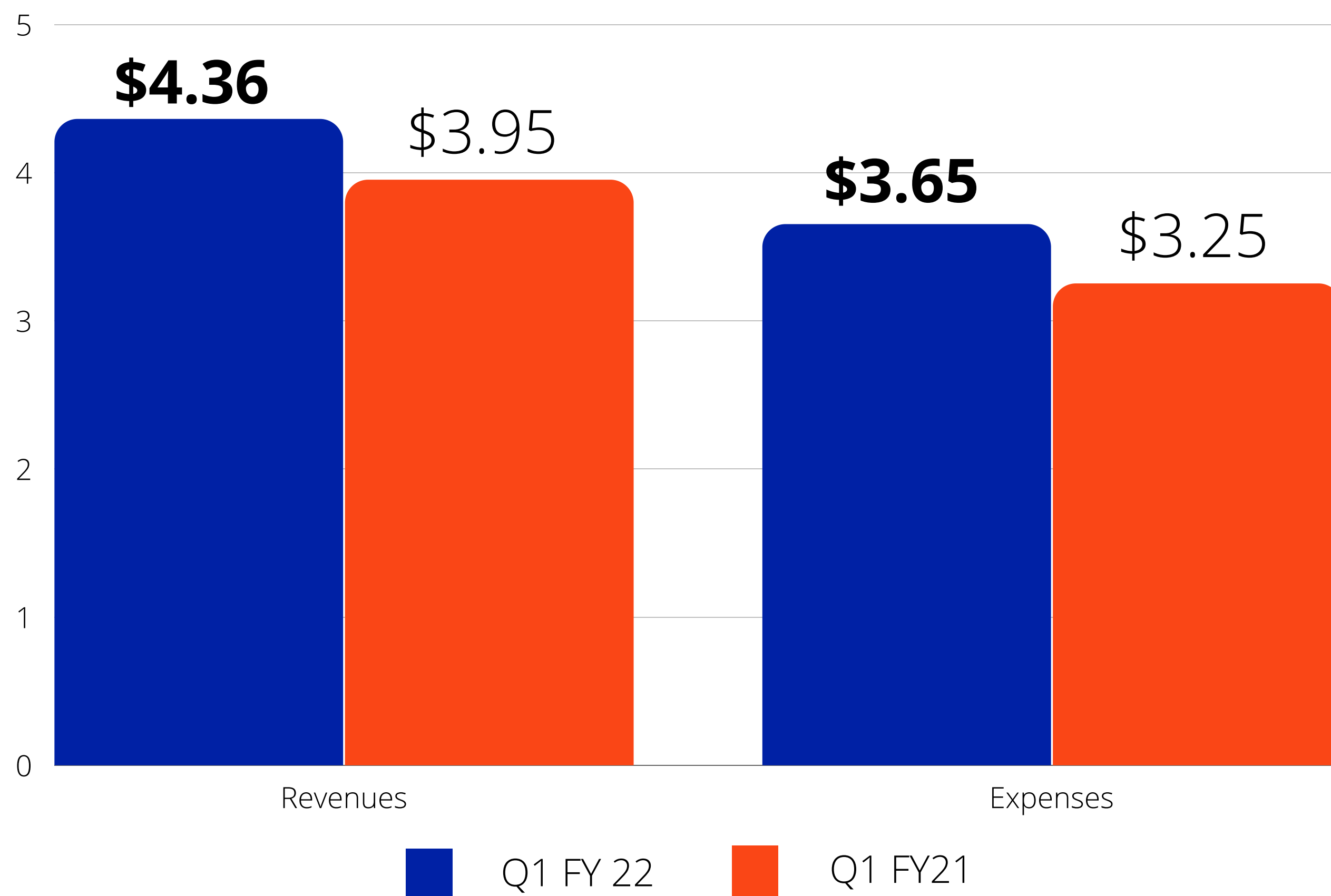
Includes the key projects shown below to advance the capital improvement plan:

- Capital Assets increased mainly due to completion of Herbert Wertheim Laboratory for Engineering Excellence (\$73M).
- New Debt acquired by UF for construction of Undergraduate Residential Complex with Honors College and UAA for J.W. Heavener Football Training Center.



UF Enterprise Revenues & Expenses

- The UF Enterprise generated an excess of revenues over expenses of \$711M for the quarter.
- Revenues were particularly strong with increased Patient Service Revenue, large contributions at the Foundation and Gator Boosters, and the receipt of CARES Act/HEERF funding at the University.
- Expenses also followed an upward trend with the increase in overall Employee Compensation and Benefits and Other Operating Expenses reflecting the growth of the University and UF Health.

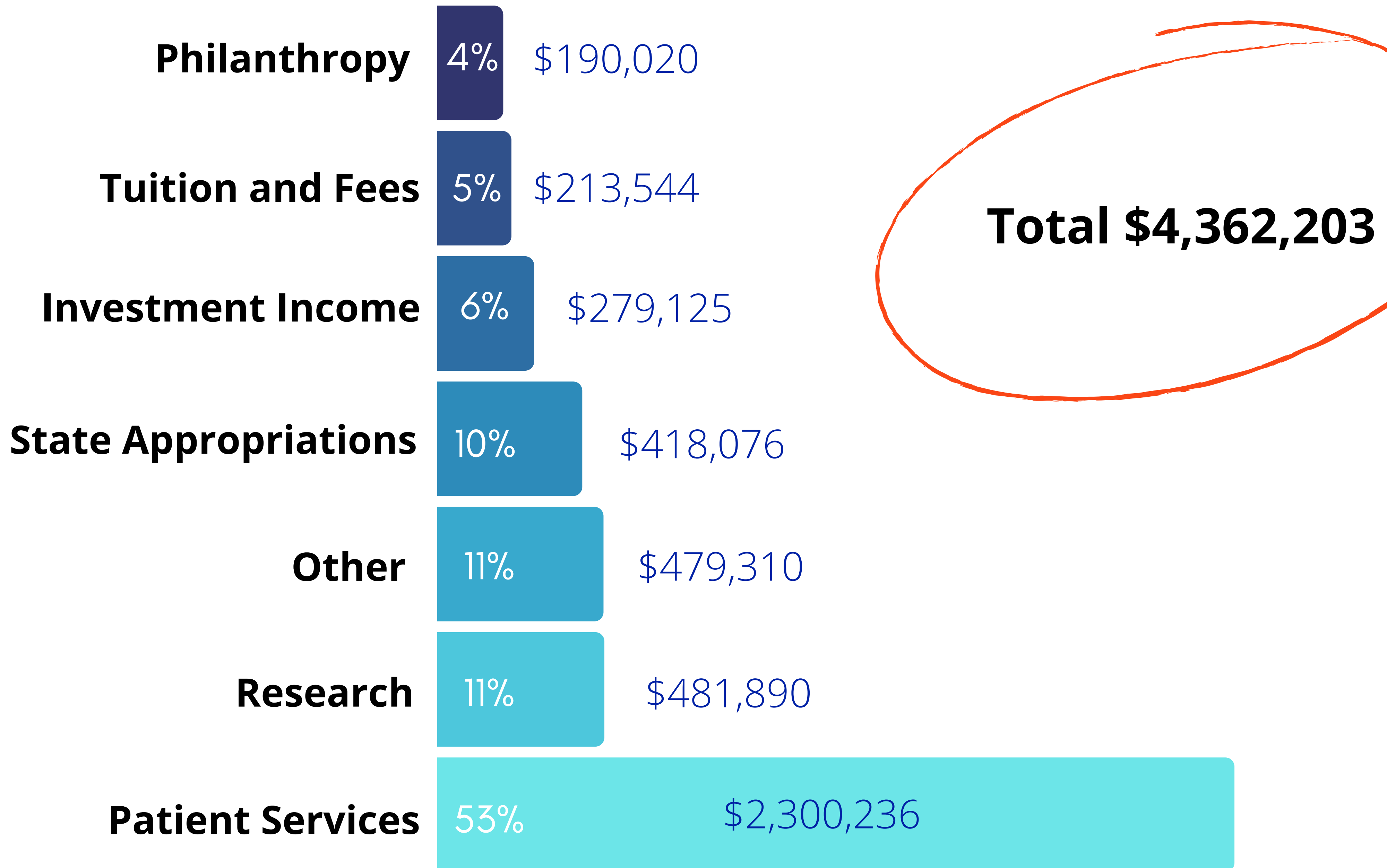


*Amounts expressed in billions



UF Enterprise Revenue Sources

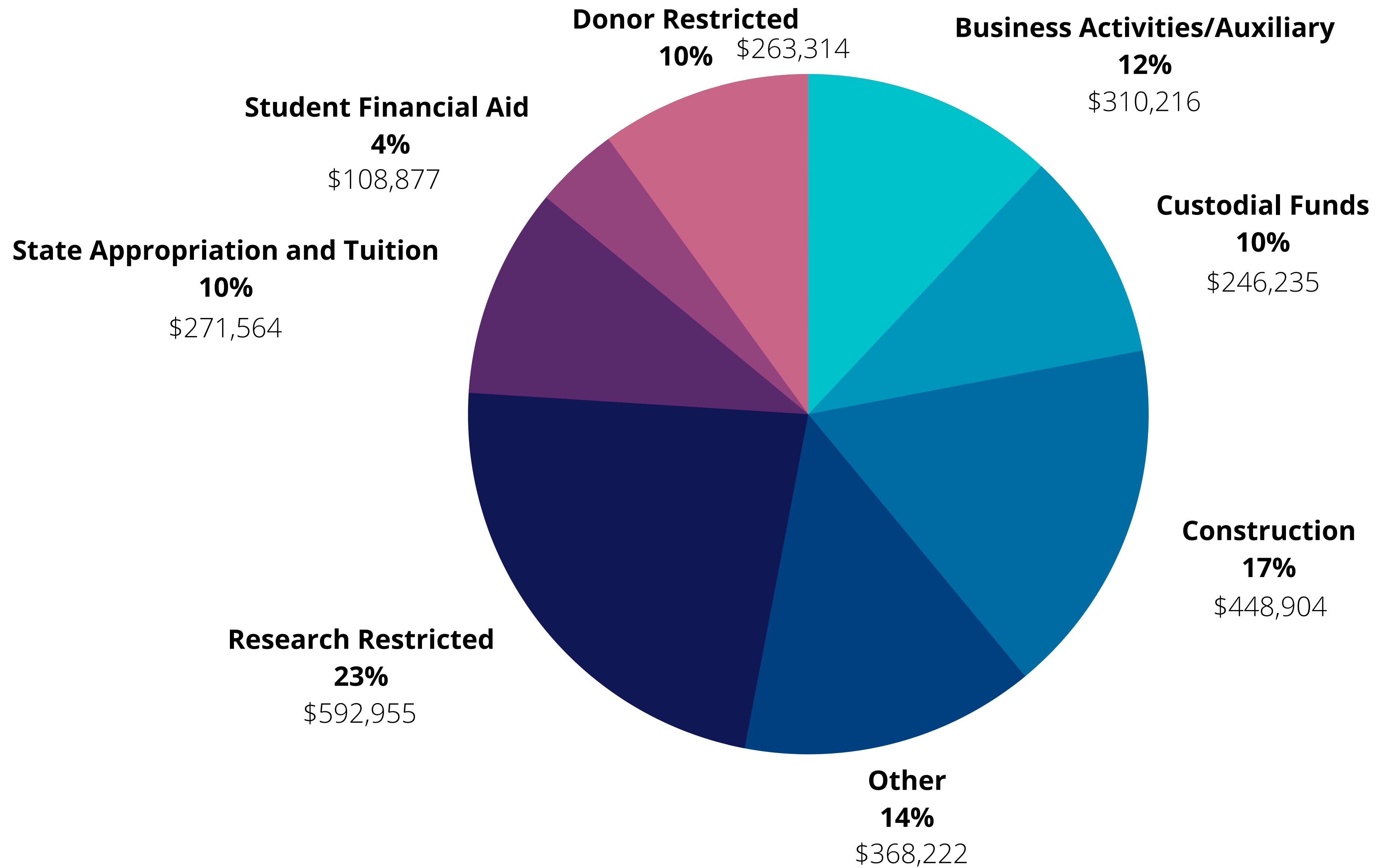
Q2 FY22



*Amounts expressed in thousands

UF Cash & Investments

Q2 FY22



Total \$2,610,286

*Amounts expressed in thousands

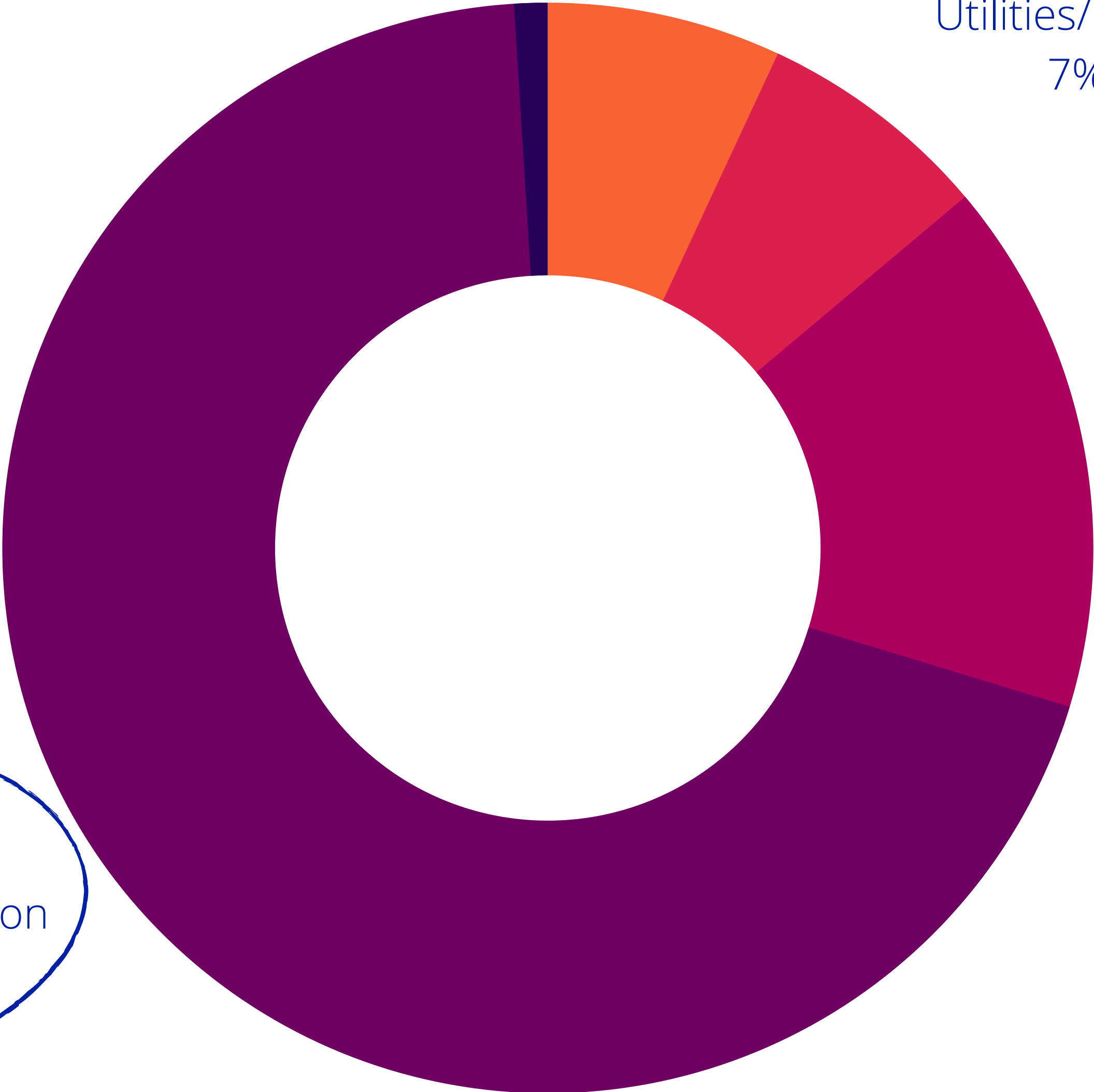
UF Expenses

Q2 FY22

Scholarships and Fellowships
7%

Utilities/Facility
7%

Services and Supplies
16%



**Strategic
Commitment to
Our Employees**

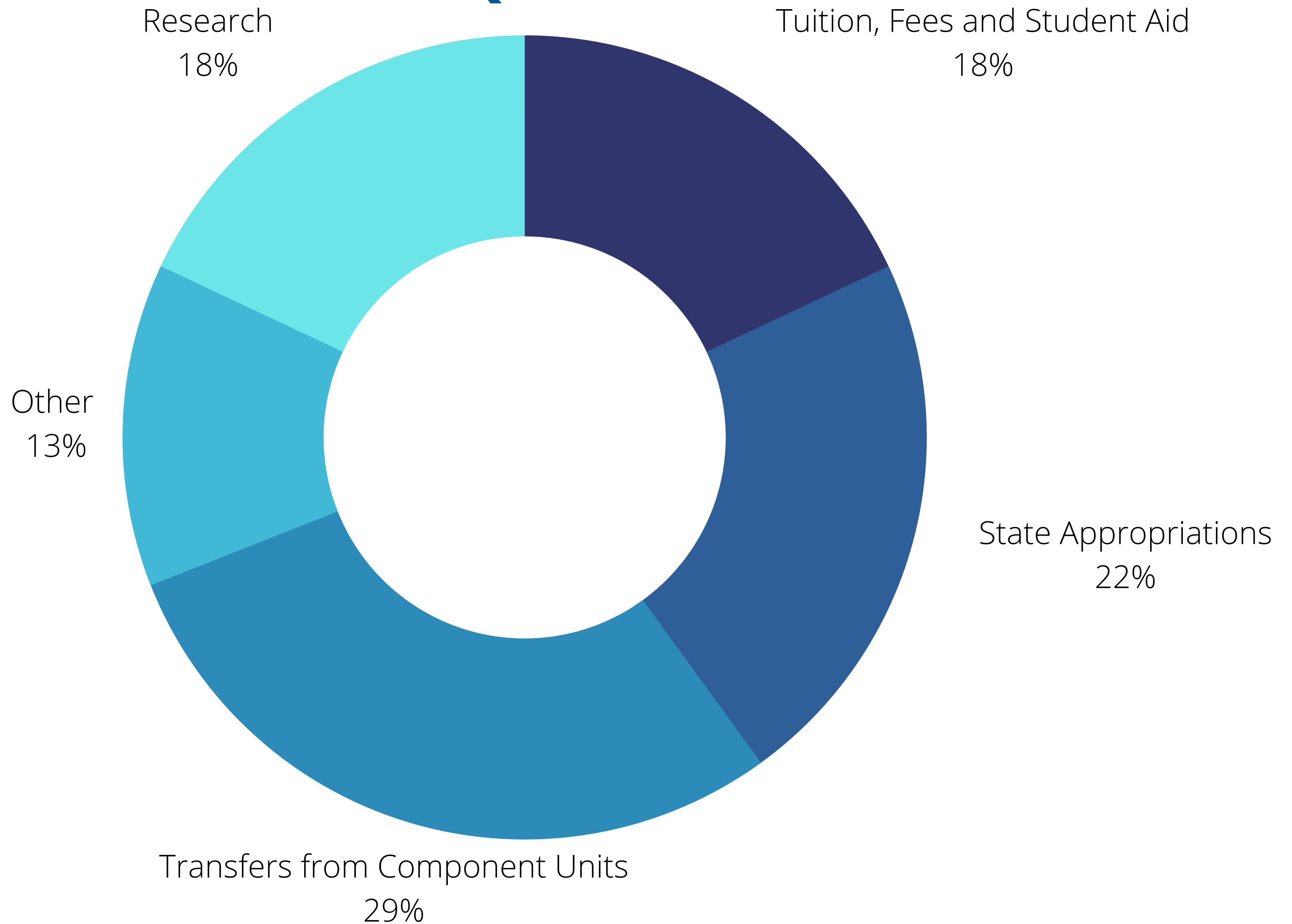
Employee Compensation
70%

Total \$1,696,236

*Amounts expressed in thousands

UF Revenue Sources

Q2 FY22

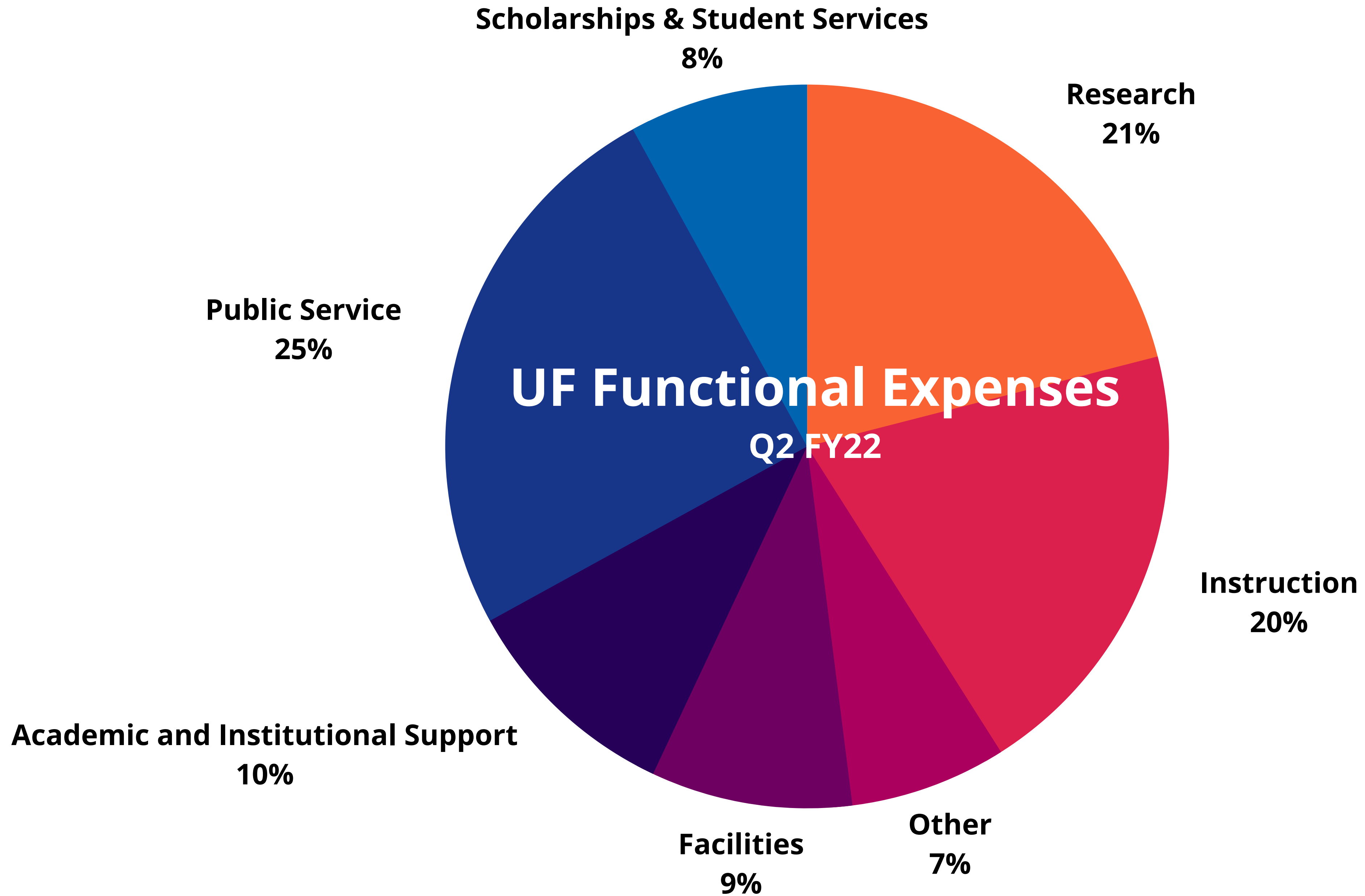


Total \$1,915,786

*Amounts expressed in thousands

UF Mission

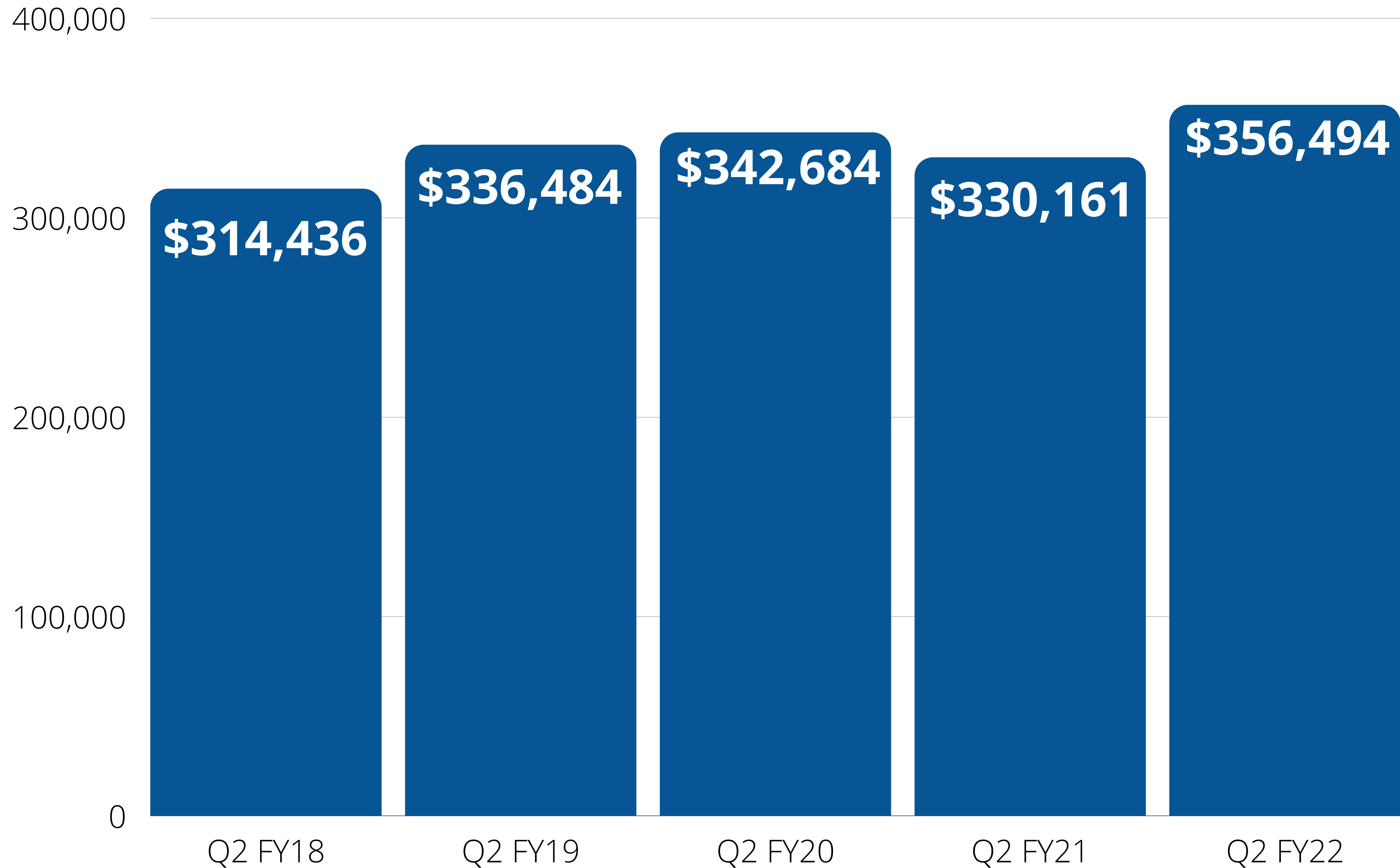
Teaching, Research and Service



UF Contracts & Grants Revenue

Q2 FY22

- Research continued its upward trend in the second quarter, increasing by 8%.



*Amounts expressed in thousands

QUARTERLY EXECUTIVE SUMMARIES



Quarterly Executive Summaries

UNIVERSITY OF FLORIDA

The University's financial results for the first two quarters of Fiscal Year 2022 continue to demonstrate a strong position with an upward trend in comparison with FY2021, driven mainly by increases in Tuition and Fees, State Appropriations, Contracts and Grants, Sales of Goods and Services, and Other Revenues.



Tuition and Fees

The Tuition and Fees **exceeded prior year quarter by \$22.3 million (12%)** with additional out-of-state graduate students and increase enrollment in distance learning programs and professional degrees.

State Appropriation

The State Appropriations **exceeded the prior year quarter by 12%** and are on target compared to the budget, demonstrating the strong commitment from the State to support UF as a top-5 public University. Increase from the prior year reflects:

- Additional funding toward increased faculty hiring - Artificial Intelligence initiative
- Non-recurring allocation for the New Worlds Reading Initiative, a statewide program

Contracts and Grants

The **increase in Contracts and Grants of \$22 million** compared to Q2 FY 2021 is primarily due to increased Federal funding from the Department of Health and Human Services and National Science Foundation.

Investment Income

Investments had a strong performance to budget in the current year, exceeding the budget by 21%. However, due to volatile market conditions investment income decreased by \$33.6 million compared to Q2 FY 2021.

Quarterly Executive Summaries

UNIVERSITY OF FLORIDA CONTINUED

Sales and Services

Revenues from Sales and Services increased by \$23 million in this fiscal year and \$14 million above budget as Auxiliary Enterprises such as Housing and Transportation and Parking fully resumed activities.

Transfers from Component Units

The transfers from component units largely exceeded the budget, with \$54 million more transferred from practice plans compared to the same period in FY21, reflecting the expansion of UF Health and the increase in payroll expenses paid by the University for clinical faculty. In addition, the Research Foundation and the University Foundation transferred more royalties and contributions to the University.

Other Revenues

A significant increase in Other Revenue is primarily due to the CARES Act Higher Education Emergency Relief Fund (HEERF), which comprises of \$72M as of quarter end.

Expenses

Scholarships and Fellowships increased \$37 million with the distribution of additional student financial aid funded by the federal **Higher Education Emergency Relief Fund (HEERF)**. In addition, Employee Compensation and Benefits increased \$95 million as the University continued to hire new faculty.

Quarterly Executive Summaries

THE UNIVERSITY ATHLETIC ASSOCIATION, INC.

For the six months ended December 31, 2021, the UAA has continued to experience a return to normal operations as it had prior to the pandemic. The UAA is budgeting and operating as would be expected during a normal fiscal year. Ticket sales and contributions have **improved to normal levels** and the ticket office has sold out several football games this year. The UAA is currently operating with a **net income that is double that of the comparative period** in the prior fiscal year but **in alignment with comparative periods pre-pandemic**.

UAA experienced **higher expenses as a result of the football coach transition** and the compensation liabilities related to that. Additional operational expenses for this transition are expected.



About

The University of Florida Athletic Association, Inc. (UAA) conducts various inter-collegiate athletic programs for and on behalf of the University.

UF FOUNDATION, INC.

The Foundation and Advancement raised **\$370M in commitments*** to date in fiscal year 2022.

Significant commitments have elevated fundraising for the quarter and continued the great momentum built through the fiscal year to date, including the receipt of the **single largest cash gift** to date for Athletics, a cash gift of **\$12.5M**. This is in addition to the \$25M pledge received for the Fixel Institute at UF Health and the \$7M gift for the UF Cancer Center previously reported during the first quarter.

Advancement is continuing work on the 18 to 24 month implementation of the new Customer Relationship Management application with Salesforce and Ascend.

In terms of fiscal performance, fiscal year expenses to date have **aligned with expectations**.



About

University of Florida Foundation, Inc. (UFF) solicits, collects, manages, and directs contributions to the various academic departments and programs of the University and assists the University in fund raising, public relations, and maintenance of alumni records. Their financial statements include the activities of the University of Florida Alumni Association, Inc.

*Commitments include gifts of cash, pledges, bequests and deferred gifts across the UF Enterprise, not all of which are reflected in the UF Foundation financial statements.

Quarterly Executive Summaries



About

Shands Teaching Hospital & Clinics, Inc. (Shands) was incorporated October 15, 1979, as a not-for-profit corporation. Shands, a major tertiary care teaching institution, is a leading referral center in the state of Florida and the southeast United States and facilitates medical education programs at the University.

SHANDS TEACHING HOSPITAL AND CLINICS, INC.

Financial performance for the first two quarters of fiscal year 2022 was **significantly affected by two new State of Florida Medicaid supplemental payment programs**: the Indirect Medical Education Program (IME) and the Directed Payment Program (DPP). Shands recognized the cumulative revenues and expenses related to these new programs for approved service dates through December 31, 2021, resulting in new **unbudgeted operating revenues of \$205 million** and additional **unbudgeted operating expenses of \$77 million** with a favorable net impact on operating margin of \$129 million.

Due to staffing shortages, Shands paid a **premium for contract labor** primarily for ICU and respiratory nurses. Personnel benefits were also over budget due to higher than expected group health insurance expense.

Patient service revenue has been trending upward over the past five years. The first two quarters of fiscal year 2022 represent a 49% increase from 2018. In addition to high patient volumes and acuity and the new State of Florida Medicaid supplemental payment programs, this increase can also be attributed to the acquisition of Central Florida Health in fiscal year 2020.

Quarterly Executive Summaries



About

Shands Jacksonville HealthCare, Inc. (SJH) is a Florida not-for-profit corporation. Shands Jacksonville was organized primarily to provide healthcare and related services to the community, including the City of Jacksonville and surrounding counties, and to support the teaching and research missions of the University.

SHANDS JACKSONVILLE HEALTHCARE, INC.

During the first two quarters of fiscal year 2022, SJH experienced a **18% increase in Patient Service Revenue** compared to prior fiscal year related to recording new Direct Payment Program funding for an annual period ending September 20, 2021, new Indirect Medical Education funding, an increase in City of Jacksonville funding and better than budgeted patient reimbursement rates.

Investment and Other income were **largely above budget**, primarily from the sale of Yulee and Jacksonville Medical Office Buildings, in which SJH held membership interests, and from receiving unbudgeted Provider Relief Funds.

Operating expenses increased 14% primarily from COVID related **nursing premium pay and additional supply costs**, as well as unbudgeted market adjustments for competitive wages to retain current staff and fill vacancies.

Finally, the hospital is also preparing to issue new debt this winter, which will be used to **construct a new 120 bed tower** on the North Campus.

Quarterly Executive Summaries



FLORIDA CLINICAL PRACTICE ASSOCIATION, INC.

Florida Clinical Practice Plan continued to experience **growth in patient revenues** through the second quarter of fiscal year 2022 compared to fiscal year 2021. This **trend is expected to continue** through the second half of the fiscal year.

The **expansion of the Practice** to other regions in the state is the **dominant driver of this increase**. Although revenue from the existing programs have also increased over the prior year, recovery from the impact of COVID is not complete as COVID surgeons have had some impact on revenue generation in some departments.

Compared to fiscal year 2021, supplies and services increased in line with the increase in revenue as additional expenses were incurred to generate the additional revenue. In addition, **transfers to the University increased significantly** compared to fiscal year 2021, to cover additional incentives, raises and increased employee costs to staff the new locations. Furthermore, the COVID spending restrictions were lifted during the last quarter of 2021, resulting in an increase in spending in fiscal year 2022 compared to fiscal year 2021. The additional expenses are all in line with budgeted expenses for fiscal year 2022.

About

The Florida Clinical Practice Association (FCPA) bills and collects clinical professional fees to support the educational, research, and service programs of the University of Florida College of Medicine.

UF JACKSONVILLE PHYSICIANS, INC.

University of Florida Jacksonville Physicians operating results for the first two quarters of fiscal year 2022 exceeded the results of the comparable period for fiscal year 2021.

Operations are on trend to exceed pre-pandemic levels, with total revenue for the first two quarters of the fiscal year trending upward for the past five years. This is a result of operations, such as elective procedures that were previously put on hold due to COVID, returning to normal.

Finally, UFJP recently secured a **\$10 million line of credit** that can be used as an additional source of liquidity to support operations.

About

University of Florida Jacksonville Physicians (UFJP) bills and collects professional fees from the clinical practice of the University of Florida physicians in order to fund and promote the educational, clinical and research missions, and to support the clinical activities, of the Jacksonville campus of the College of Medicine.

Quarterly Executive Summaries

GATORCARE HEALTH MANAGEMENT CORPORATION

GatorCare continues to see an **increase in claims expense** for both medical and pharmacy from July to Dec 2021. This was in part due to the COVID cases as well as the fees for COVID testing and vaccines. GatorCare also has experienced a change in pharmacy rebates and this has **negatively impacted the rebate credits** received for calendar year 2021.

Effective January 2022, **premiums will increase by 5%** and GatorCare is expected to see a significant influx of new participants from UF Central Health, representing **additional premiums of \$28 million** on an annual basis.

About

GatorCare Health Management Corporation coordinates and facilitates the management of the self-insured health insurance plan of the University and its participating affiliated employers, collecting and paying employer and employee premiums.

UF INVESTMENT CORPORATION

During the first two quarters of fiscal year 2022, UFICO **did not have any notable highlights** to report. Operations were **normal and aligned with the budget** as expected.

Management fees are billed on a quarterly basis based on budget for the year. The average assets under management as of the end of the second quarter are approximately \$4.7 billion.

About

The University of Florida Investment Corporation (UFICO) promotes the educational purposes of the University of Florida by providing investment research, advice, counsel, and management to and for the University Board of Trustees and affiliated organizations of the University.

UF RESEARCH FOUNDATION, INC.

During the first two quarters of the fiscal year **royalties and license fees exceeded budget** primarily due to increased Gatorade royalties and higher licensing fees to equity sales. Transfers were much higher than last year, reflecting **increased royalty returns and research support to the university.**

About

The University of Florida Research Foundation Inc. (UFRFI) promotes, encourages, and assists research activities of the University through income derived from or related to the development and commercialization of intellectual properties, which include inventions, discoveries, processes, and work products.

Quarterly Executive Summaries

Agricultural DSOs

FLORIDA 4-H CLUB FOUNDATION, INC.

During the first two quarters of the fiscal year 2022, registration fees for youth camps performed better than expected. The 4-H Foundation budgeted fiscal year 2022 based on the prior year experience, and the programs may still be canceled due to the COVID policies. As the COVID policies relaxed, the unit was able to hold some camps and other 4-H activities which brought in more registration revenue than expected.

About

The Florida 4-H Club Foundation, Inc. promotes the educational objectives of the 4-H Youth Development Program, an official part of the Florida Cooperative Extension Service.

FLORIDA FOUNDATION SEED PRODUCERS, INC.

During the first two quarters of fiscal year 2022, revenues and expenses are higher than budgeted and compared to the previous year. Variances between the budget to actual reflect the seasonality and unpredictability of seeds and royalty revenue, but operations are considered normal and in line with expectations.

About

The Florida Foundation Seed Producers, Inc. supplies Florida farmers and producers with crop seed and nursery stock. This organization stocks foundation seed of the best known varieties acceptable to Florida climate and soils in adequate quantities and at reasonable prices.

SOUTHWEST FLORIDA RESEARCH AND EDUCATION FOUNDATION, INC.

For the first two quarters of the fiscal year 2022, the Foundation experienced normal operations but would note a decrease on seed and crop sales due to decrease in demand for the year.

About

The Southwest Florida Research and Education Foundation, Inc. provides research and educational support to the University of Florida Southwest Florida Research and Education Center.

Quarterly Executive Summaries

Agricultural DSOs

CITRUS RESEARCH AND DEVELOPMENT FOUNDATION, INC.

As noted last quarter, CRDF continues to participate in the large-scale field trials as part of the Citrus Research and Field Trials (CRAFT) program. This program will be the major project for the fiscal year leaving far less funding towards CRDF's traditional research portfolio.

In addition to the state appropriations for the year, CRDF was also awarded a grant from the National Institute of Food and Agriculture (NIFA) for a Capacity Grant to fund research and extension activities.

About

The Citrus Research and Development Foundation, Inc. (CRDF) advances disease and production research and product development activities to ensure the survival and competitiveness of Florida's citrus growers through innovation.

UF LEADERSHIP AND EDUCATION FOUNDATION, INC.

UFLEF is still feeling the pandemic effects. The most significant factors impacting UFLEF during this reporting period were **two new programs not originally forecasted**, and a **reduction in conference expenses** when a large December conference pivoted from in-person to virtual, incurring less costs.

Future conference registration, sponsorship revenues and activities may still be negatively impacted depending on the COVID-19 rates, restrictions on international travel and attendance at virtual and in person events.

About

The University of Florida Leadership and Education Foundation, Inc. furthers agriculture and natural resources education and related activities, promotes agriculture and natural resources leadership, and makes contributions to and confers benefits upon the University.

UF CATTLE ENHANCEMENT BOARD, INC.

During the first two quarters of fiscal year 2022, the Cattle Enhancement Board received \$250,000 of State Appropriations and expects to receive the remaining \$500,000 during third and fourth quarters. The board has not spent any of these funds year to date but does expect to move forward with **fulfilling its mission in the second half of the fiscal year.**

About

The University of Florida Cattle Enhancement Board, Inc. promotes research, education, and extension at, or for the benefit of, the Institute of Food and Agricultural Sciences at the University of Florida on issues related to the Florida cattle industry, including, but not limited to, production, disease prevention, forage development, genetic research and technology.

Quarterly Executive Summaries

Other DSO and Affiliates

FACULTY ASSOCIATES, INC.

Clinical revenues continue an **upward trend** in the second quarter of fiscal year 2022 surpassing revenue for the past five years. This demonstrates the continued rebound after the pandemic that we saw in prior quarter results. Furthermore, Faculty Associates, Inc. received approximately **\$4.3M in Medicaid supplemental** that is not budgeted for.

The majority of the expenses are recognized through transfers to the University for salaries, equipment and supplies.

About

Faculty Associates, Inc. bills and collects clinical professional fees to support the educational, research, and service programs of the University of Florida College of Dentistry.

UF COLLEGE OF PHARMACY FACULTY PRACTICE ASSOCIATION, INC.

Revenues for the first two quarters of fiscal year 2022 were **lower compared to budget** and prior year mainly due to the losing business from a major customer. Professional fees also increased over this time period resulting in **higher net losses**.

About

The UF College of Pharmacy Faculty Practice Association, Inc. performs billing and collection of fees to support the educational, research, and service programs of the University of Florida College of Pharmacy.

FLORIDA VETERINARY MEDICINE FACULTY ASSOCIATION, INC.

Patient service revenue is **trending higher than pre-pandemic levels** during the first and second quarter of fiscal year 2022 as compared to prior year due to a **3% price increase** implemented in July 2021 for **professional fees, exams, and procedures** as well as increased activity at the Small Animal Hospital and the Ocala Pet Emergency Treatment Services clinic.

About

The Florida Veterinary Medicine Faculty Association, Inc. bills and collects clinical professional fees to support the educational, research, and service programs of the University of Florida College of Veterinary Medicine.

Transfers to the University have increased significantly due to adjustments in hospital salaries and the purchase of equipment for the UF Veterinary Hospital that will commence operations in late spring of 2022 at **World Equestrian Center in Ocala**.

Quarterly Executive Summaries

Other DSO and Affiliates

FLORIDA HEALTH PROFESSIONS ASSOCIATION, INC.

The second quarter of fiscal year 2022 shows a rebound in revenue and transfers as operations have returned to normal. Revenue for the second quarter of fiscal year 2022 is **slightly higher than the second quarter of the prior year** and the overall trend is showing signs of rebound as operations return to normal.

About

The Florida Health Professions Association, Inc. performs billing and collection of clinical professional fees to support the educational, research, and service programs of the University of Florida College of Public Health and Health Professions.

UF COLLEGE OF NURSING FACULTY PRACTICE ASSOCIATION, INC.

Results of the Association for the first two quarters of the fiscal year 2022 show a **decrease in Professional Fees** as compared to budget and prior year second quarter due to professional and administrative staffing shortages.

About

University of Florida College of Nursing Faculty Practice Association, Inc. performs billing and collection of professional fees to support the educational, research, and service programs of the University of Florida College of Nursing.

FACULTY CLINIC, INC.

Rental revenue **remained stable** during the first two quarters of fiscal year 2022 as compared to the first two quarters of fiscal year 2021.

About

Faculty Clinic, Inc. operates primarily as a facility management company that leases space to Shands Jacksonville and University of Florida Jacksonville Physicians, Inc.

Quarterly Executive Summaries

Other DSO and Affiliates

GATOR BOOSTERS, INC.

During the first two quarters of the fiscal year 2022, contributions have returned to normal compared to the previous year where football and basketball programs had limited attendance. Major giving consist of major donors pre-paying their schedule gift agreements, along with a large gift agreement was not expected nor budgeted at the time. These contributions are transferred to the athletic association to support the athletic programs and provide scholarships to student athletes.

In the past, football contributions were typically recorded in the spring with season ticket renewals. This year, Gator Boosters is recognizing football contributions in the first quarter to better align with reporting and budgeting with the athletic seasons.

About

Gator Boosters, Inc. solicits funds for the benefit of the University athletic programs.

UF DEVELOPMENT CORPORATION

During the first quarter of fiscal year 2022 a new tenant was onboarded with the Development Corporation and paid their entire 7-year lease term in one lump sum. This accounts for approximately \$198k of the revenue.

About

The University of Florida Development Corporation, Inc. develops and maintains Innovations Square where the University-owned Florida Innovation Hub is located.

UF HISTORIC ST. AUGUSTINE, INC.

During the first two quarters of the fiscal year 2022 UFHSA has returned to its normal rental revenue collections after commercial rent for a few leases was waived due to COVID in the prior year. Overall revenue through the 2nd quarter increased year over year to the comparable period in prior year reflecting a rebound of special event rentals.

About

The University of Florida Historic St. Augustine, Inc. ensures the long-term preservation and interpretation of State-owned historic properties in St. Augustine.

Quarterly Executive Summaries

Other DSO and Affiliates

UF SELF-INSURANCE PROGRAM & HEALTHCARE EDUCATION INSURANCE COMPANY

During the first two quarters of the fiscal year 2022, earned premiums were in line with the budget but claims expense were under budget by \$5.2M. This is primarily due to unbudgeted changes in reserves. Claims and reserves are difficult to budget, as external factors are driving these expenses.

In addition, investment income is budgeted using the previous year's experience. The large variance in investment income is due to the investment portfolio not performing as well as it did in the previous year.

About

The University of Florida Self-Insurance Program (the Program) was created by the Florida Board of Regents, succeeded by the Florida Board of Governors, pursuant to Section 1004.24, Florida Statutes. The Program provides comprehensive general liability and professional liability (malpractice) coverage for the University of Florida and affiliated teaching hospitals that are providing education in healthcare or veterinary services.

Healthcare Education Insurance Company (HEIC) was created on September 1, 1994, as a self-insurance mechanism created pursuant to Section 1004.24, Florida Statutes. HEIC writes coverage for the participants of the Self-Insurance Program (the Program) for loss exposure above the Program's retention. HEIC obtains excess loss reinsurance coverage from commercial insurance carriers for certain layers of exposure.



Appendices: Quarterly Financial Reports

- **UF Enterprise**

- University of Florida
- The University Athletic Association, Inc.
- UF Foundation, Inc.
- Shands Teaching Hospital and Clinics, Inc.
- Shands Jacksonville Healthcare, Inc.
- Florida Clinical Practice Association, Inc.
- UF Jacksonville Physicians, Inc.
- GatorCare Health Management Corporation
- UF Investment Corporation
- UF Research Foundation, Inc.

- **Agricultural DSOs**

- Florida 4-H Club Foundation, Inc.
- Florida Foundation Seed Producers, Inc.
- Southwest Florida Research and Education Foundation, Inc.
- Citrus Research and Development Foundation, Inc.
- UF Leadership and Education Foundation, Inc.
- UF Cattle Enhancement Board, Inc.

- **Other DSO and Affiliates**

- Faculty Associates, Inc.
- UF College of Pharmacy Faculty Practice Association, Inc.
- Florida Veterinary Medicine Faculty Association, Inc.
- Florida Health Professions Association, Inc.
- UF College of Nursing Faculty Practice Association, Inc.
- Faculty Clinic, Inc.
- Gator Boosters, Inc.
- UF Development Corporation
- UF Historic St. Augustine, Inc.
- UF Self-Insurance Program and Healthcare Education Insurance Company

A photograph of the University of Florida campus at sunset. The sky is a mix of purple, pink, and orange. In the foreground, there are lush green trees. In the middle ground, a large brick building with a prominent steeple is visible. On the left side, a tall brick tower with arched windows is partially visible. The overall scene is peaceful and scenic.

UF ENTERPRISE FINANCIAL REPORT Q1 FY2022

**For more information about this
report, contact:**

**Office of the Senior Vice President and
Chief Financial Officer and Office of the
Controller**

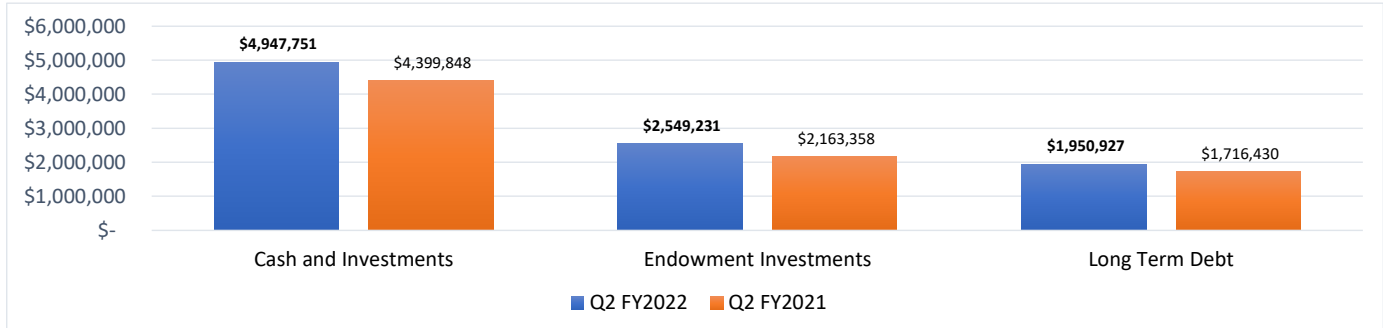
**Phone: (352) 392-1321
controller-office@ad.ufl.edu**

University of Florida Enterprise

Quarterly Financial Report

For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



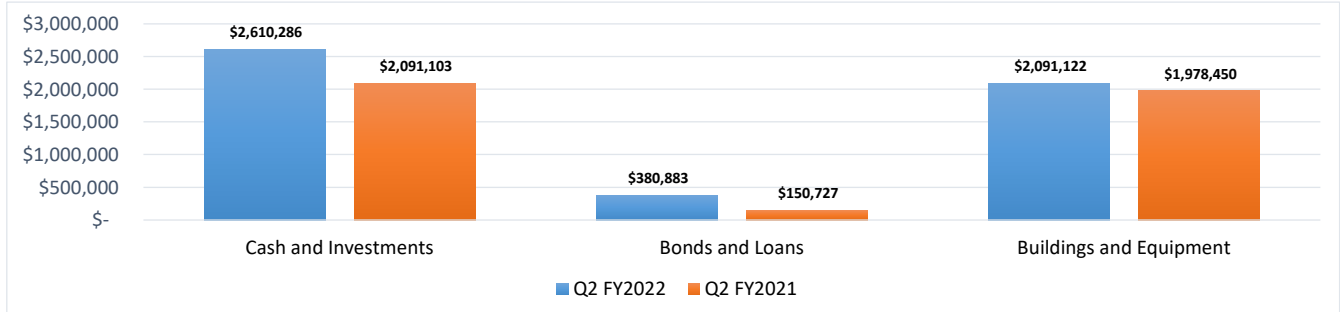
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Tuition and Fees	\$ 213,544	\$ 198,825	\$ 14,720	\$ 191,267	\$ 22,277
State Appropriations	418,077	420,693	(2,616)	354,187	63,889
Contracts and Grants	356,494	357,513	(1,019)	332,311	24,183
Federal and State Financial Aid	125,396	178,044	(52,648)	177,853	(52,457)
Patient Service Revenue	2,300,236	1,997,541	302,695	1,900,913	399,323
Sales of Goods & Services	207,388	175,480	31,908	155,659	51,729
Contributions	190,020	100,792	89,229	117,794	72,226
Investment Income	279,125	122,693	156,432	467,267	(188,141)
Other Revenues	271,923	128,322	143,601	255,742	16,181
Total Revenues	\$ 4,362,204	\$ 3,679,902	\$ 682,302	\$ 3,952,994	\$ 409,210
Expenses					
Employee Compensation and Benefits	\$ 2,034,751	\$ 1,990,146	\$ 44,605	\$ 1,834,364	\$ 200,387
Services & Supplies	\$ 1,168,925	\$ 1,108,009	\$ 60,917	\$ 1,048,077	\$ 120,848
Other Expenses	447,765	407,959	\$ 39,806	365,060	82,705
Total Expenses	\$ 3,651,442	\$ 3,506,114	\$ 145,328	\$ 3,247,502	\$ 403,940
Net Income	\$ 710,762	\$ 173,788	\$ 536,974	\$ 705,492	\$ 5,270

University of Florida

Quarterly Financial Report

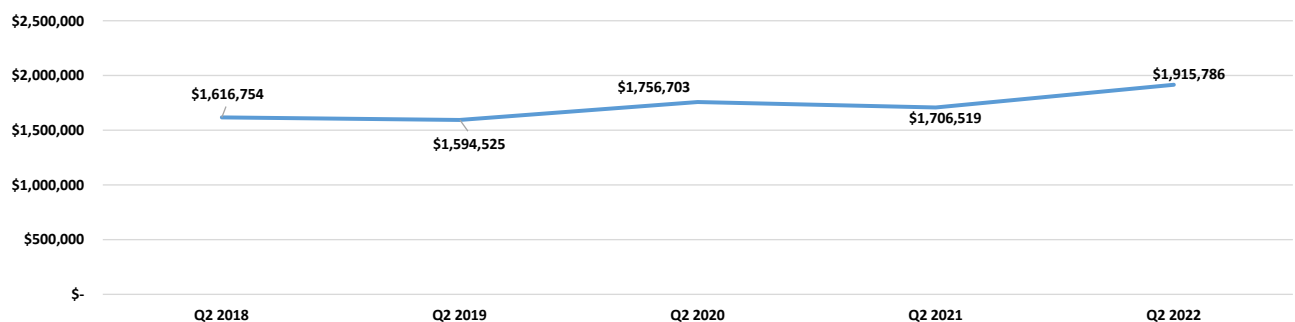
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



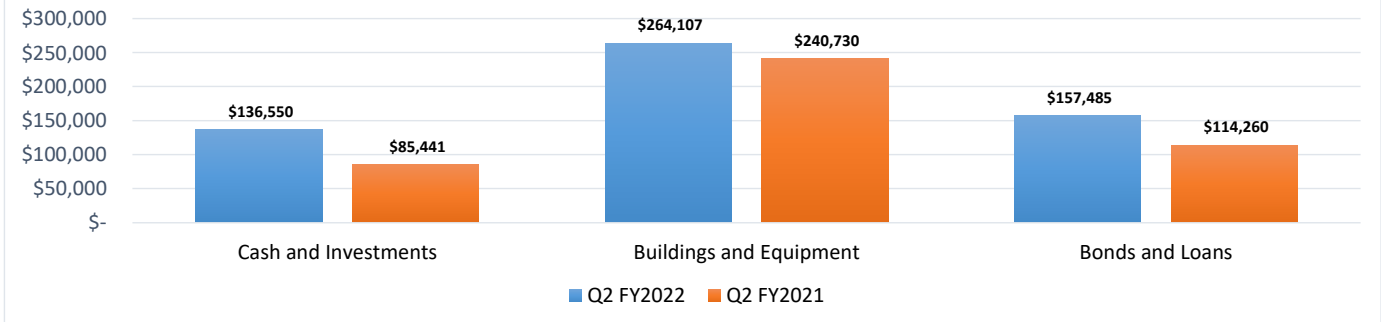
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Tuition and Fees	\$ 213,544	\$ 198,825	\$ 14,720	\$ 191,267	\$ 22,277
State Appropriations	417,827	420,443	(2,616)	353,750	64,077
Contracts and Grants	354,028	354,982	(954)	332,311	21,717
Federal and State Financial Aid	125,396	121,948	3,448	177,853	(52,457)
Investment Income	41,970	26,250	15,720	75,618	(33,648)
Sales of Goods & Services	94,543	80,415	14,128	71,978	22,565
Other Revenue	103,697	7,747	95,950	25,805	77,892
Transfers From Component Units	564,781	518,873	45,908	477,936	86,845
Total Revenues	\$ 1,915,786	\$ 1,729,482	\$ 186,304	\$ 1,706,519	\$ 209,268
Expenses					
Employee Compensation	\$ 1,185,704	\$ 1,214,626	\$ (28,922)	\$ 1,090,394	\$ 95,310
Services and Supplies	268,528	-	-	262,326	6,202
Utilities	31,834	-	-	30,272	1,562
Scholarships and Fellowships	113,819	-	-	76,472	37,347
Total Other Operating Expenses	414,182	410,404	3,778	369,071	45,111
Depreciation	85,768	-	85,768	75,263	10,505
Other Non Operating Expenses	10,582	-	10,582	15,868	(5,286)
Total Expenses	\$ 1,696,236	\$ 1,625,029	\$ 71,206	\$ 1,550,595	\$ 145,640
Net Income	\$ 219,551	\$ 104,453	\$ 115,098	\$ 155,923	\$ 63,628

Total Revenue - Five Year Trend

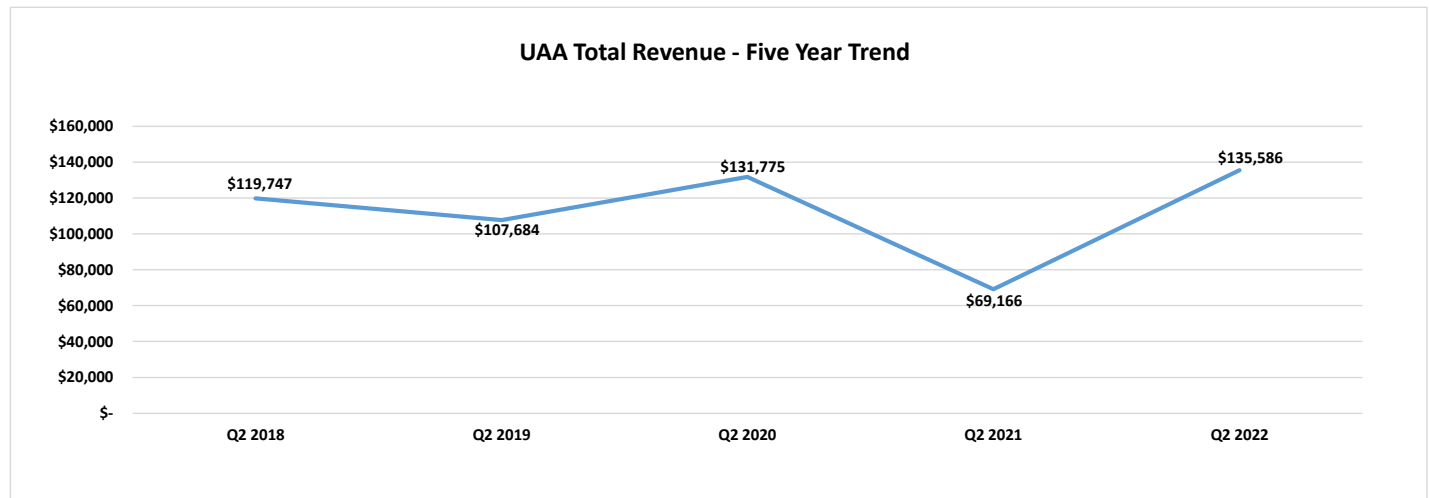


University Athletic Association, Inc.
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities

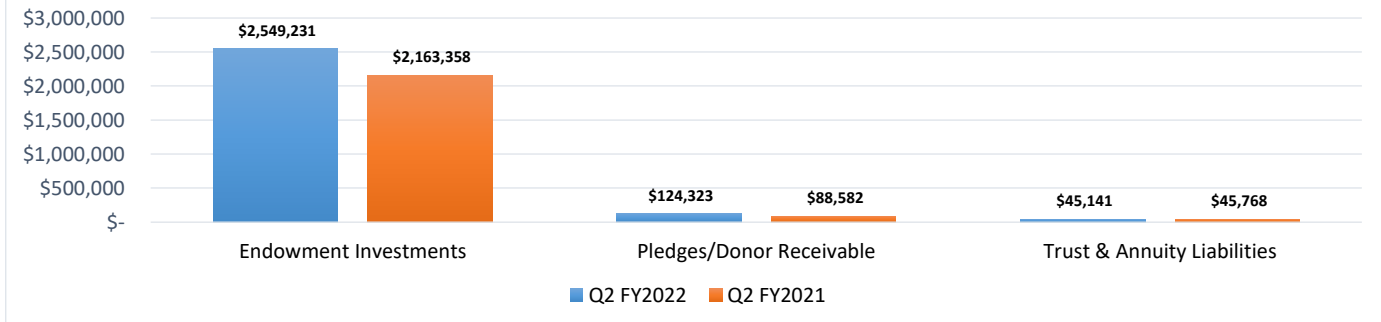


Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Ticket Sales	\$ 32,055	\$ 26,579	\$ 5,476	\$ 9,695	\$ 22,360
SEC and NCAA Distributions	29,617	27,568	2,049	30,459	(842)
Contributions	37,641	31,609	6,032	5,394	32,247
Investment Income	2,281	318	1,963	7,850	(5,569)
Royalties and Sponsorships	10,578	9,504	1,074	6,724	3,854
Transfers from Gator Boosters	15,959	272	15,687	4,994	10,965
Other Revenues	7,455	5,323	2,132	4,050	3,405
Total Revenues	\$ 135,586	\$ 101,173	\$ 34,413	\$ 69,166	\$ 66,420
Expenses					
Employee Compensation and Benefits	\$ 46,214	\$ 32,536	\$ 13,678	\$ 28,256	\$ 17,958
Football and Direct Sports Team Expenses	17,585	13,983	3,602	6,966	10,619
Scholarships	6,477	7,340	(863)	6,452	25
Other Expenses	21,555	14,514	7,041	25,730	(4,175)
Total Expenses	\$ 91,831	\$ 68,373	\$ 23,458	\$ 67,404	\$ 24,427
Net Income	\$ 43,755	\$ 32,800	\$ 10,955	\$ 1,762	\$ 41,993



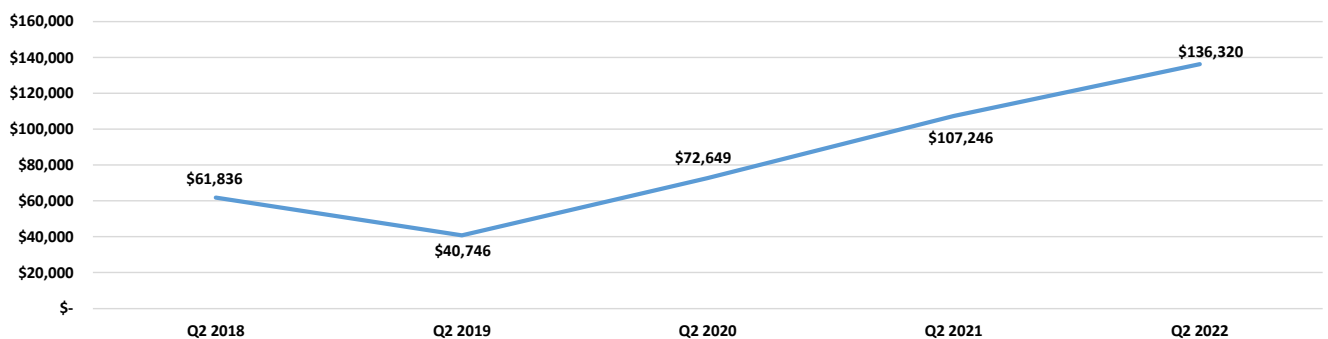
University of Florida Foundation, Inc.
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Contributions	\$ 136,320	\$ 63,009	\$ 73,311	\$ 107,246	\$ 29,074
Investment Income	197,375	71,888	125,487	\$ 337,234	\$ (139,859)
Other Revenues	18,572	8,205	10,367	\$ 9,672	\$ 8,900
Total Revenues	\$ 352,267	\$ 143,102	\$ 209,165	\$ 454,152	\$ (101,885)
Expenses					
Transfers to the University/Component Units	\$ 87,987	\$ 82,720	\$ 5,267	\$ 69,592	\$ 18,395
Employee Compensation and Benefits	10,331	10,680	(349)	\$ 9,561	\$ 770
Other Operating Expenses	6,146	10,887	(4,741)	\$ 4,717	\$ 1,429
Total Expenses	\$ 104,464	\$ 104,287	\$ 177	\$ 83,870	\$ 20,594
Net Income	\$ 247,803	\$ 38,815	\$ 208,988	\$ 370,282	\$ (122,479)

Contribution Revenue- Five Year Trend

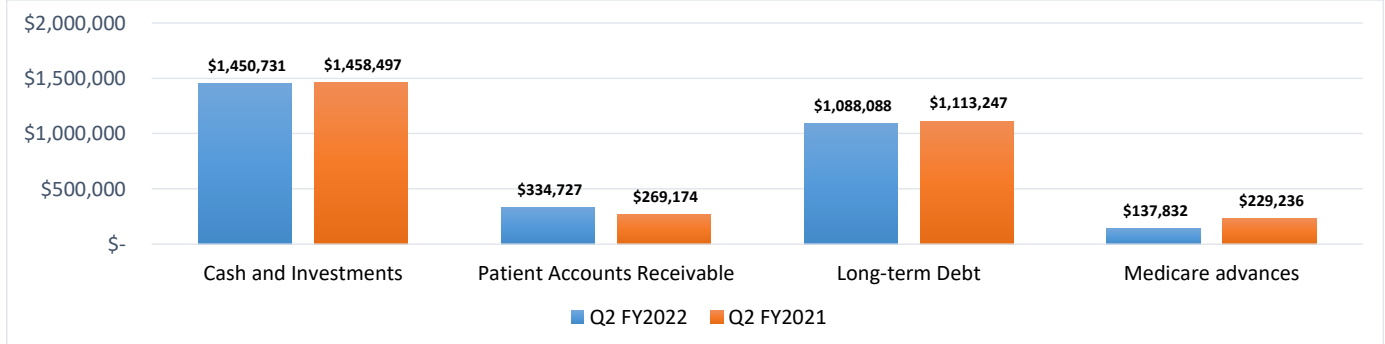


Shands Teaching Hospital & Clinics, Inc.

Quarterly Financial Report

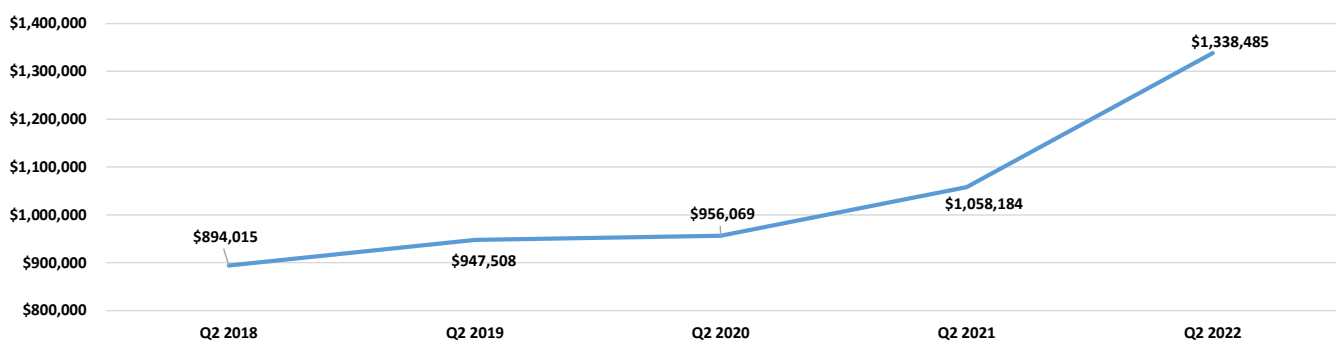
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Patient Service Revenue	\$ 1,338,485	\$ 1,115,900	\$ 222,586	\$ 1,058,184	\$ 280,302
Other Operating Revenue	26,568	25,003	1,565	22,219	4,349
Nonoperating Revenue, Net	32,645	216	32,430	112,586	(79,940)
Total Revenues	\$ 1,397,699	\$ 1,141,119	\$ 256,580	\$ 1,192,988	\$ 204,710
Expenses					
Employee Compensation and Benefits	\$ 513,852	\$ 475,854	\$ 37,998	\$ 458,183	\$ 55,669
Supplies and Services	572,414	528,035	44,378	490,581	81,833
Other Expenses	134,711	107,582	27,129	105,569	29,142
Total Expenses	\$ 1,220,977	\$ 1,111,471	\$ 109,506	\$ 1,054,333	\$ 166,644
Net Income	\$ 176,722	\$ 29,647	\$ 147,075	\$ 138,656	\$ 38,066

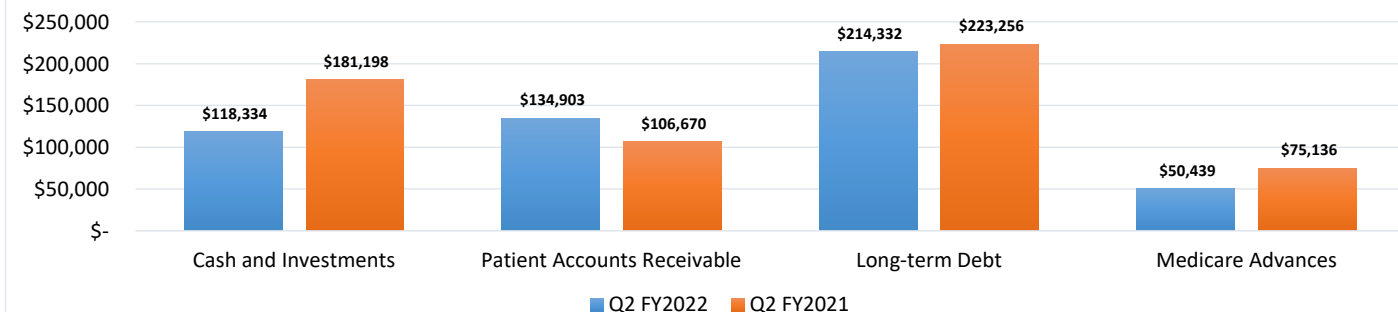
Patient Service Revenue - Five Year Trend



Shands Jacksonville Healthcare, Inc.

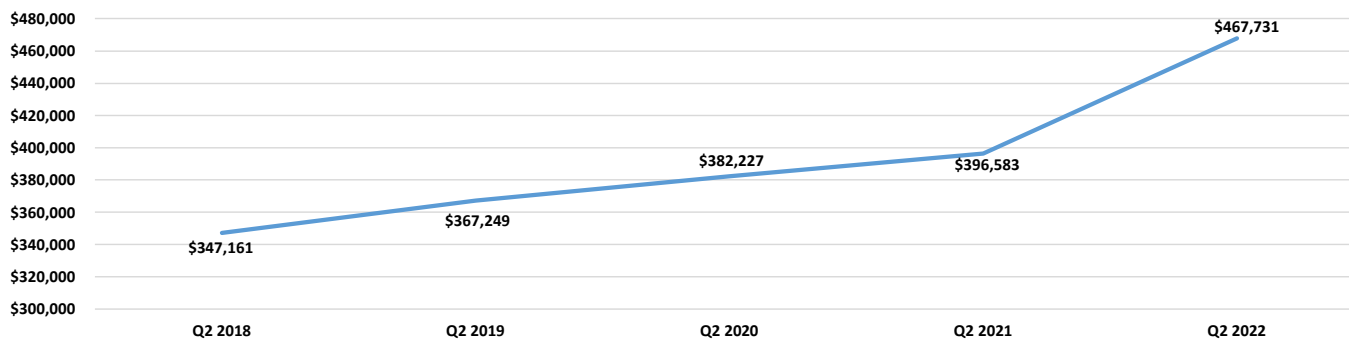
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



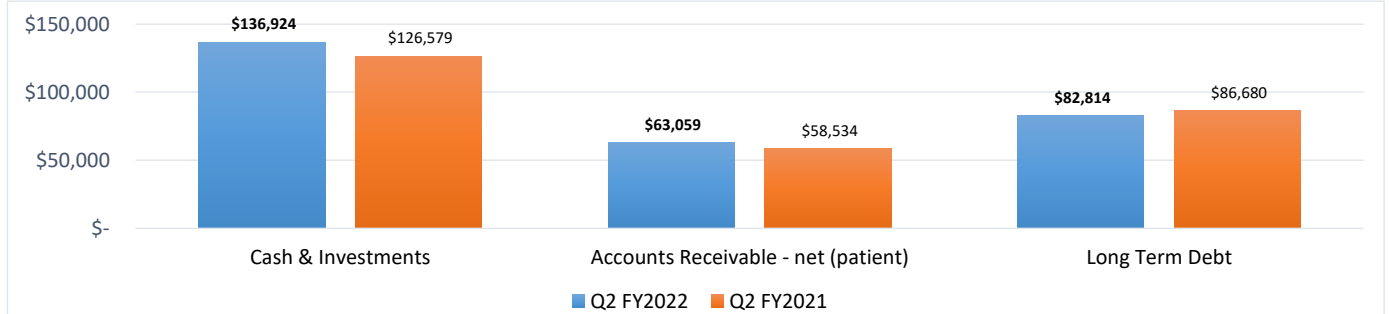
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Patient Service Revenue	\$ 467,731	\$ 389,649	\$ 78,082	\$ 396,583	\$ 71,148
Investment and Other Income	29,634	8,149	21,485	24,827	4,807
Total Revenues	\$ 497,365	\$ 397,798	\$ 99,567	\$ 421,410	\$ 75,955
Expenses					
Employee Compensation and Benefits	\$ 212,856	\$ 187,594	\$ 25,262	\$ 181,624	\$ 31,232
Supplies, Services and Other Expenses	231,433	211,465	19,968	208,097	23,336
Total Expenses	\$ 444,289	\$ 399,059	\$ 45,230	\$ 389,721	\$ 54,568
Net Income	\$ 53,076	\$ (1,261)	\$ 54,337	\$ 31,689	\$ 21,387

Patient Service Revenue - Five Year Trend

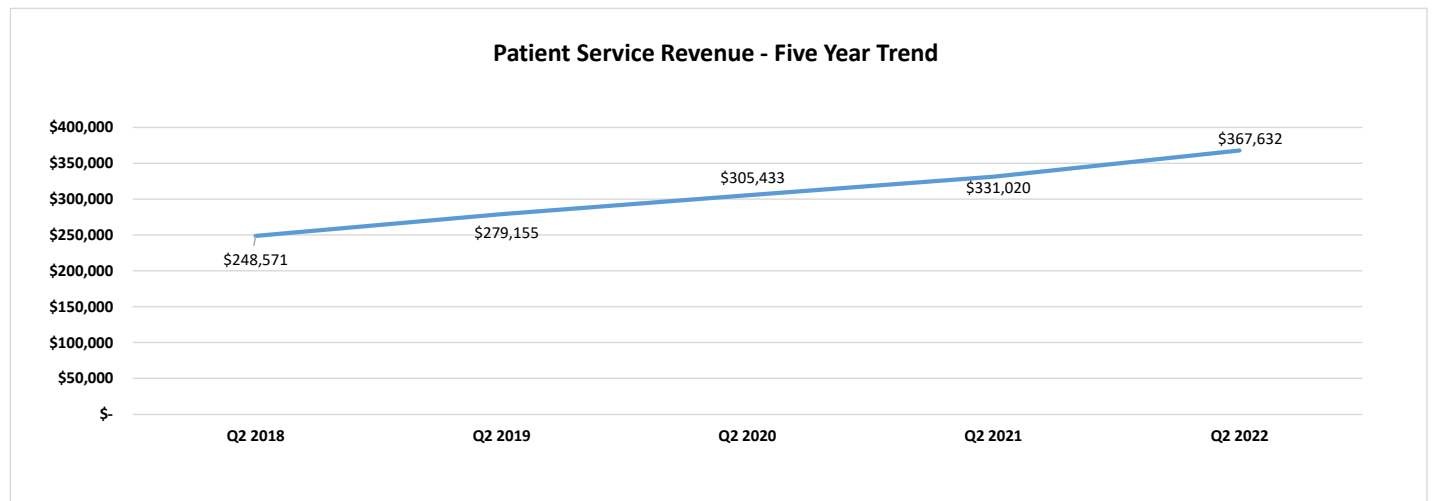


Florida Clinical Practice Association, Inc.
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Patient Service Revenue	\$ 367,632	\$ 368,611	\$ (979)	\$ 331,020	\$ 36,612
Hospital support	27,000	27,000	-	25,500	1,500
Investment Income	1,313	325	988	1,830	(517)
Other Revenue	3,163	-	3,163	3,144	19
Total Revenues	\$ 399,108	\$ 395,936	\$ 3,172	\$ 361,494	\$ 37,614
Expenses					
Transfers to University	\$ 312,857	\$ 314,000	\$ (1,143)	\$ 267,967	\$ 44,890
Supplies and Services	89,029	91,800	(2,771)	79,936	9,093
Depreciation	3,162	3,200	(38)	2,208	954
Other Expenses	1,021	1,006	15	1,085	(64)
Total Expenses	\$ 406,069	\$ 410,006	\$ (3,937)	\$ 351,196	\$ 54,873
Net Income	\$ (6,961)	\$ (14,070)	\$ 7,109	\$ 10,298	\$ (17,259)

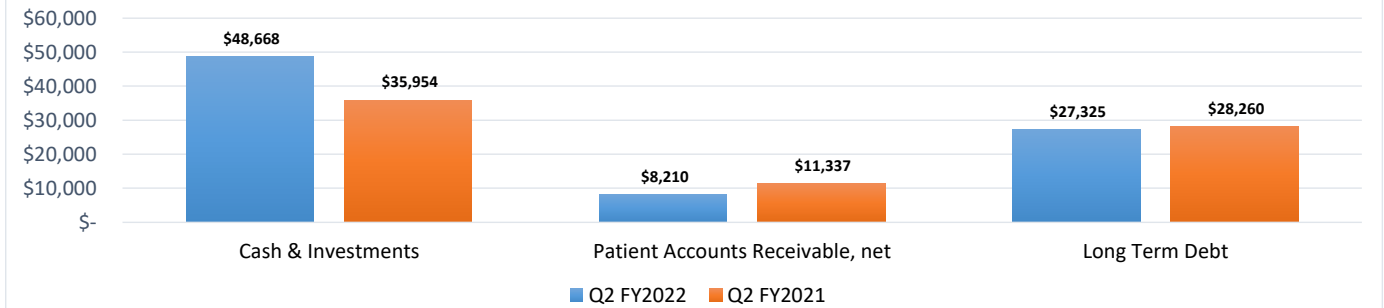


University of Florida Jacksonville Physicians, Inc.

Quarterly Financial Report

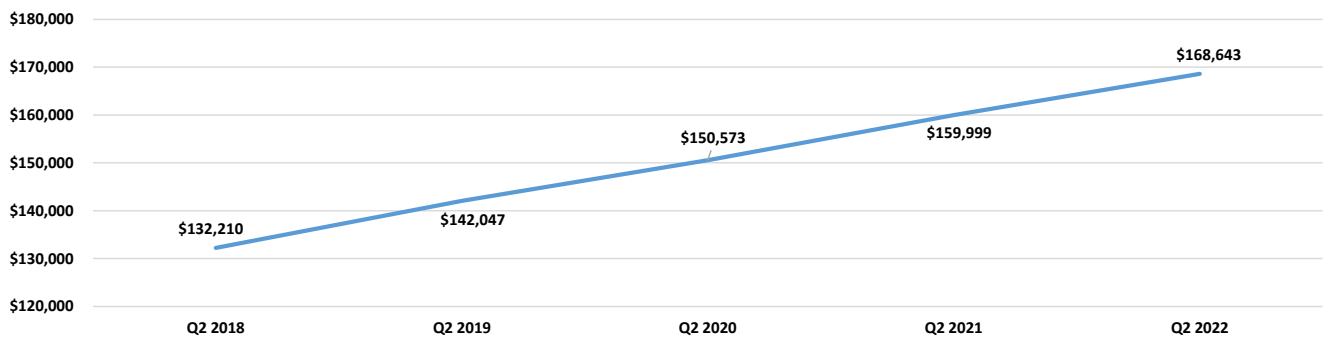
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Patient Service Revenue	\$ 97,265	\$ 100,395	\$ (3,130)	\$ 93,213	\$ 4,052
Investment Income	171	180	(9)	194	(23)
Other Revenue	71,207	68,385	2,822	66,592	4,615
Total Revenues	\$ 168,643	\$ 168,960	\$ (317)	\$ 159,999	\$ 8,644
Expenses					
Employee Compensation and Benefits	\$ 61,886	\$ 64,704	\$ (2,818)	\$ 62,874	\$ (988)
Supplies and Services	7,338	8,048	(710)	6,930	408
Depreciation	3,072	3,088	(16)	3,054	18
Other Expenses	16,765	14,629	2,136	16,404	361
Transfers to UF	81,883	80,320	1,563	79,098	2,785
Total Expenses	\$ 170,944	\$ 170,789	\$ 155	\$ 168,360	\$ 2,584
Net Income	\$ (2,301)	\$ (1,829)	\$ (472)	\$ (8,361)	\$ 6,060

Total Revenue - Five Year Trend

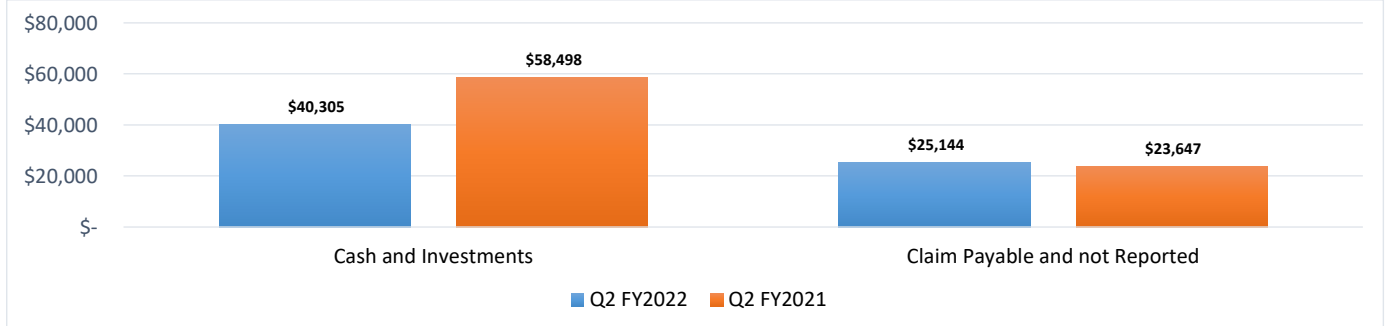


GatorCare Health Management Corporation

Quarterly Financial Report

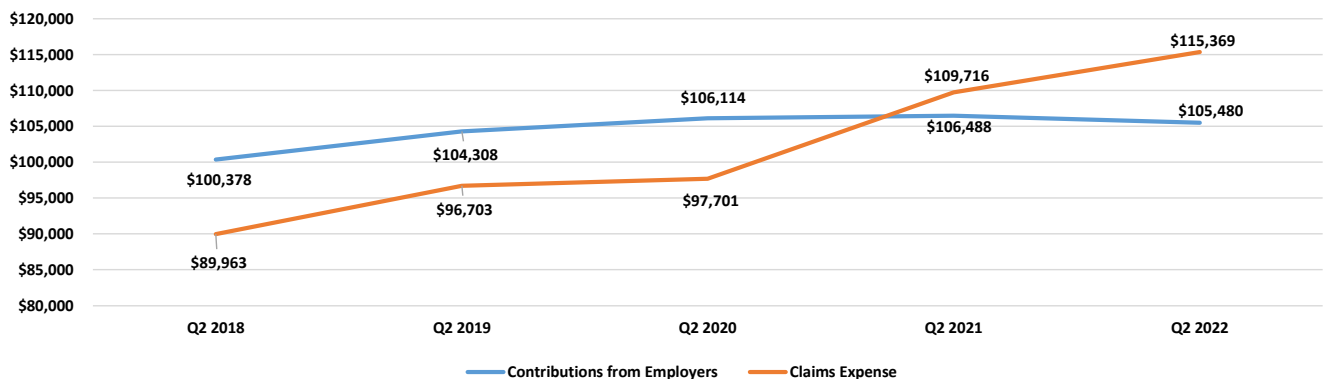
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Contributions from Participating Employers	\$ 105,480	\$ 105,480	\$ (0)	\$ 106,487	\$ (1,007)
Investment Income	166	300	(134)	286	(120)
Total Revenues	\$ 105,646	\$ 105,780	\$ (134)	\$ 106,773	\$ (1,127)
Expenses					
Health and Pharmacy Claim Expenses	\$ 115,369	\$ 104,839	\$ 10,530	\$ 109,716	\$ 5,654
Administrative Expenses	816	1,172	(356)	694	122
Total Expenses	\$ 116,186	\$ 106,011	\$ 10,175	\$ 110,410	\$ 5,776
Net Income	\$ (10,540)	\$ (231)	\$ (10,309)	\$ (3,637)	\$ (6,903)

Revenue and Expense - Five Year Trend

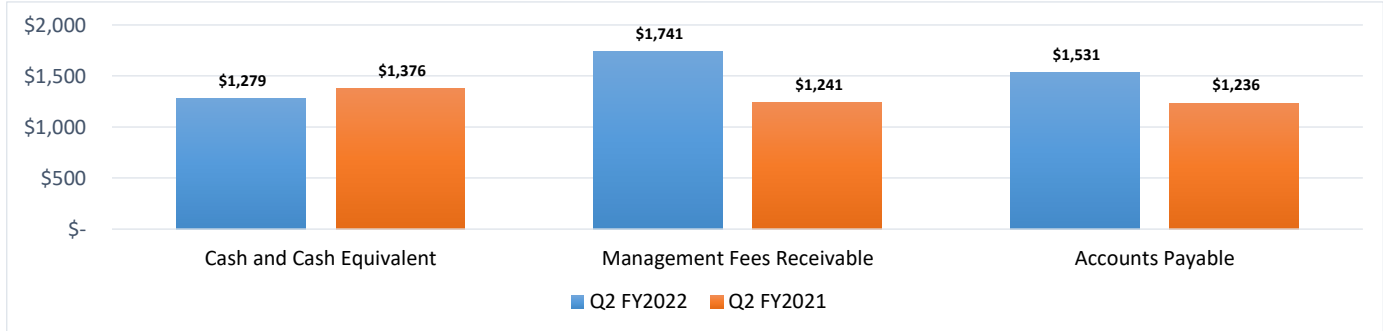


University of Florida Investment Corporation

Quarterly Financial Report

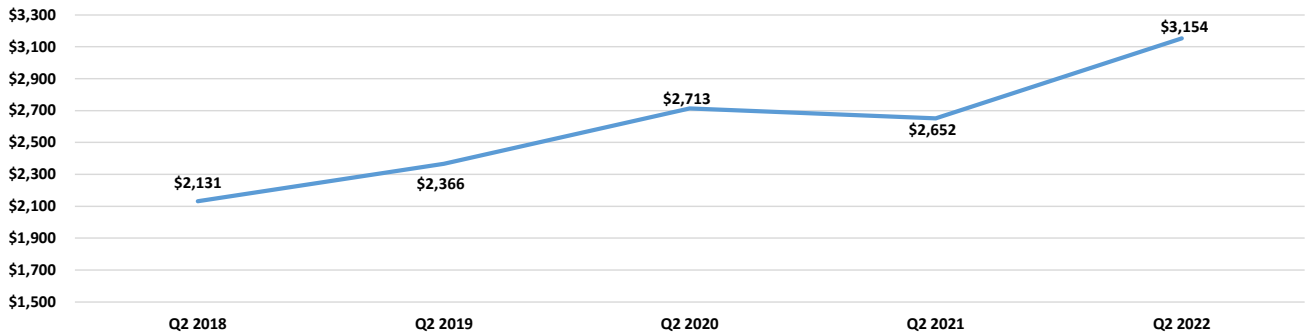
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Management Fees	\$ 3,154	\$ 3,154	\$ -	\$ 2,652	\$ 502
Total Revenues	\$ 3,154	\$ 3,154	\$ -	\$ 2,652	\$ 502
Expenses					
Employee Compensation and Benefits	\$ 2,697	\$ 2,719	\$ (22)	\$ 2,365	\$ 332
General Administration	239	245	(6)	237	2
Total Expenses	\$ 2,936	\$ 2,964	\$ (28)	\$ 2,602	\$ 334
Net Income	\$ 218	\$ 190	\$ 28	\$ 50	\$ 168

Five-Year Revenue Trend

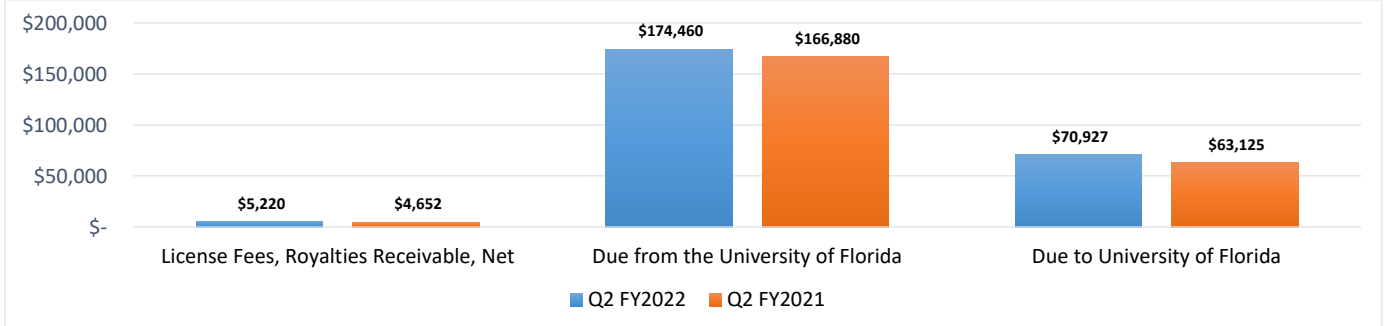


University of Florida Research Foundation, Inc.

Quarterly Financial Report

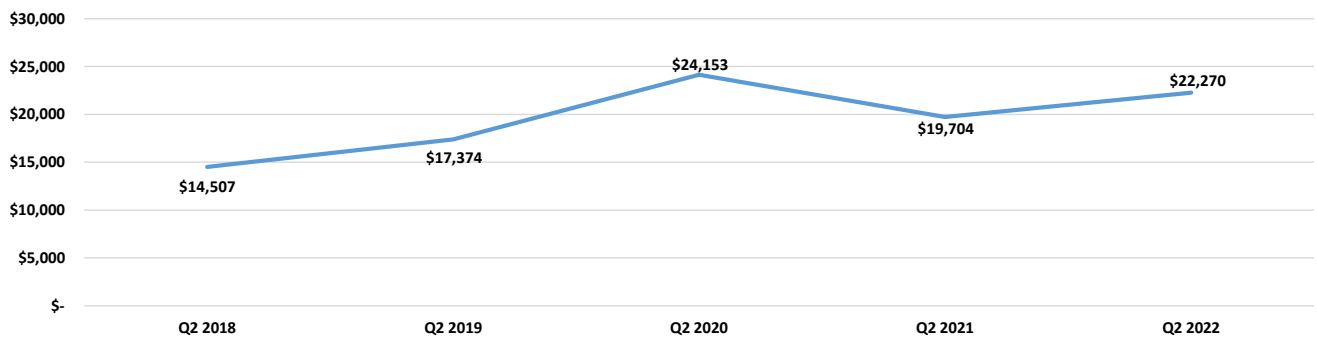
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Royalties and License Fees	\$ 22,270	\$ 18,485	\$ 3,785	\$ 19,705	\$ 2,565
Other Revenues	2,527	4,470	(1,943)	2,073	454
Total Revenues	\$ 24,797	\$ 22,955	\$ 1,842	\$ 21,778	\$ 3,019
Expenses					
Transfers to UF	\$ 18,046	\$ 20,797	\$ (2,751)	\$ 14,506	\$ 3,540
Other Operating Expenses	6,104	6,324	(220)	5,574	530
Total Expenses	\$ 24,150	\$ 27,121	\$ (2,971)	\$ 20,080	\$ 4,070
Net Income	\$ 647	\$ (4,166)	\$ 4,813	\$ 1,698	\$ (1,051)

Royalties & Fees Revenue - Five Year Trend

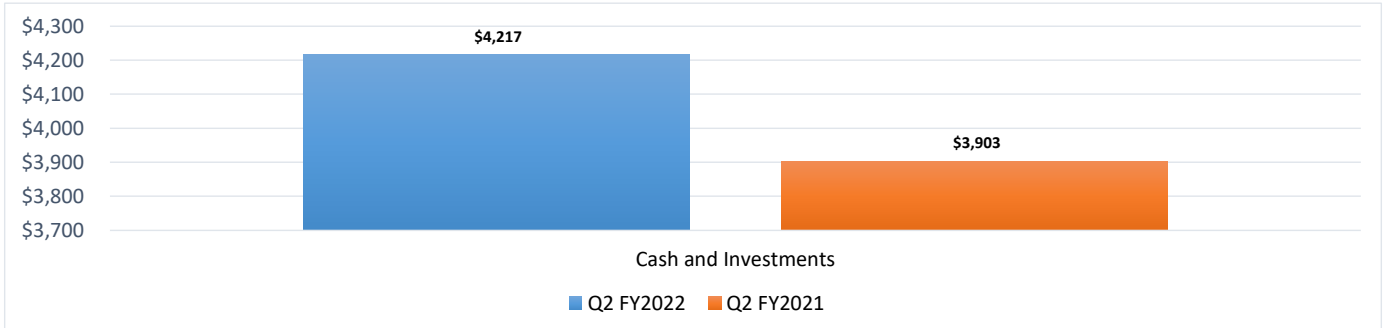


Florida 4H Foundation

Quarterly Financial Report

For the nine* months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



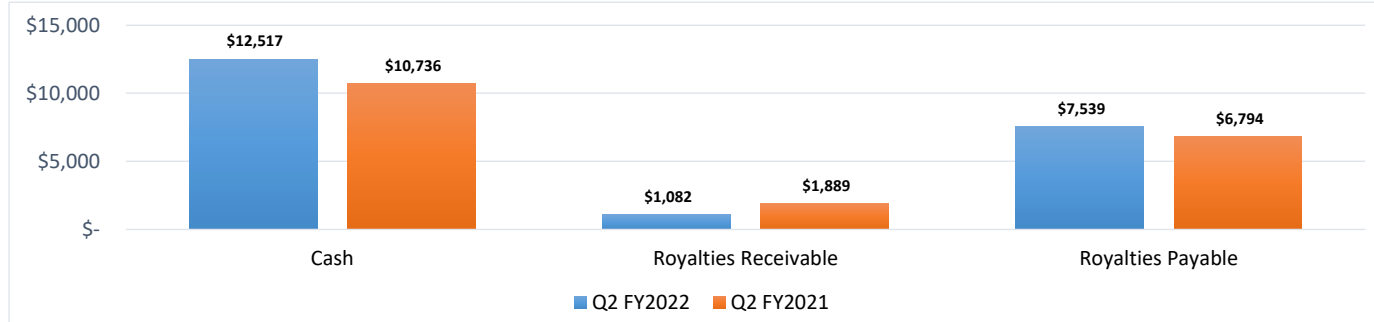
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Contributions	\$ 87	\$ 92	\$ (5)	\$ 45	\$ 42
Investment Income	133	82	52	82	52
Registration Fees	174	129	44	44	129
Other Revenue	14	20	(6)	3	11
Transfers From Component Units	170	204	(35)	166	3
Total Revenues	\$ 578	\$ 527	\$ 51	\$ 341	\$ 237
Expenses					
Program Expenses	\$ 321	\$ 325	\$ (4)	\$ 146	\$ 175
Management and General	34	80	(46)	25	9
Transfers to the University	260	190	70	212	48
Total Expenses	\$ 616	\$ 596	\$ 20	\$ 383	\$ 232
Net Income	\$ (38)	\$ (69)	\$ 31	\$ (43)	\$ 5

* Data presented as of Q3; Fiscal Year-end is 3/31

Florida Foundation Seed Producers, Inc.

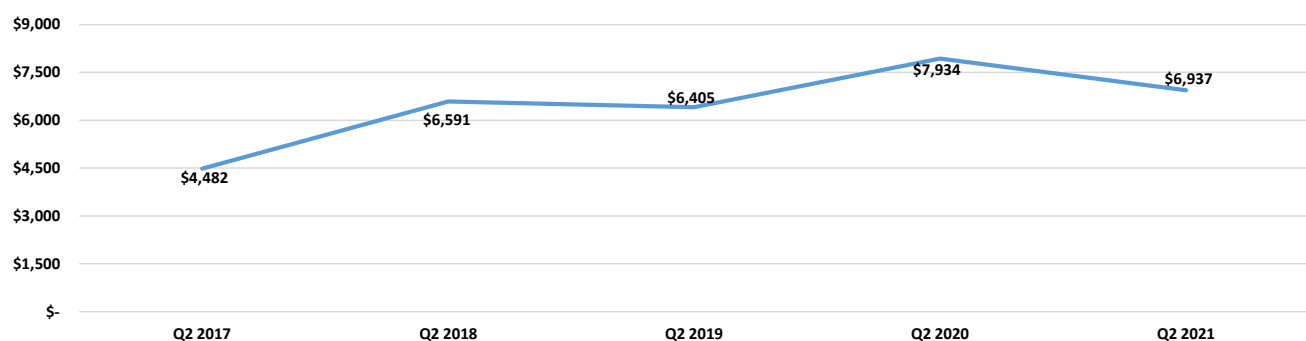
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Sales of Seed	\$ 29	\$ 50	\$ (21)	\$ 119	\$ (90)
Royalties	7,543	2,500	5,043	6,937	606
Other Revenues	193	-	193	101	92
Total Revenues	\$ 7,765	\$ 2,550	\$ 5,215	\$ 7,157	\$ 608
Expenses					
Employee Compensation and Benefits	\$ 447	\$ 472	\$ (25)	\$ 363	\$ 84
Cost of Seeds Sold	1,044	1,160	(116)	1,020	24
Transfers to UF	6,984	5,450	1,534	6,502	482
Other Expenses	1,993	1,630	363	1,728	265
Total Expenses	\$ 10,468	\$ 8,712	\$ 1,756	\$ 9,613	\$ 855
Net Income	\$ (2,703)	\$ (6,162)	\$ 3,459	\$ (2,456)	\$ (247)

Royalties Revenue - Five Year Trend

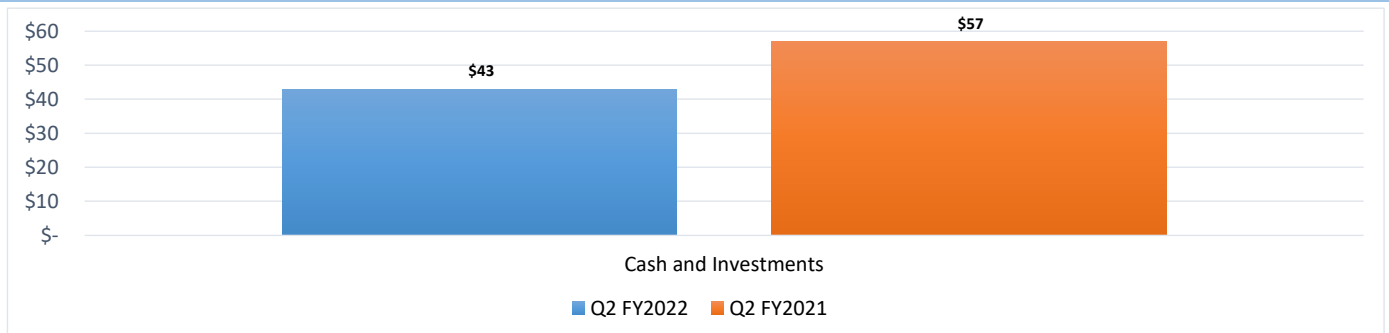


Southwest Florida Research and Education Foundation, Inc.

Quarterly Financial Report

For the six months ending 12/31/2021 (amounts expressed in thousands)

Notable Assets



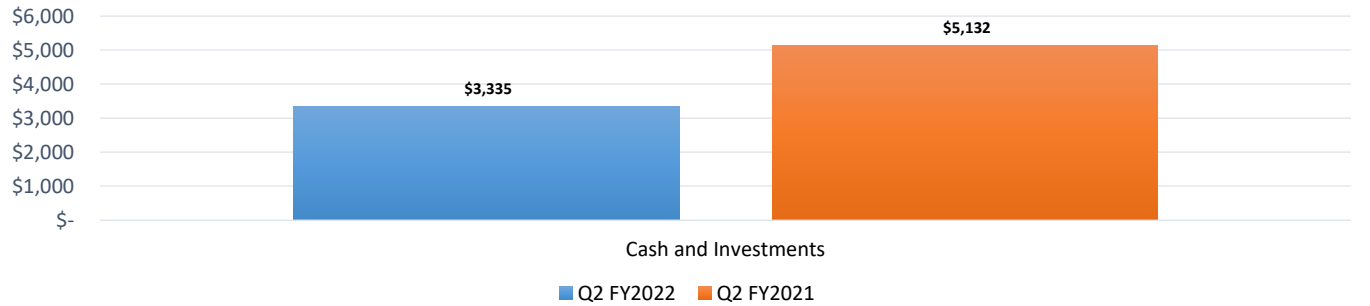
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Seeds and Crops Sales	\$ 5	\$ 14	\$ (9)	\$ 13	\$ (8)
Other Revenue	11	19	(8)	20	(9)
Total Revenues	\$ 17	\$ 33	\$ (16)	\$ 33	\$ (16)
Expenses					
Facilities	\$ -	\$ 1	\$ (1)	\$ 5	\$ (5)
Agricultural Supplies	1	2	(0)	5	(4)
Other Expenses	63	5	59	25	38
Total Expenses	\$ 65	\$ 7	\$ 57	\$ 35	\$ 30
Net Income	\$ (48)	\$ 26	\$ (74)	\$ (2)	\$ (46)

Citrus Research and Development Foundation, Inc.

Quarterly Financial Report

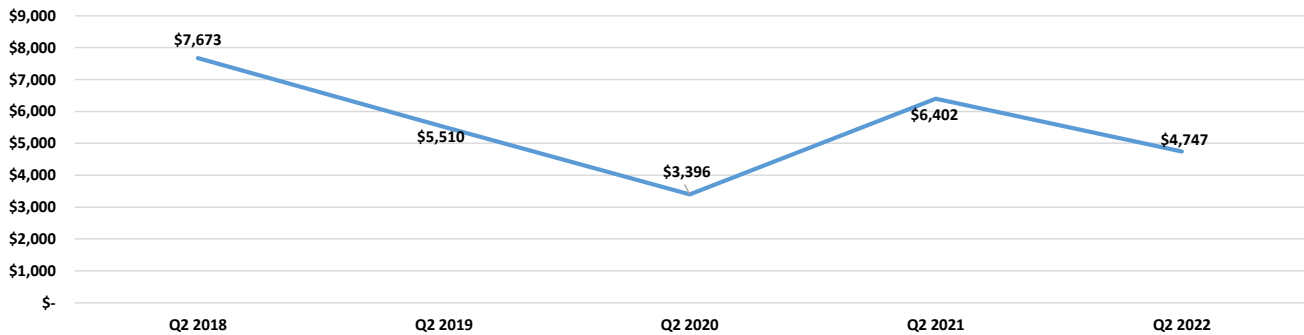
For the six months ending 12/31/2021 (amounts expressed in thousands)

Notable Assets



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Research Contracts	\$ 2,466	\$ 2,531	\$ (65)	\$ -	\$ 2,466
Other Revenues	2,281	5,369	(3,088)	6,402	(4,121)
Total Revenues	\$ 4,747	\$ 7,900	\$ (3,153)	\$ 6,402	\$ (1,655)
Expenses					
Research Projects Contracts	\$ 1,367	\$ 2,265	\$ (898)	\$ 1,480	\$ (113)
Research Delivery Contracts	3,885	6,445	(2,560)	4,214	(329)
Other Expenses	308	307	1	264	44
Total Expenses	\$ 5,560	\$ 9,017	\$ (3,457)	\$ 5,958	\$ (398)
Net Income	\$ (813)	\$ (1,117)	\$ 304	\$ 444	\$ (1,257)

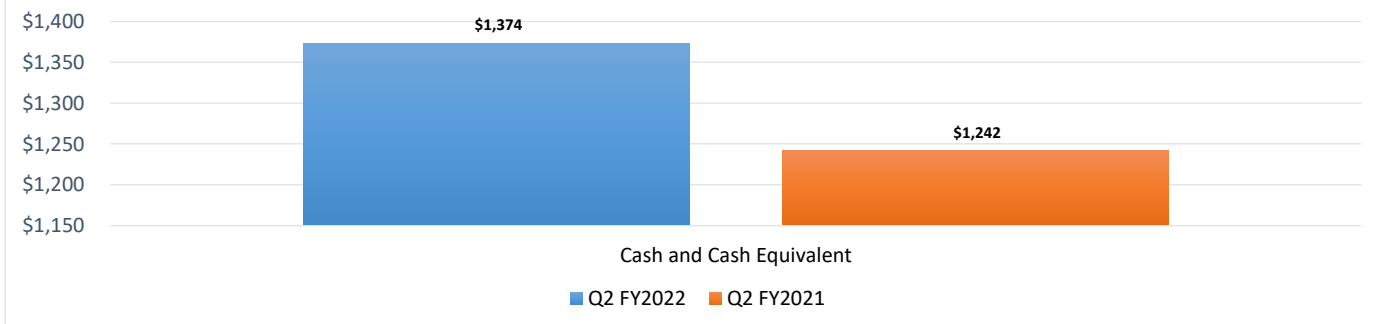
Five-Year Revenue Trend



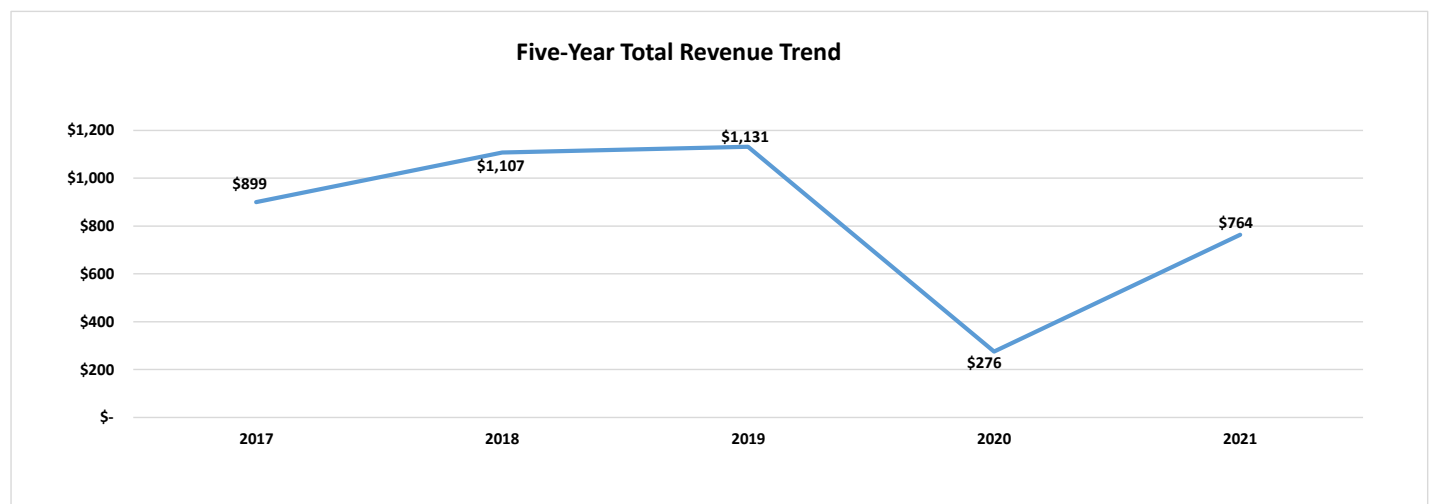
University of Florida Leadership and Education Foundation, Inc.

Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Notable Assets



Revenues and Expenses	Q2 FY22*	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Conference Revenue	\$ 639	\$ 602	\$ 37	\$ 276	\$ 363
Other Revenues	125	-	125	-	125
Total Revenues	\$ 764	\$ 602	\$ 162	\$ 276	\$ 488
Expenses					
Conference Expenses	\$ 443	\$ 583	\$ (140)	\$ 197	\$ 246
Operating Expenses	25	31	(6)	15	10
Transfer to the UF (SPA Salaries)	256	259	(4)	305	(49)
Total Expenses	\$ 724	\$ 873	\$ (150)	\$ 517	\$ 207
Net Income	\$ 40	\$ (271)	\$ 311	\$ (241)	\$ 281



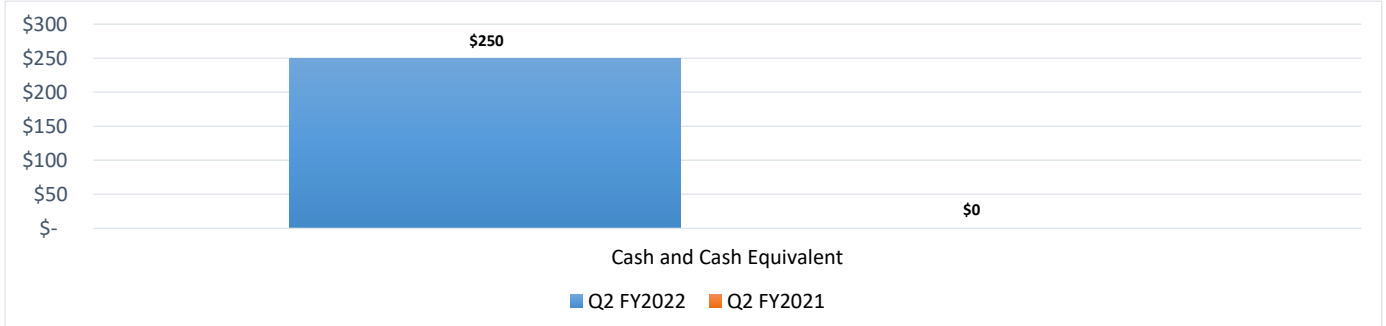
*Note: Fiscal year end is December 31st. Therefore, the amounts presented are for the six months ending 12/31/2021 which represents quarters 3 and 4 of fiscal year 2021 for UFLEF.

Cattle Enhancement Board, Inc.

Quarterly Financial Report

For the six months ending 12/31/2021 (amounts expressed in thousands)

Notable Assets



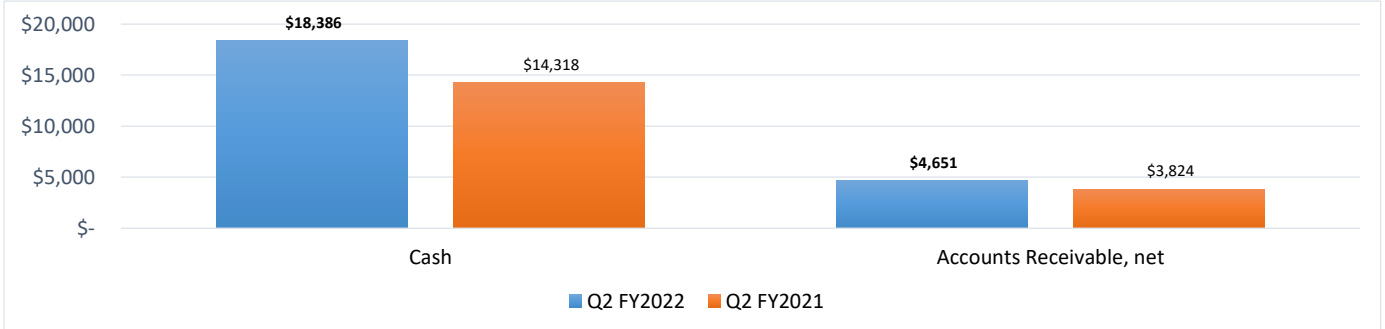
Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
State Appropriation	\$ 250	\$ 250	\$ -	\$ 438	\$ (188)
Total Revenues	\$ 250	\$ 250	\$ -	\$ 438	\$ (188)
Expenses					
Research Projects	\$ -	\$ 238	\$ (238)	\$ 554	\$ (554)
Cattle Marketing and Promotion	-	-	-	-	-
Administrative Expenses	-	13	(13)	-	-
Total Expenses	\$ -	\$ 250	\$ (250)	\$ 554	\$ (554)
Net Income	\$ 250	\$ -	\$ 250	\$ (117)	\$ 367

Faculty Associates, Inc.

Quarterly Financial Report

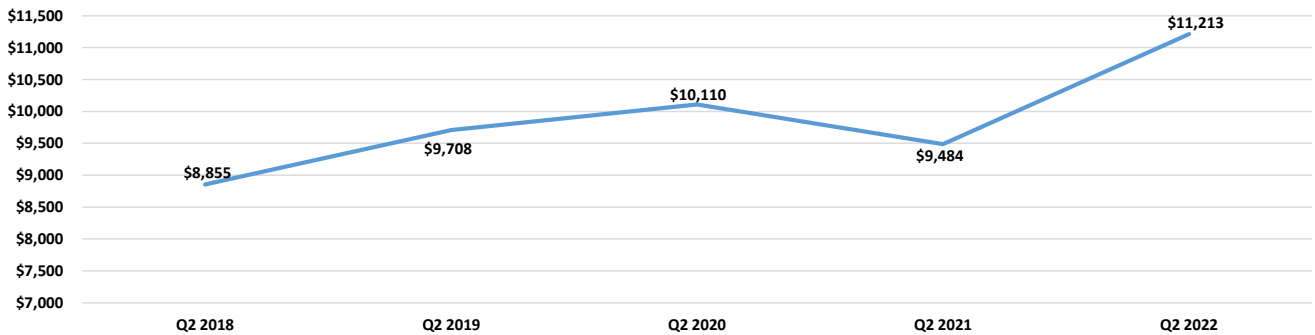
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Professional Fees	\$ 11,213	\$ 9,709	\$ 1,504	\$ 8,617	\$ 2,596
Investment Income	\$ 12	\$ 12	\$ -	-	12
Medicaid Supplemental	4,300	-	4,300	-	4,300
Total Revenues	\$ 15,525	\$ 9,721	\$ 5,804	\$ 8,617	\$ 6,908
Expenses					
Transfers to UF	\$ 10,700	\$ 10,500	\$ 200	\$ 9,000	\$ 1,700
Credit Card Fees	309	186	123	164	145
Total Expenses	\$ 11,009	\$ 10,686	\$ 323	\$ 9,164	\$ 1,845
Net Income	\$ 4,516	\$ (965)	\$ 5,481	\$ (547)	\$ 5,063

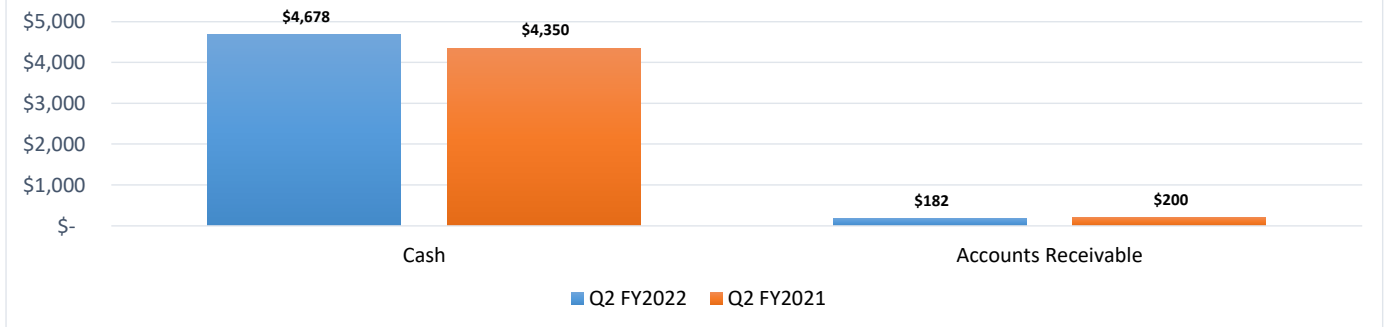
Professional Fees - Five Year Trend



University of Florida College of Pharmacy Faculty Practice Association, Inc.

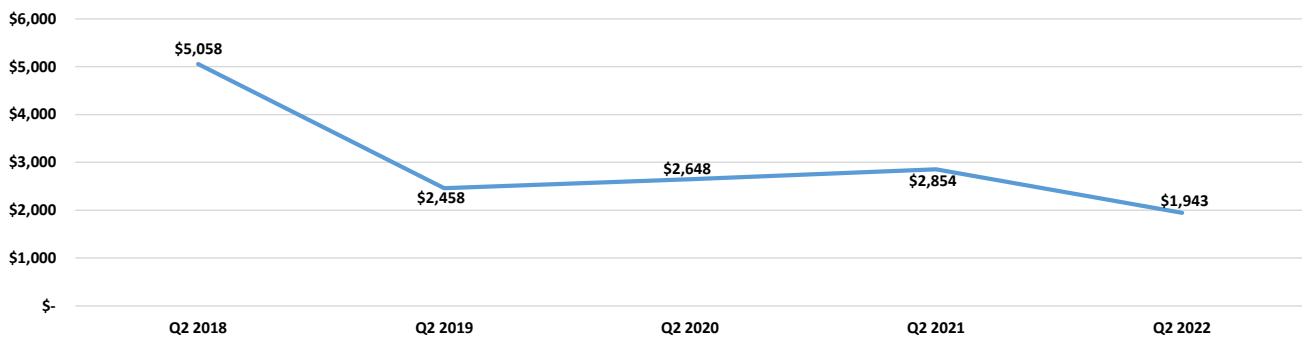
Quarterly Financial Report
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Program Revenues	\$ 1,943	\$ 2,000	\$ (57)	\$ 2,854	\$ (911)
Total Revenues	\$ 1,943	\$ 2,000	\$ (57)	\$ 2,854	\$ (911)
Expenses					
Transfers to UF	\$ 3,812	\$ 3,382	\$ 430	\$ 1	\$ 3,811
Total Expenses	\$ 3,812	\$ 3,382	\$ 430	\$ 1	\$ 3,811
Net Income	\$ (1,869)	\$ (1,382)	\$ (488)	\$ 2,853	\$ (4,722)

Program Revenue - Five Year Trend

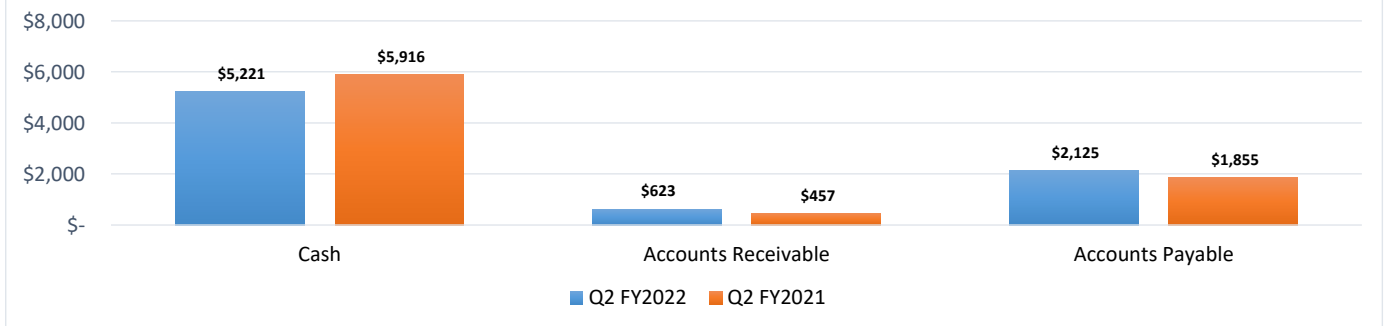


Florida Veterinary Medicine Faculty Association, Inc.

Quarterly Financial Report

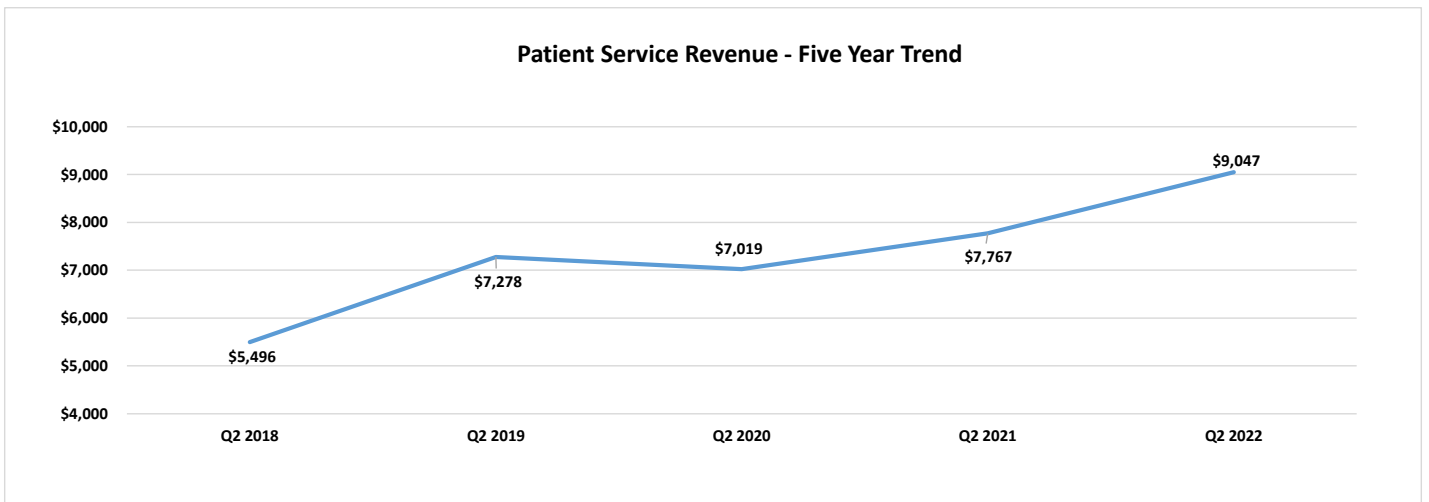
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Patient Service Revenue	\$ 9,047	\$ 8,366	\$ 681	\$ 7,767	\$ 1,280
Other Revenue	2,108	2,193	(85)	2,121	(13)
Total Revenues	\$ 11,155	\$ 10,559	\$ 596	\$ 9,888	\$ 1,267
Expenses					
Transfers to UF	\$ 9,762	\$ 6,306	\$ 3,456	\$ 5,391	\$ 4,371
Other Expenses	504	459	45	442	62
Total Expenses	\$ 10,266	\$ 6,765	\$ 3,501	\$ 5,833	\$ 4,433
Net Income	\$ 889	\$ 3,794	\$ (2,905)	\$ 4,055	\$ (3,166)

Patient Service Revenue - Five Year Trend

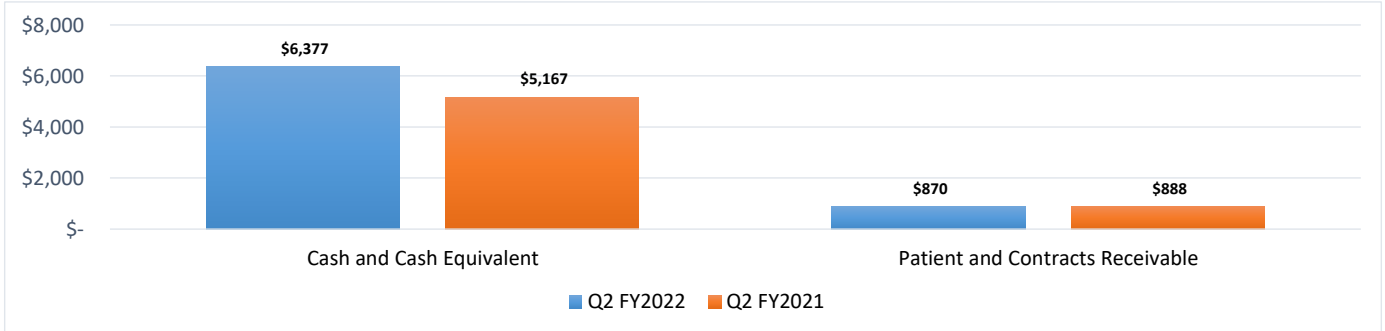


Florida Health Professions Association, Inc.

Quarterly Financial Report

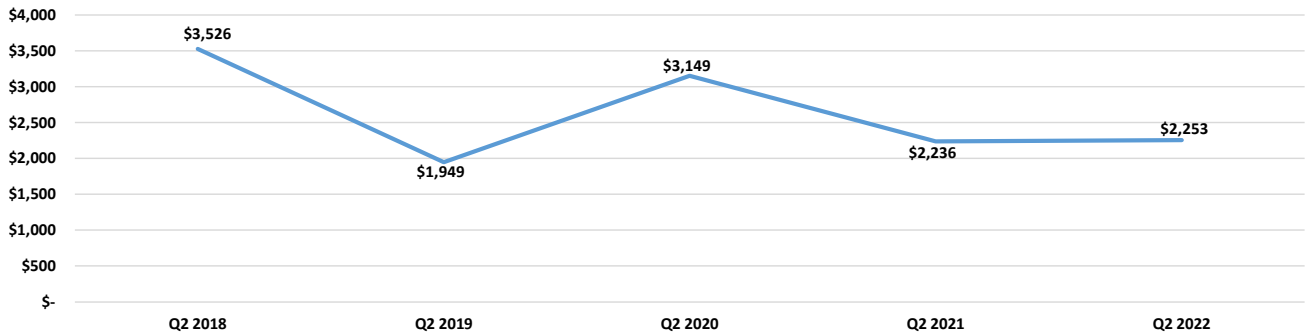
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Professional Fees	\$ 2,253	\$ 2,456	\$ (203)	\$ 2,236	\$ 17
Total Revenues	<u>\$ 2,253</u>	<u>\$ 2,456</u>	<u>\$ (203)</u>	<u>\$ 2,236</u>	<u>\$ 17</u>
Expenses					
Transfers to the University	\$ 1,860	\$ 2,115	\$ (255)	\$ 1,768	\$ 92
Professional and Credit Card Fees	21	22	(2)	23	(2)
Total Expenses	<u>\$ 1,881</u>	<u>\$ 2,137</u>	<u>\$ (257)</u>	<u>\$ 1,791</u>	<u>\$ 90</u>
Net Income	<u>\$ 372</u>	<u>\$ 318</u>	<u>\$ 54</u>	<u>\$ 446</u>	<u>\$ (74)</u>

Professional Fees - Five Year Trend

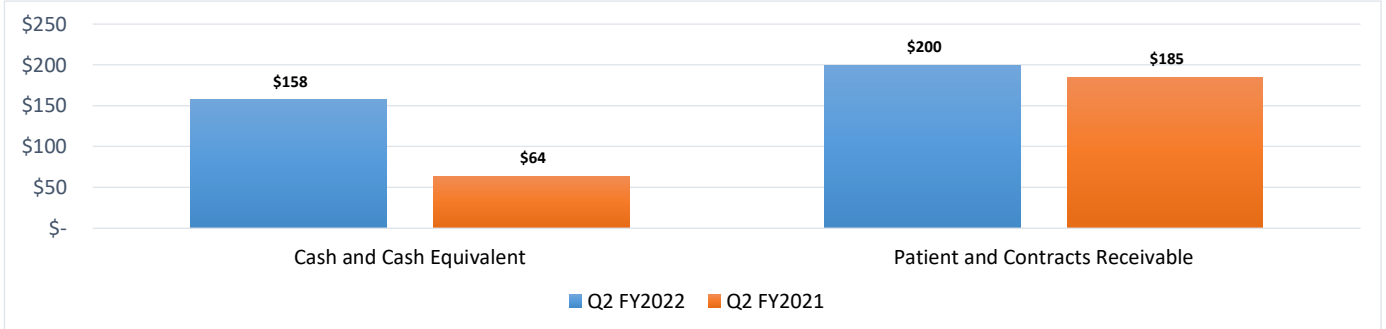


University of Florida College of Nursing Faculty Practice Association, Inc.

Quarterly Financial Report

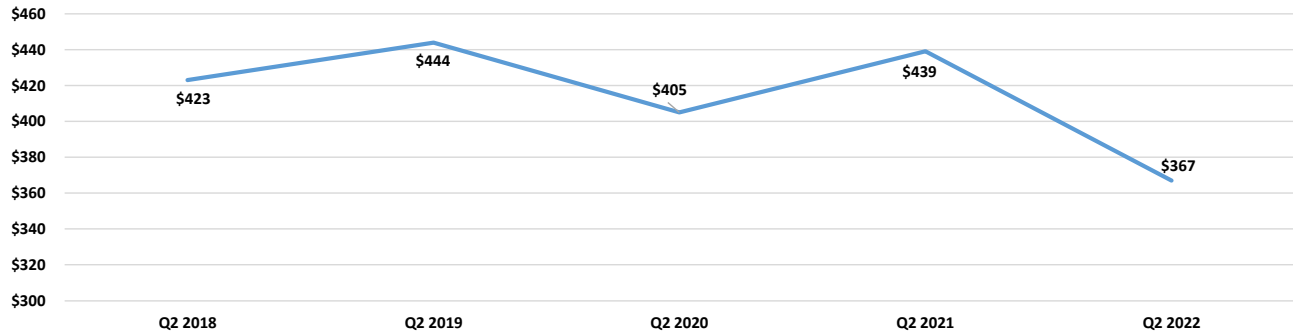
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Professional Fees	\$ 367	\$ 455	\$ (88)	\$ 439	\$ (72)
Contracts and Grants	-	-	-	-	-
Other Revenue	-	-	-	-	-
Total Revenues	<u>\$ 367</u>	<u>\$ 455</u>	<u>\$ (88)</u>	<u>\$ 439</u>	<u>\$ (72)</u>
Expenses					
Transfers to the University	\$ 250	\$ 400	\$ (150)	\$ 850	\$ (600)
Professional and Credit Card Fees	20	17	3	17.00	3.00
Total Expenses	<u>\$ 270</u>	<u>\$ 417</u>	<u>\$ (147)</u>	<u>\$ 867</u>	<u>\$ (597)</u>
Net Income	<u>\$ 97</u>	<u>\$ 38</u>	<u>\$ 59</u>	<u>\$ (428)</u>	<u>\$ 525</u>

Professional Fees - Five Year Trend

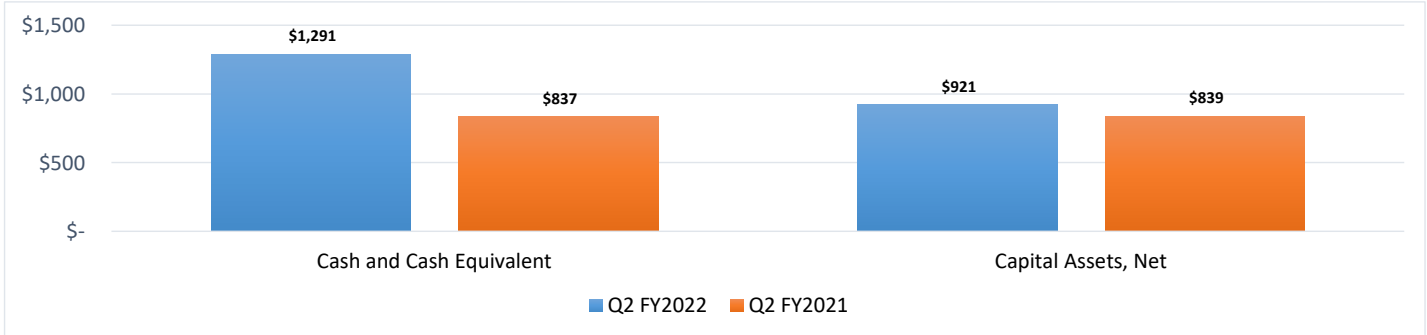


Faculty Clinic, Inc.

Quarterly Financial Report

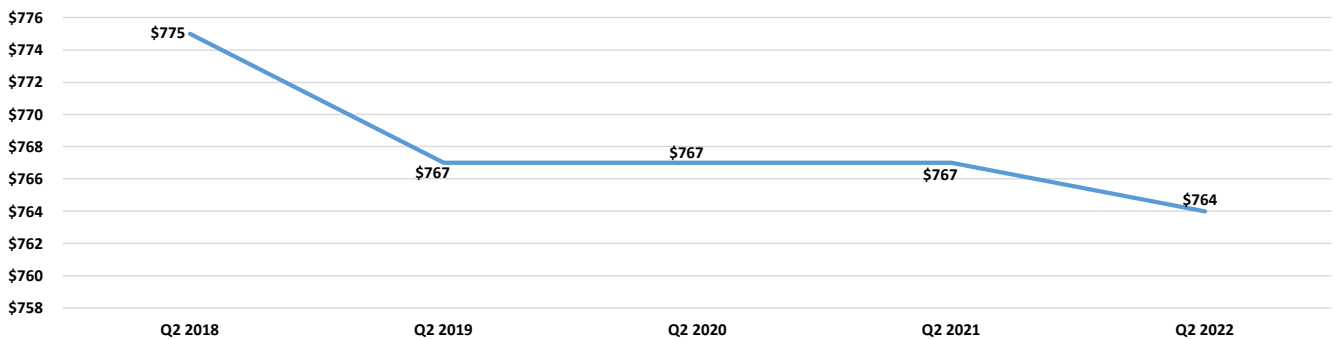
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Rental Income	\$ 598	\$ 598	\$ -	\$ 598	\$ -
Other Revenue	166	166	-	169	(3)
Total Revenues	\$ 764	\$ 764	\$ -	\$ 767	\$ (3)
Expenses					
Contract Labor	\$ 145	\$ 166	\$ (21)	\$ 158	\$ (13)
Repairs and Maintenance	175	177	(2)	136	39
Depreciation	70	79	(9)	73	(3)
Utilities	149	143	6	143	6
Other Expenses	92	102	(10)	97	(5)
Total Expenses	\$ 631	\$ 667	\$ (36)	\$ 607	\$ 24
Net Income	\$ 133	\$ 97	\$ 36	\$ 160	\$ (27)

Total Revenues - Five Year Trend

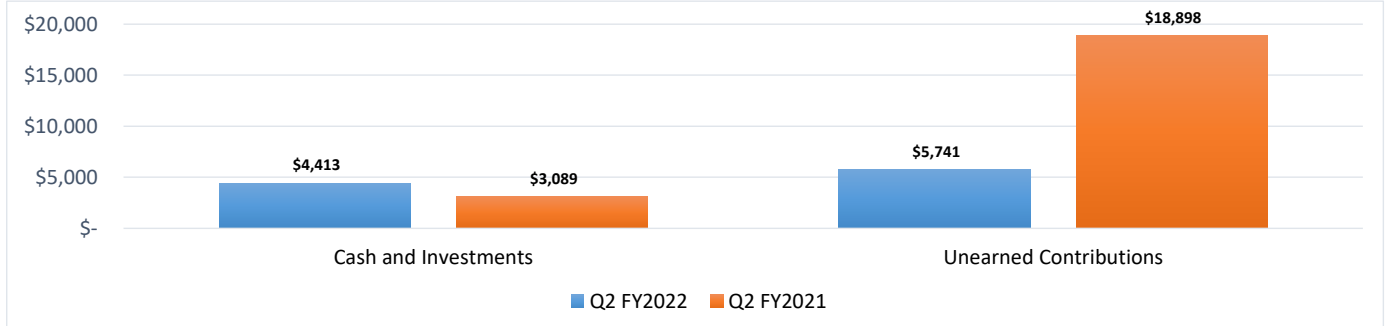


Gator Boosters, Inc.

Quarterly Financial Report

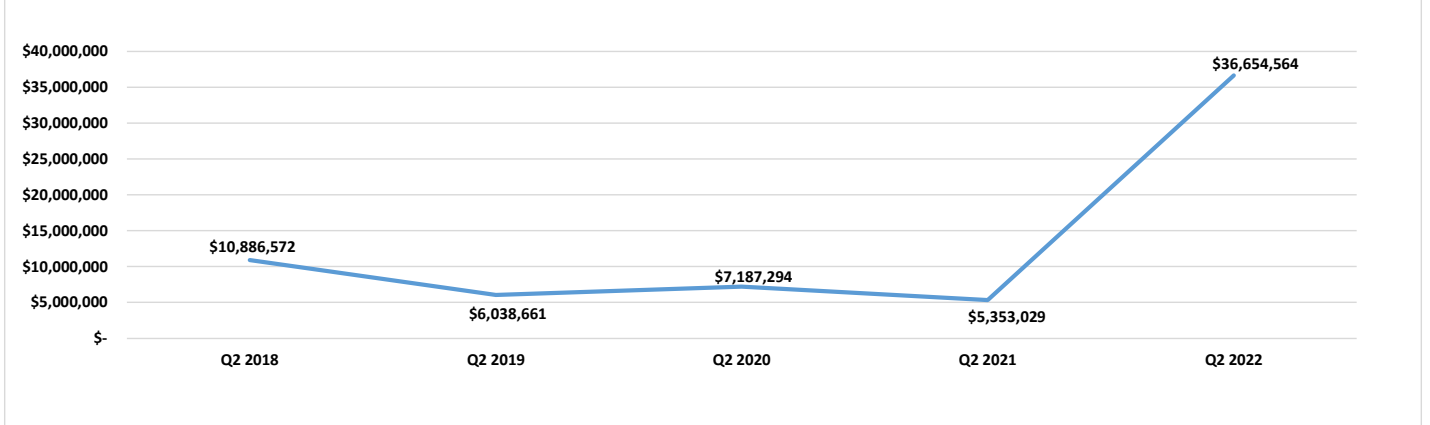
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Contributions - Football	\$ 33,799	\$ 33,359	\$ 439	\$ 5,276	\$ 28,523
Contributions - Men's Basketball	2,838	-	2,838	73	2,766
Contributions - Baseball	-	-	-	-	-
Contributions - Major Giving	16,976	3,331	13,645	5,155	11,821
Endowment Related	-	1,000	(1,000)	-	-
Total Revenues	\$ 53,613	\$ 37,690	\$ 15,923	\$ 10,503	\$ 43,110
Expenses					
Employee Compensation and Benefits	\$ 765	\$ 962	\$ (197)	\$ 744	\$ 20
Transfers to UAA	53,460	35,035	18,425	10,267	43,193
General & Administrative	1,751	969	782	554	1,197
Total Expenses	\$ 55,975	\$ 36,966	\$ 19,009	\$ 11,565	\$ 44,410
Net Income	\$ (2,362)	\$ 724	\$ (3,086)	\$ (1,062)	\$ (1,300)

Total Sports Annual Giving Contributions - Five Year Trend

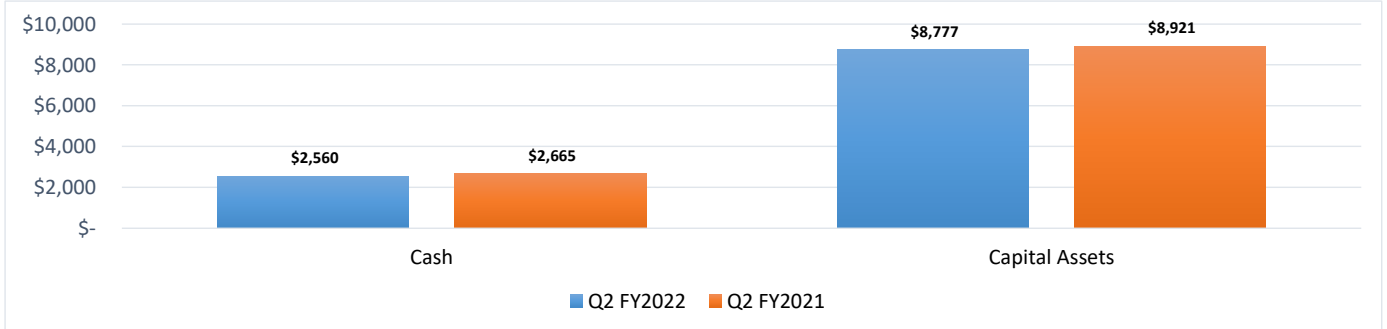


University of Florida Development Corporation

Quarterly Financial Report

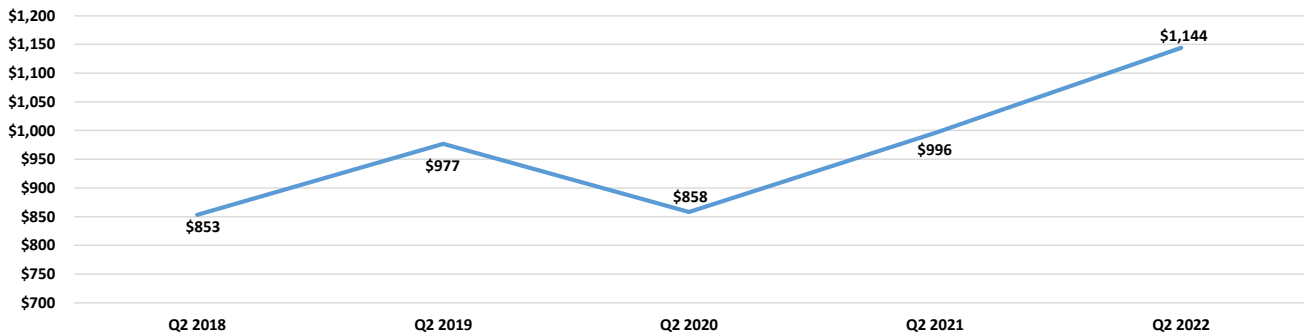
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Rent	\$ 1,144	\$ 952	\$ 192	\$ 997	\$ 147
Total Revenues	\$ 1,144	\$ 952	\$ 192	\$ 997	\$ 147
Expenses					
Services and Supplies	\$ 182	\$ 130	\$ 52	\$ 202	\$ (20)
Property Taxes	316	352	(36)	444	(128)
Depreciation	366	366	-	365	1
Other Expenses	280	240	40	257	23
Total Expenses	\$ 1,144	\$ 1,088	\$ 56	\$ 1,268	\$ (124)
Net Income	\$ -	\$ (136)	\$ 136	\$ (271)	\$ 271

Rent Revenue - Five Year Trend

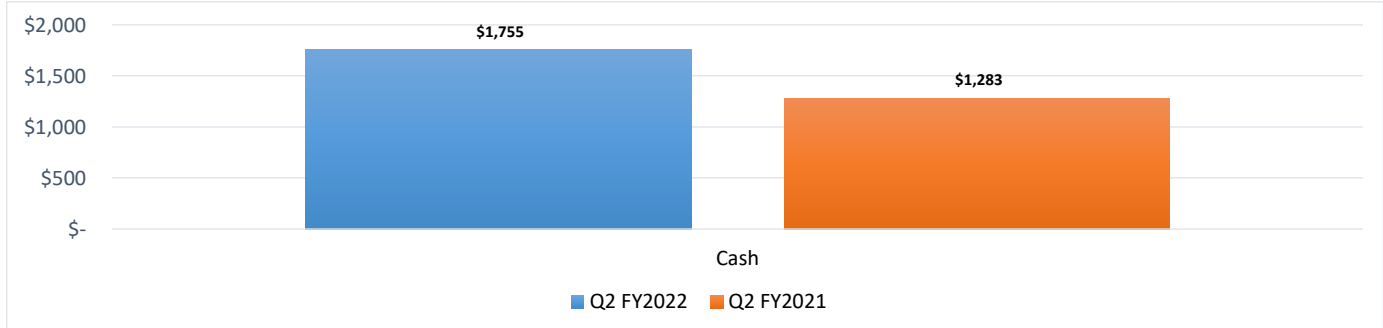


University of Florida Historic St. Augustine, Inc.

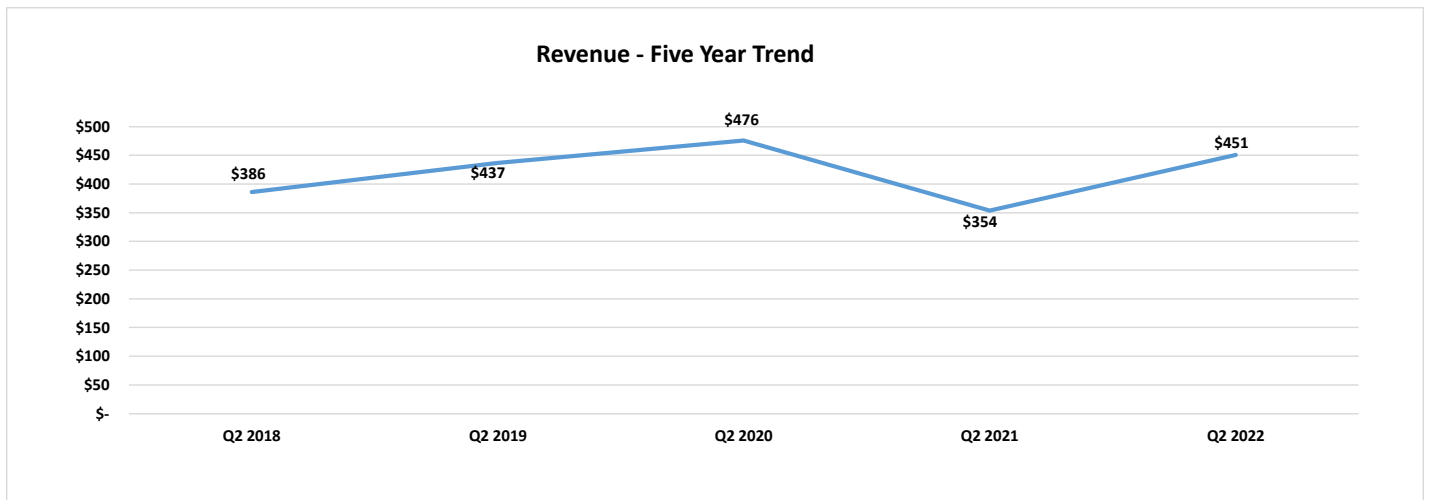
Quarterly Financial Report

For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Rent	\$ 368	\$ 269	\$ 99	\$ 286	\$ 82
Other Revenues	83	102	(19)	58	25
Total Revenues	\$ 451	\$ 371	\$ 80	\$ 344	\$ 107
Expenses					
Building Preservation	260	260	-	86	\$ 174
General and Administrative Expense	56	111	(55)	241	(185)
Total Expenses	\$ 316	\$ 371	\$ (55)	\$ 327	\$ (11)
Net Income	\$ 135	\$ -	\$ 25	\$ 17	\$ 118

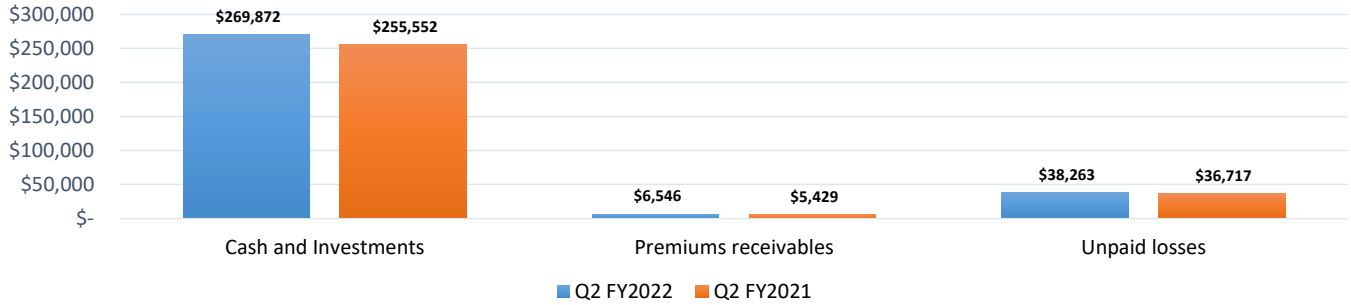


University of Florida Self-Insurance Program & HealthCare Education Insurance Company

Quarterly Financial Report

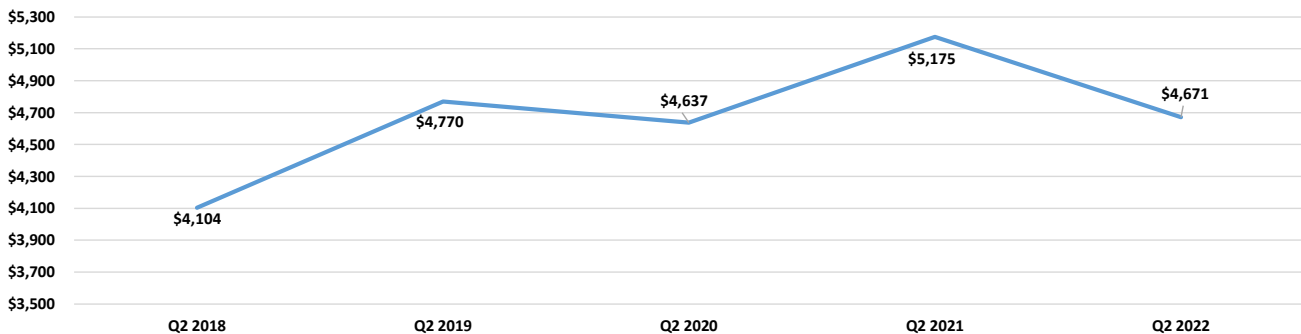
For the six months ending 12/31/2021 (amounts expressed in thousands)

Assets and Liabilities



Revenues and Expenses	Q2 FY22	Q2 FY22 Budget	Actuals to Budget Variance	Q2 FY21	FY22 to FY21 Variance
Revenues					
Earned Premiums	\$ 4,671	\$ 4,661	\$ 10	\$ 5,175	\$ (504)
Investment Income	6,070	15,190	(9,120)	\$ 19,346	\$ (13,276)
Other Revenues	1,107	1,104	3	\$ 727	\$ 380
Total Revenues	\$ 11,848	\$ 20,955	\$ (9,107)	\$ 25,248	\$ (13,400)
Expenses					
Losses and Loss Adjustment Expenses	\$ 604	\$ 5,775	\$ (5,171)	\$ 396	\$ 208
General and administrative expenses	507	838	(331)	\$ 726	\$ (219)
Transfers to the University	2,018	2,311	(293)	\$ 1,714	\$ 304
Total Expenses	\$ 3,129	\$ 8,924	\$ (5,795)	\$ 2,836	\$ 293
Net Income	\$ 8,719	\$ 12,031	\$ (3,312)	\$ 22,412	\$ (13,693)

Earned Premiums Revenue - Five Year Trend



Budget Enhancement Initiative

Finance Committee Update March 2022



Prioritized Budget Enhancements for Implementation

In alignment with industry best practice, UF conducted a comprehensive review of its budget practices and has identified seven near-term enhancements that will be implemented by FY24.

Enhancement	Type of Change	Implementation Target	Parallel Year Target
1. Create an all-funds model	Process/Mechanical	FY23	N/A
2. Eliminate step-down costing	Methodology	FY24	FY23
3. Build deferred maintenance strategy ¹	Methodology	FY24	FY23
4. Review General Funds Supplement uses	Methodology	FY24	FY23
5. Clarify overhead assessments	Methodology	FY24	FY23
6. Enhance strategic fund transparency	Process/Mechanical	FY23	N/A
7. Retool major capital governance	Process/Mechanical	FY23	N/A

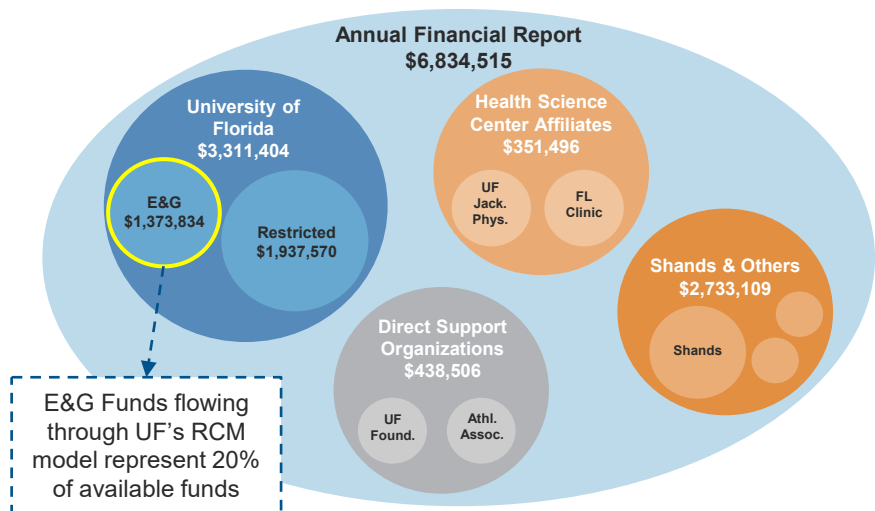
Process-related changes will be implemented by FY23 and methodology-related enhancements that could shift unit-level funding will be further evaluated and implemented by FY24.

1. Deferred Maintenance Strategy to be partially implemented in FY23 with full go-live in FY24

All-Funds Model – Impetus for Development

UF’s RCM model historically encapsulates only 20% of total UF resources; constructing a comprehensive all-funds view will provide a more holistic understanding of enterprise operations and available resources.

University of Florida Enterprise (FY20)¹



Considerations:

- UF has never leveraged an all-funds model, this is a **new, consistent view** for leadership and University units
- Includes all enterprise unit finances to create a **comprehensive financial picture**
- Provides a **single source of truth** to elevate the University's ability to talk about finances

Benefits to Integration:

- Common understanding/transparency of financial position
- Promote use and investment of All-Funds
- Ability to accurately inform long-range forecasts

An All-Funds model allows the university to view standardized unit-level operating results and presents opportunities for a more strategic approach to long-term resource utilization.

Considerations for the Board of Trustees

As budget enhancement designs are finalized and UF moves toward implementation, we offer the below additional points for added context.

1. Budget enhancements are comprised of **mechanical/process adjustments** as well as **methodological changes**. These will have varying impacts on all university units.
2. Mechanical/process adjustments **can be fully implemented in the near-term (FY23)**.
3. Methodology-changes will begin with a **parallel year to allow for added education and readiness for implementation (planned FY24)**.
4. A new committee, the **Budget Enhancement Enactment Committee (BEEC)**, is under development and will be comprised of University stakeholders that will **help guide methodology-related changes** throughout a parallel year.
5. Huron to **engage individual Finance Committee members prior to May 19th** meeting to provide overview of budget enhancement initiative

Prioritized Opportunity Summaries

The seven selected enhancements present an opportunity for the University to align the budget model with industry best practices. Implementation will require a dedicated and focused effort.

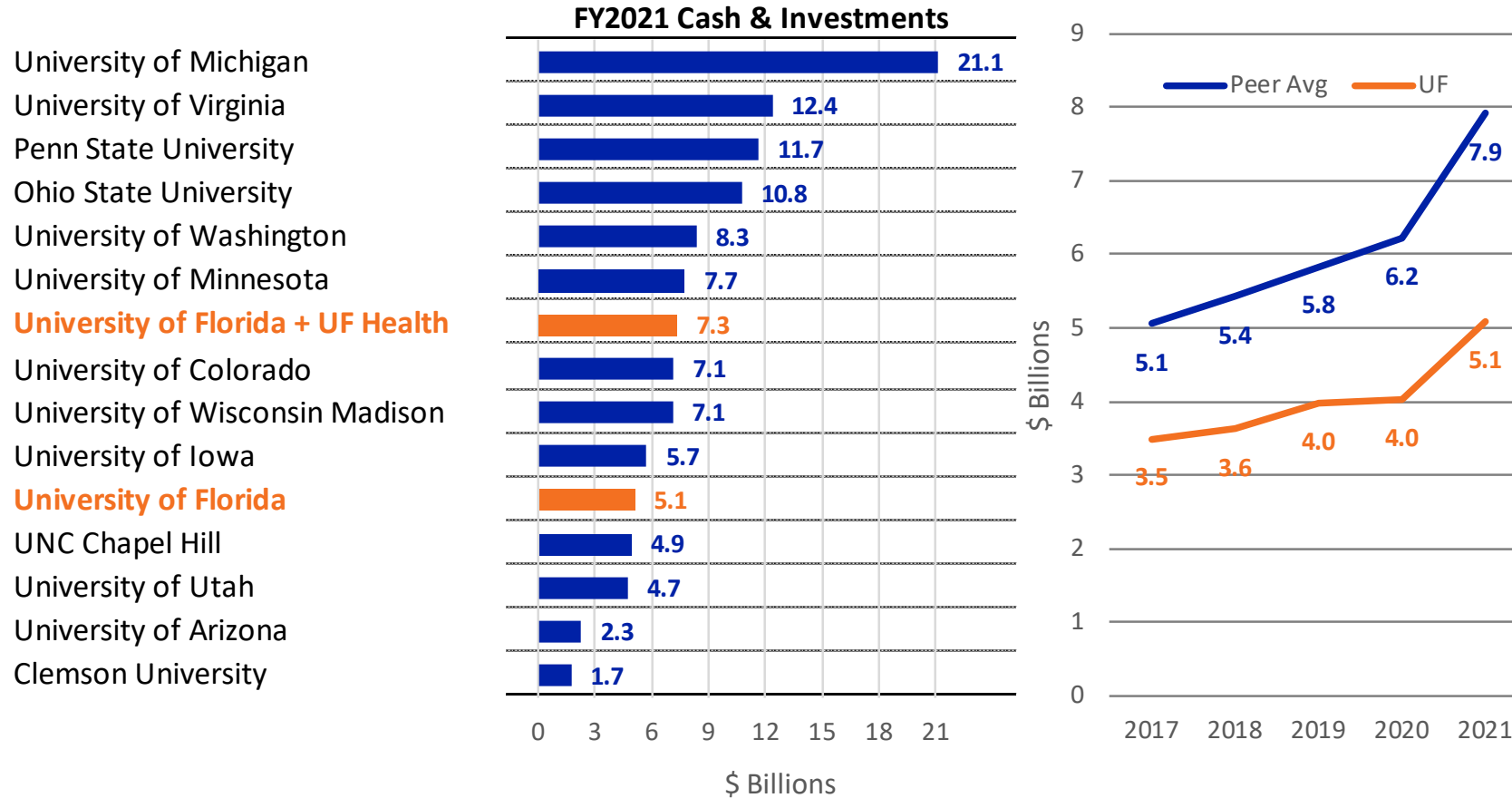
Enhancement	Description
1. Create an all-funds model	UF lacks a budget model that is inclusive of all sources of funds . This limits transparency into the resources available across the University and into the entire business model of the University.
2. Eliminate step-down costing	The current budget model allocates overhead to cost pools further increasing cost pool deficits while unnecessarily complicating UF's model ; simplification of the model is desired.
3. Build deferred maintenance strategy	UF currently has over \$1.6 Billion in outstanding deferred maintenance with no consistent strategy to address that balance. Further delay in addressing maintenance presents operational risk to UF .
4. Review GFS uses	The use of the General Funds Supplement lacks tangible incentives , and the current allocations to units are largely static, based on historical precedent, and have unclear rationale for funding levels.
5. Clarify overhead assessments	Overhead allocations have not been thoroughly reviewed or changed since the original model was implemented resulting in cost pools having to rely on other sources of strategic funding to cover expenses.
6. Enhance strategic fund transparency	Despite being a crucial funding source for many units, strategic fund allocations lack both transparency and a standardized process to allocate these dollars .
7. Retool major capital governance	The current major capital project budgeting process is disjointed which has inhibited transparency and derailed efficiencies when proposing, building, and managing new projects.

Financial Peer Analysis

- The attached slides show UF (and UF + UFHealth) financial ratios compared to select financial peers based on FY20 audited financial information
- We believe it is informative to examine how the University is positioned from a competitive standpoint, but also consider year-over-year performance on select measures, especially against our goals to be established.
 - As we introduce ratio analysis, we will propose various ratios and targets that might be monitored by the University and Board annually. This is an analysis and review conducted by the majority of our peers.
 - Some general observations:
 - UF has fewer financial resources, which have grown less quickly, than a number of our peers, especially when considering our large operating size.
 - The amount of debt we have outstanding is far below that of our peers (although a bit less so when including Shands). This is indicative of the limitations on our ability to borrow for capital purposes, although we note this will increase significantly with the anticipated residence hall borrowing.
 - Our age of plant is significantly higher than that of a number of our peers, signaling the large and growing deferred maintenance liability on campus

Balance Sheet

Cash and Investments

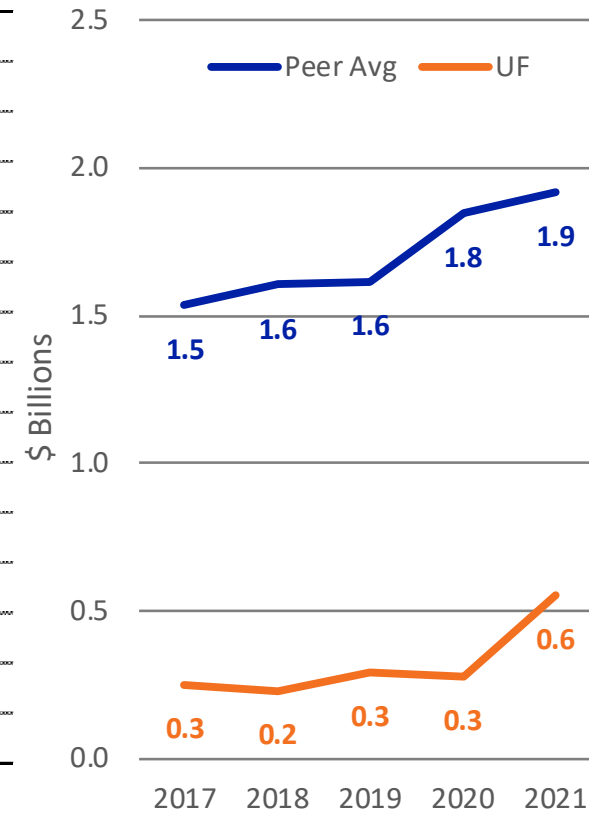
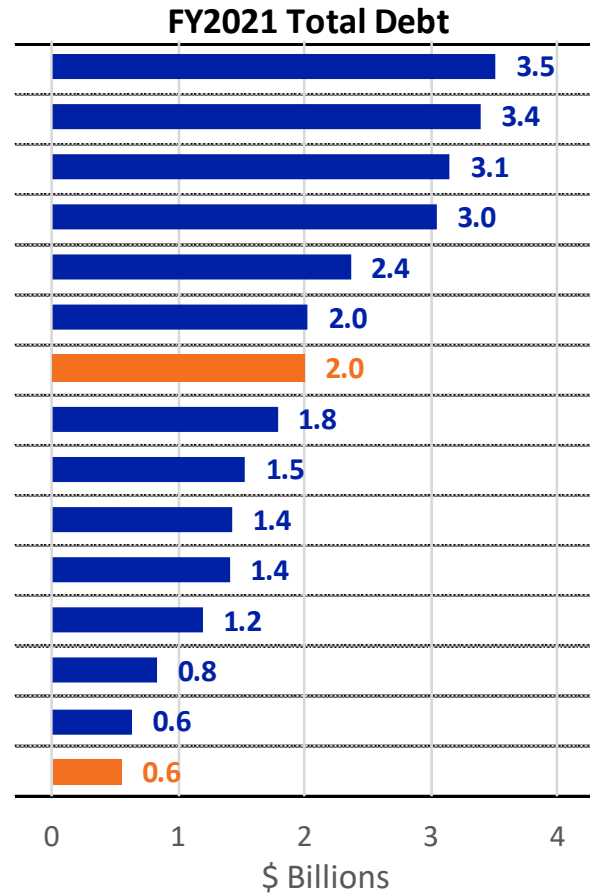


Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.

Balance Sheet

Debt Outstanding

Penn State University
 University of Michigan
 University of Virginia
 Ohio State University
 University of Washington
 University of Colorado
University of Florida + UF Health
 University of Arizona
 University of Minnesota
 University of Utah
 UNC Chapel Hill
 University of Iowa
 University of Wisconsin Madison
 Clemson University
University of Florida



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.

Balance Sheet

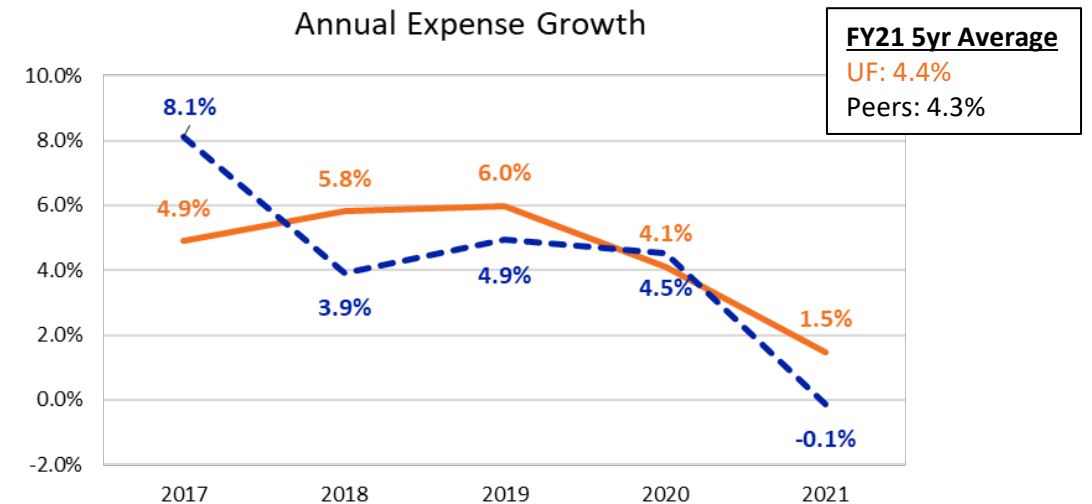
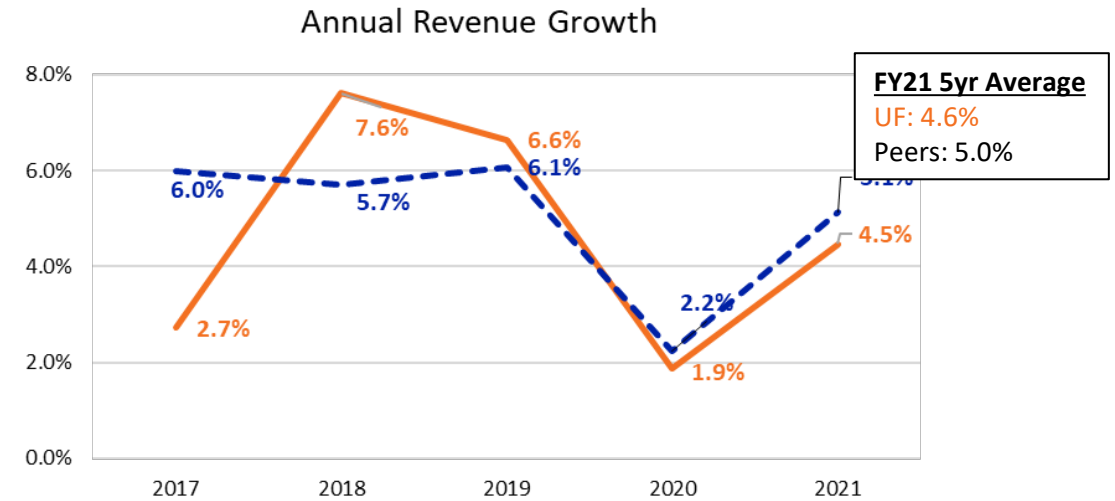
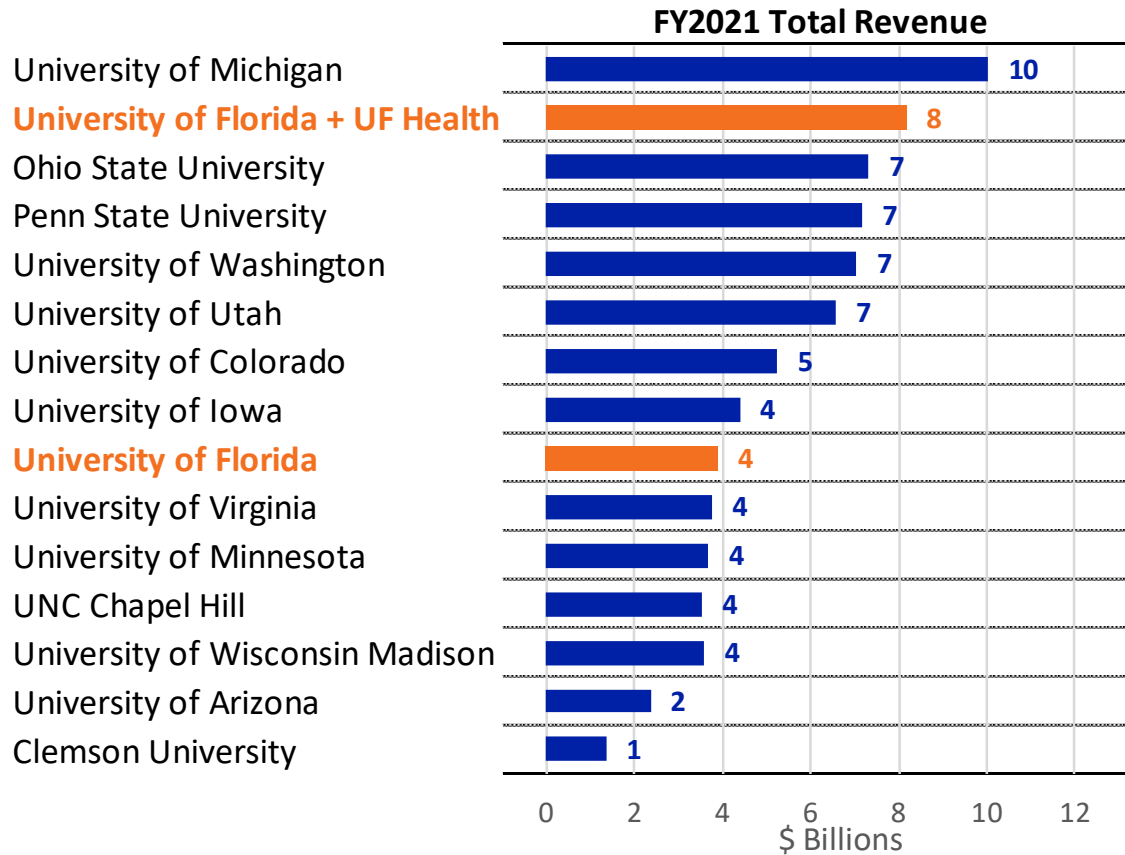
Debt Outstanding – Change from Prior Year

	FY2021 Total Debt		Change from Prior Year	
	Total Debt as % of Operating Revenues	Total Debt (\$000s)	Change from Prior Year (\$000s)	% Change from Prior Year
University of Virginia	84%	3,148,575	+558,325	+21.6%
University of Arizona	75%	1,783,341	+241,657	+15.7%
Penn State University	49%	3,508,778	-5,230	-0.1%
Ohio State University	42%	3,043,303	-63,512	-2.0%
University of Minnesota	42%	1,531,399	-30,941	-2.0%
UNC Chapel Hill	40%	1,406,347	+36,415	+2.7%
University of Colorado	39%	2,025,521	+184,110	+10.0%
University of Michigan	34%	3,391,929	-70,774	-2.0%
University of Washington	33%	2,360,605	-174,337	-6.9%
University of Iowa	27%	1,192,454	+32,576	+2.8%
University of Florida + UF Health	24%	1,999,281	+250,597	+14.3%
University of Utah	22%	1,424,575	+21,469	+1.5%
University of Wisconsin Madison	23%	835,918	+18,360	+2.2%
University of Florida	14%	552,191	+274,454	+98.8%
	39%	2,014,587	+90,941	+11.2%

Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units.

Income Statement

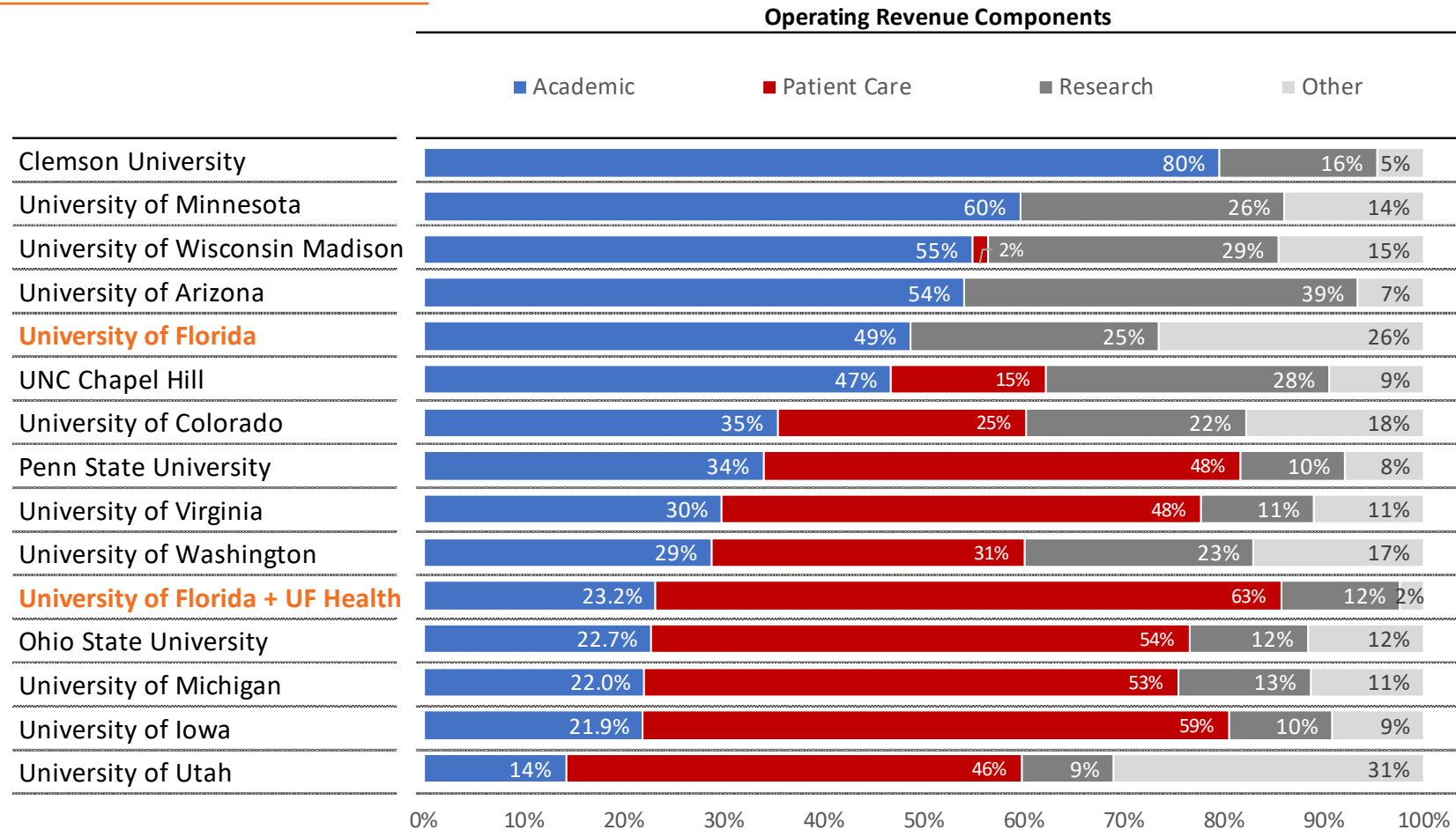
Operating Revenue and Expenses



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.

Income Statement

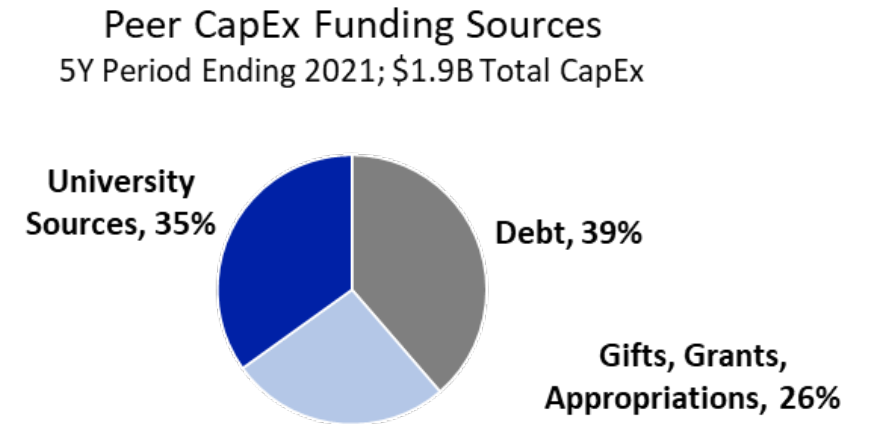
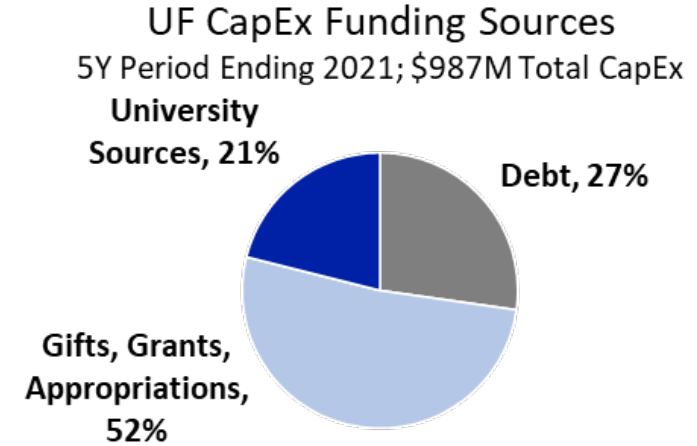
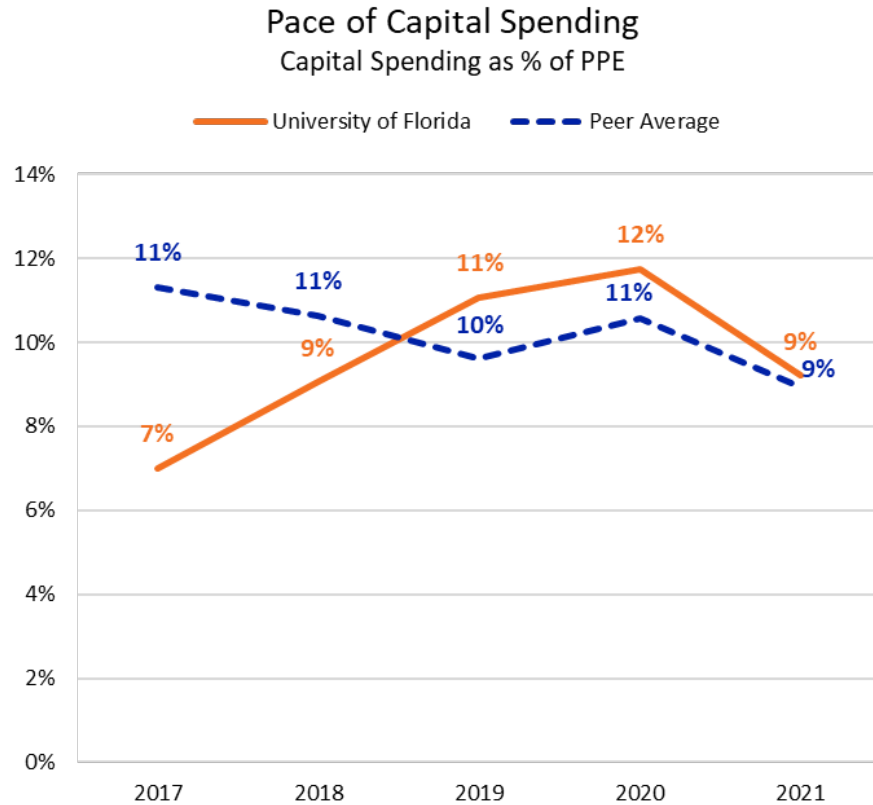
Revenue Contributors



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.

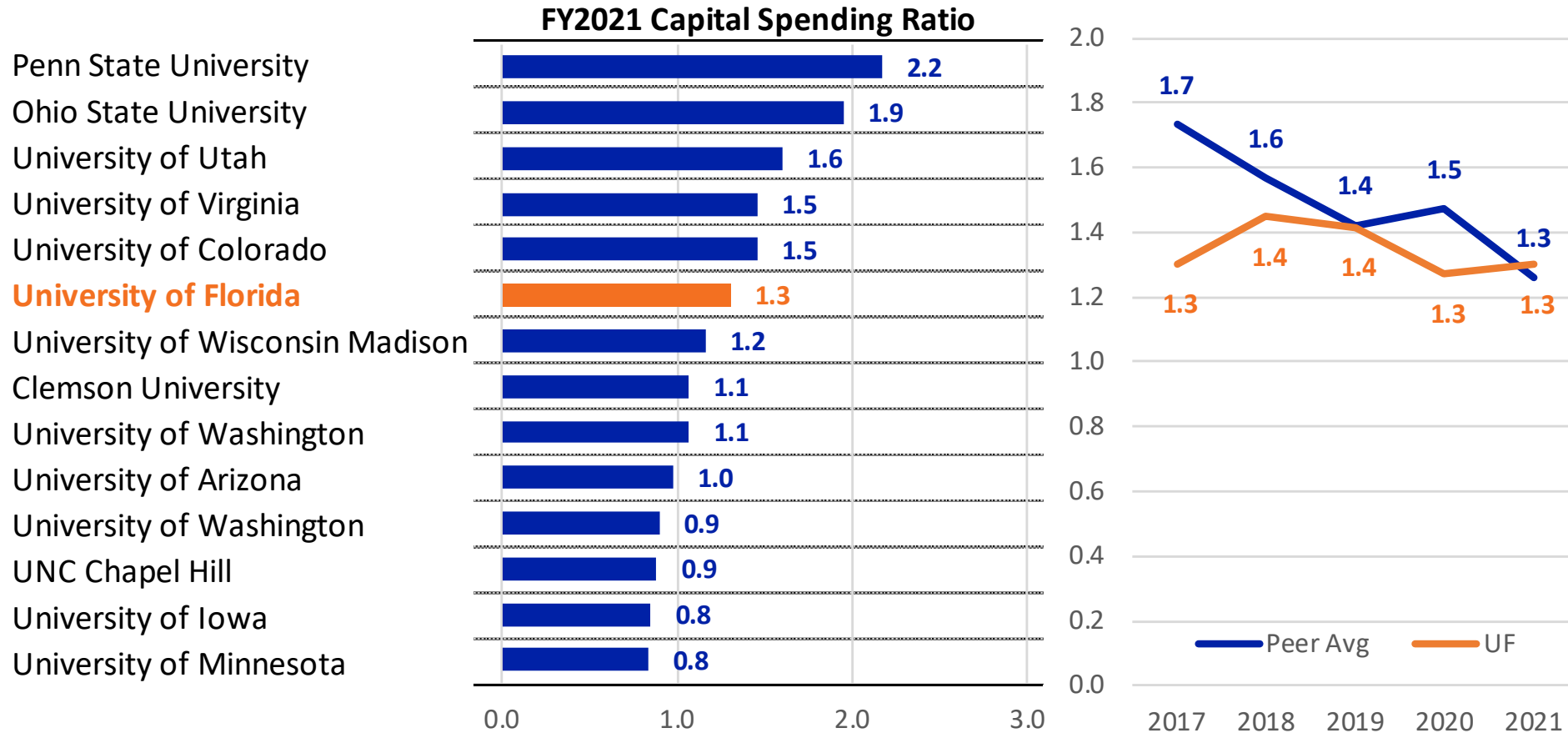
Capital Spending

Pace of Capital Investment and Funding Sources



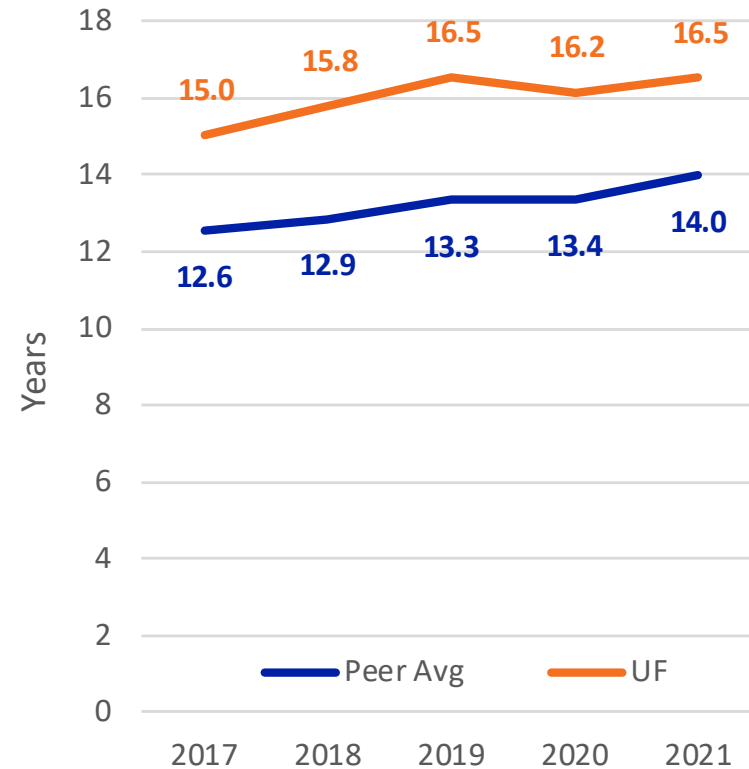
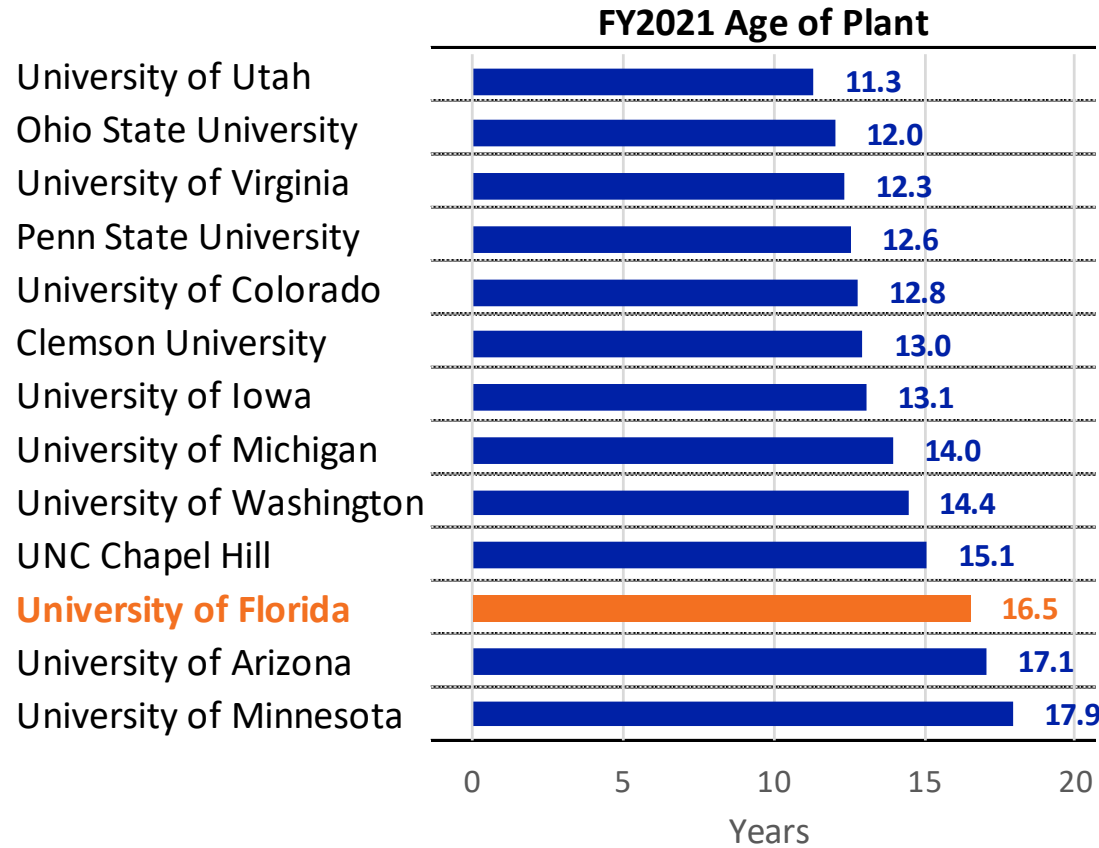
Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units.

Capital Spending Pace of Capital Investment to Annual Depreciation



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units.

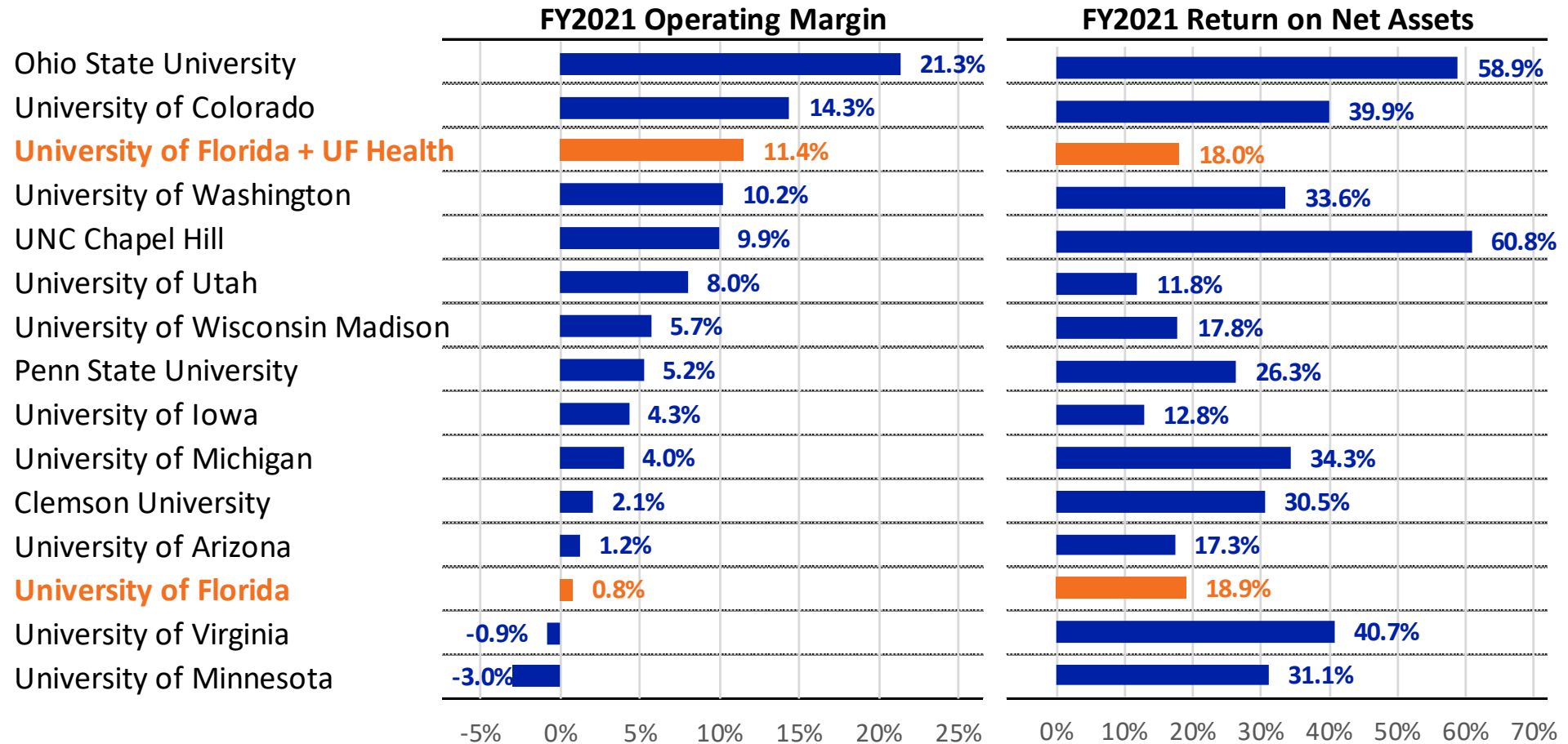
Capital Spending Age of Plant



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units.

Operating Metrics

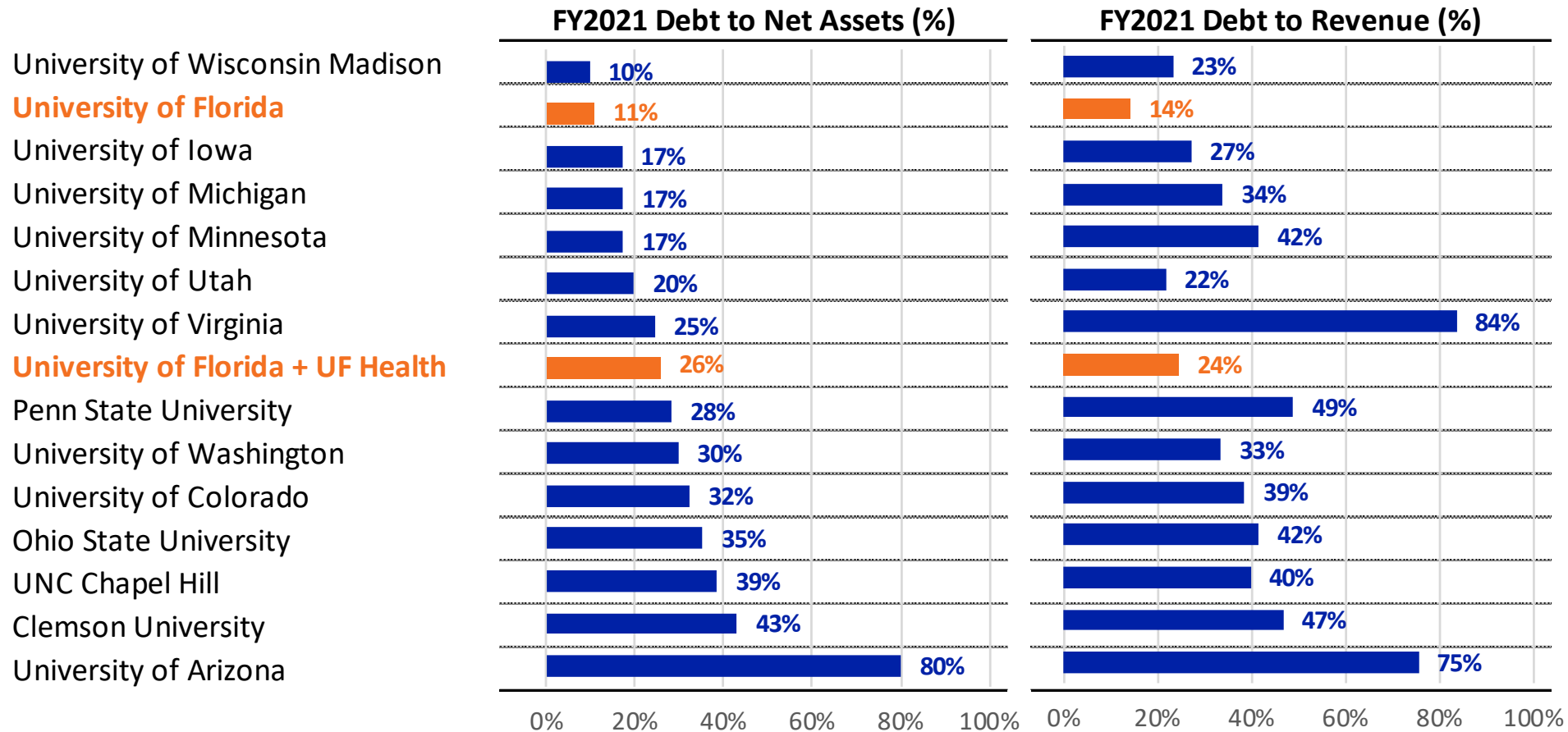
Operating Margin (%) and Return on Net Assets (%)



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.

Financial Metrics

Balance Sheet and Income Statement Leverage



Note: UF data includes Direct-Support Organizations classified as a discretely presented component unit. Other institutions include primary fundraising foundations classified as discretely presented component units. Peer average does not include UF + UF Health.



UF

University of Florida Investment Corporation

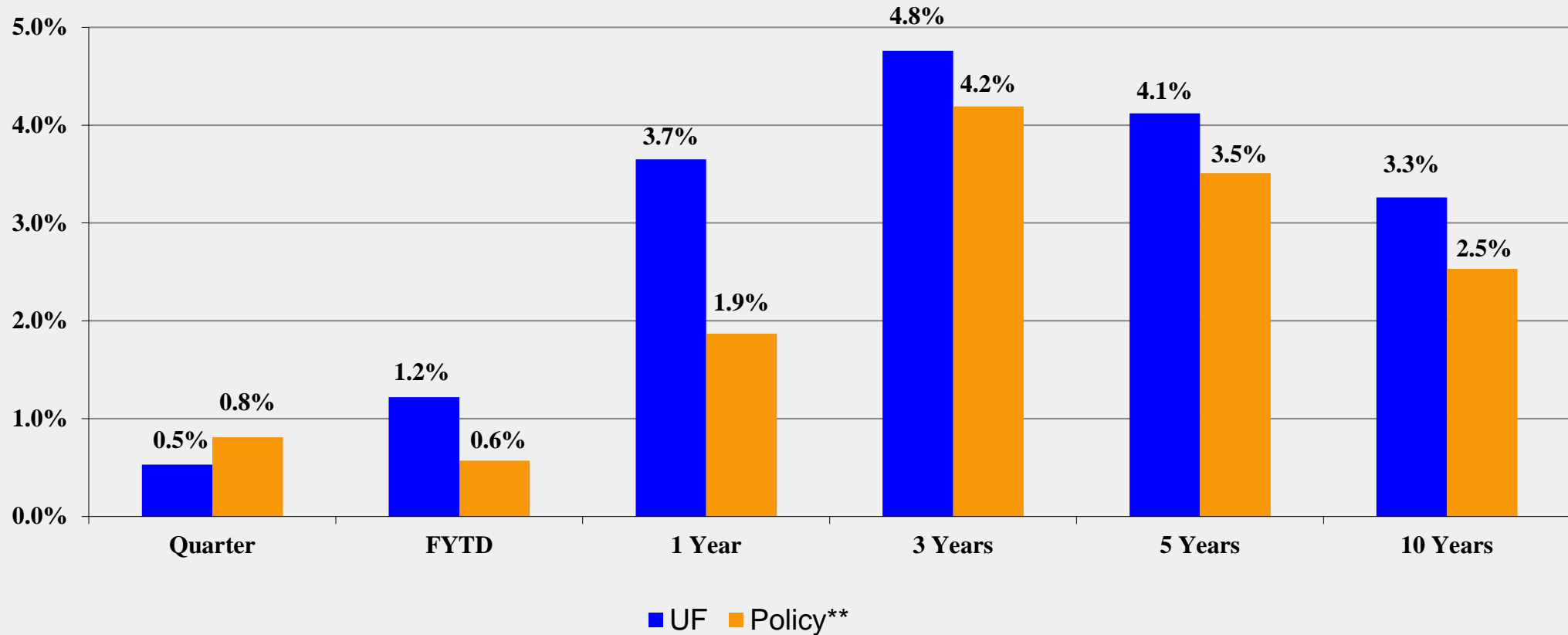
Finance, Strategic Planning & Performance Metrics Committee
University of Florida Board of Trustees
April 2022

UF Operating Portfolio Update

**FY 2022 Preliminary
Investment Performance***

Periods Ending December 31, 2021

(annualized for periods greater than one year)



* Preliminary performance. Includes 91.8% of NAV reported for 12/31/2021.

** Policy Benchmark: restated June 30, 2020. Blended using actual allocations. Operating cash benchmarked to 1 Month T-Bill, Core cash benchmarked to Short Treasury Index, Strategic cash benchmarked to 1-3 Year Treasury Index. Growth allocation benchmarked to Global 60-40. Internal Loans and other portfolios are benchmarked to total pool return.

UF Operating Assets Interim Strategy



• Liquidity Assets

- Cash
- Money Markets
- U.S. Treasury Bills
- ‘High quality’ Fixed Income

• Growth Assets

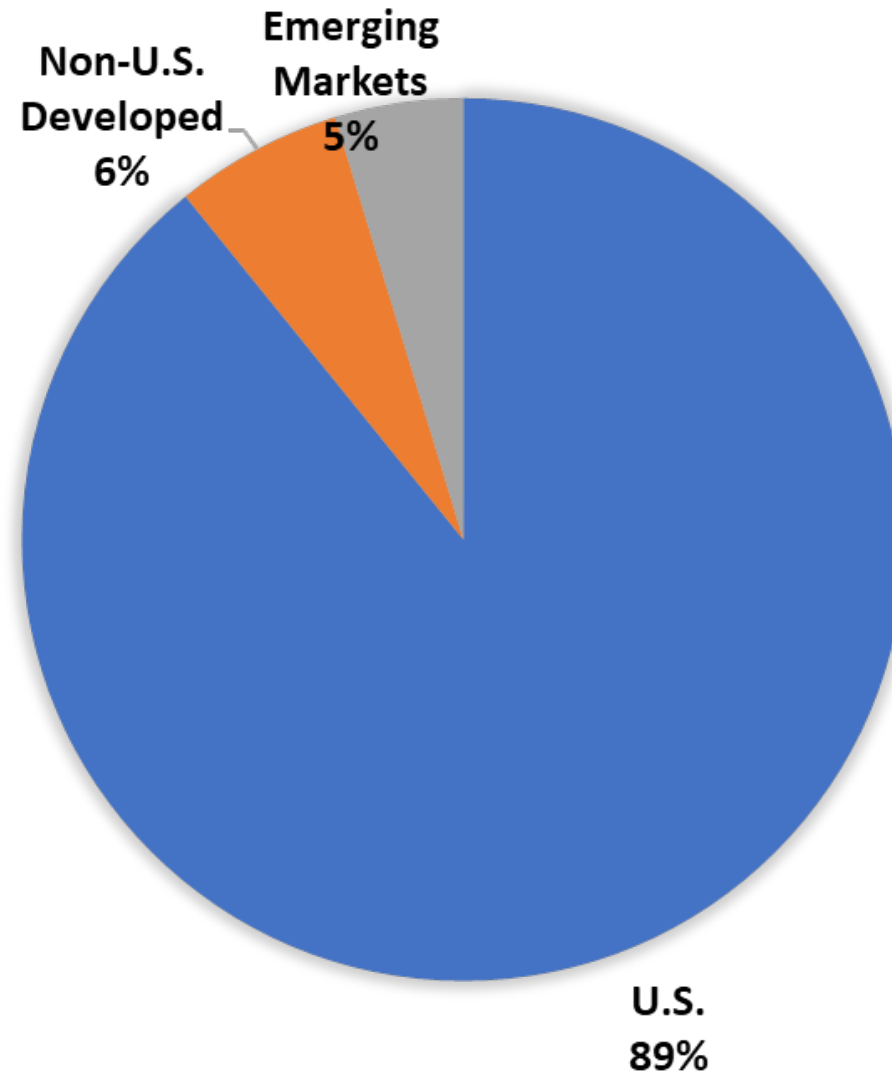
- LTP “Endowment” Portfolio
 - Public Equities
 - Hedged Strategies
 - Private Investments
- *UFICO Bridge Portfolio*
 - *Public Equities*
 - *Hedged Strategies*
 - *Core Fixed Income*

Interim strategy used to transition new assets to LTP

Asset Allocation
February 2022 *estimated*

	Sub Portfolios	Estimated Current Allocation	Broad Allocation
Working Capital	SPIA Portfolio	42.2%	} 42.2%
Investments	Short-term Treasuries	25.1%	} 55.1%
	Bridge Portfolio	7.5%	
	Long-term Pool	22.5%	
Other	Internal Loans	2.6%	} 2.7%
	Other Direct Investments	0.1%	
	Totals	100.0%	100.0%

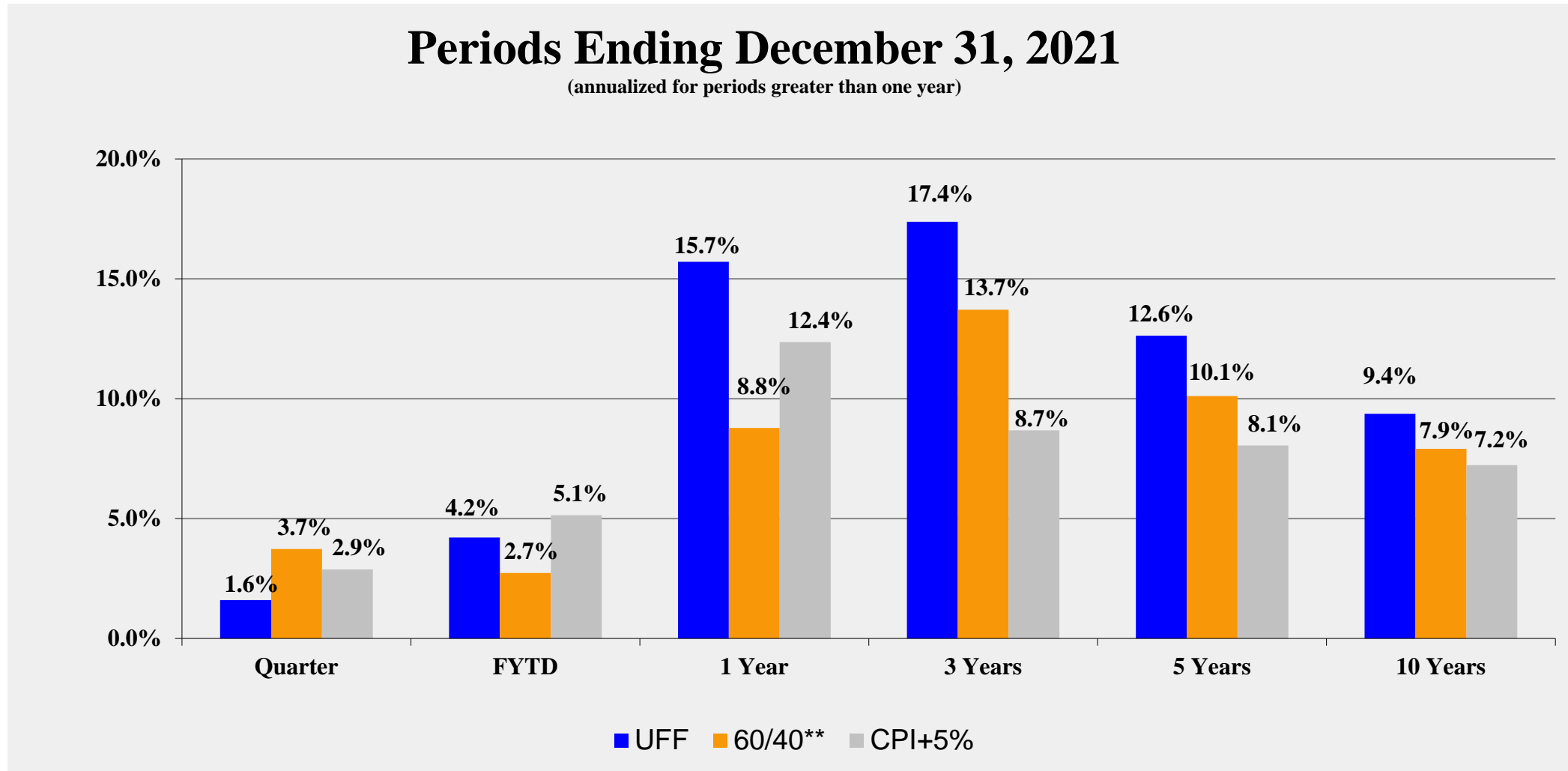
Geographic Breakdown By Underlying Mandate



**Estimated based on underlying manager mandate as of February 2022. SPIA included in U.S.*

UFF Endowment Portfolio Update

**FY 2022 Preliminary
Investment Performance***



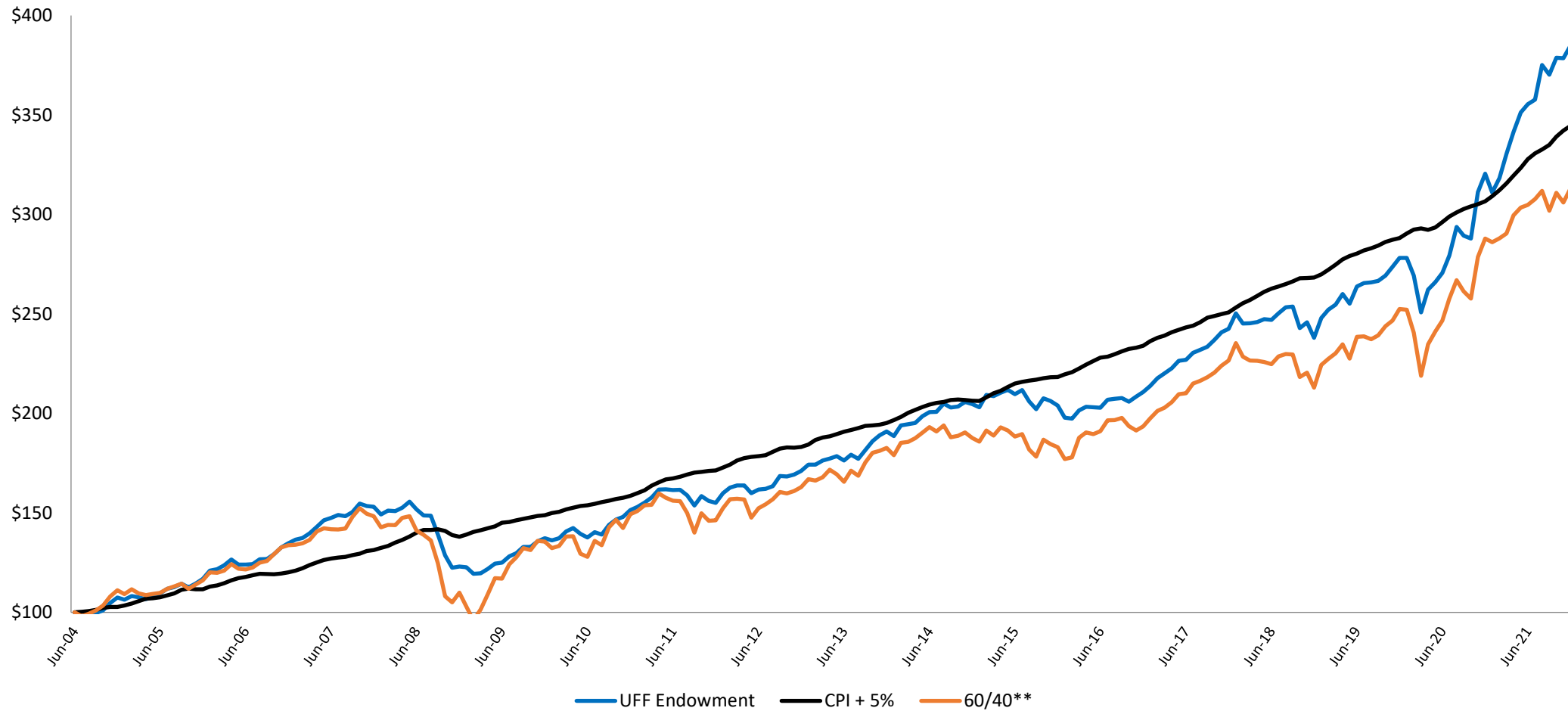
* Preliminary performance. Includes 69.5% of NAV reported for 12/31/2021.

** 60% MSCI ACWI / 40% Barclays Global Agg



Long-Term Performance

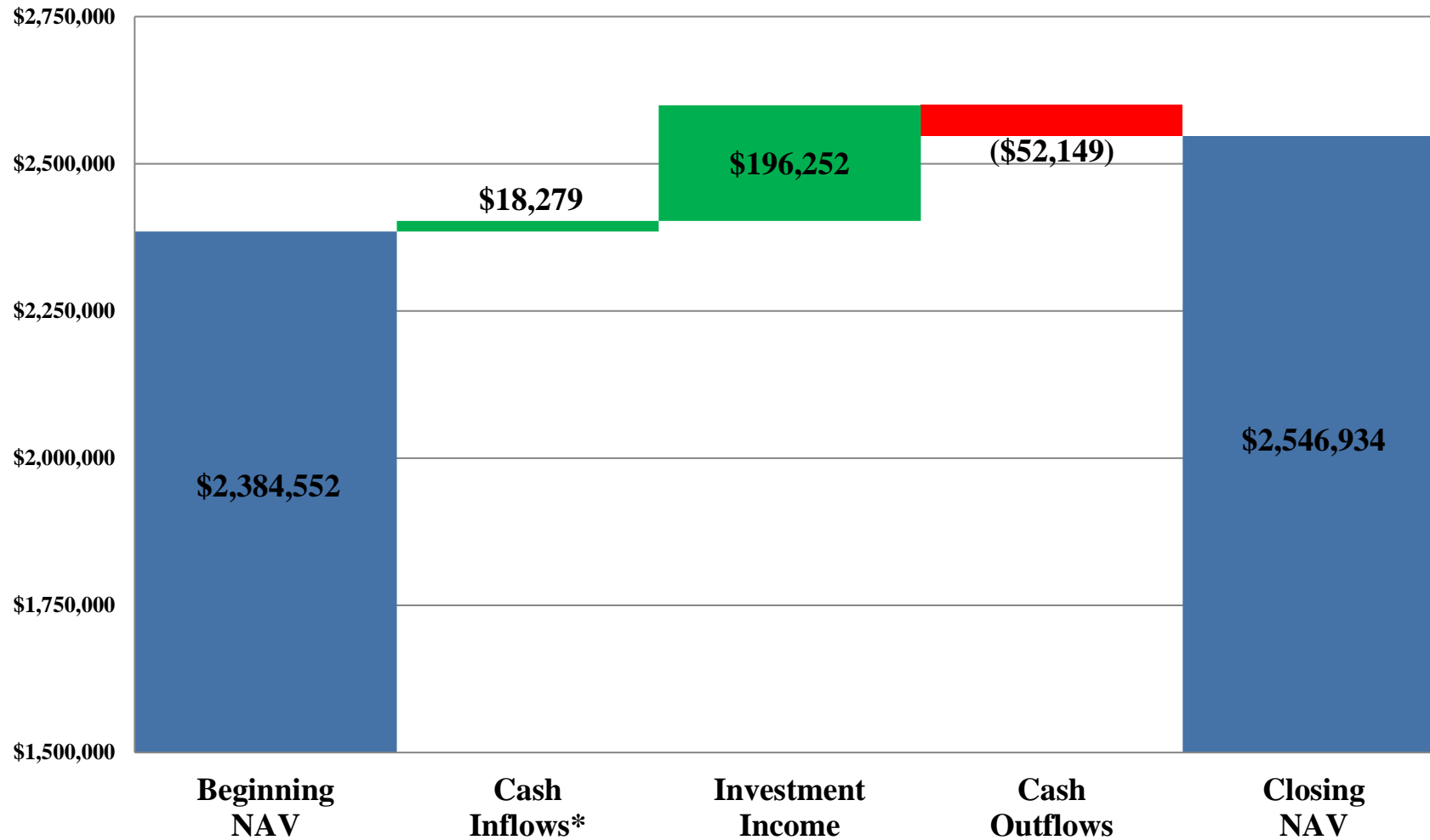
UFCIO Inception to December 31, 2021



** 60% MSCI ACWI / 40% Barclays Global Agg
 Note: Based on endowment accounting returns.

**FY 2022
Financial Recap**

Fiscal Year-to-Date 12/31/2021
(\$000's)

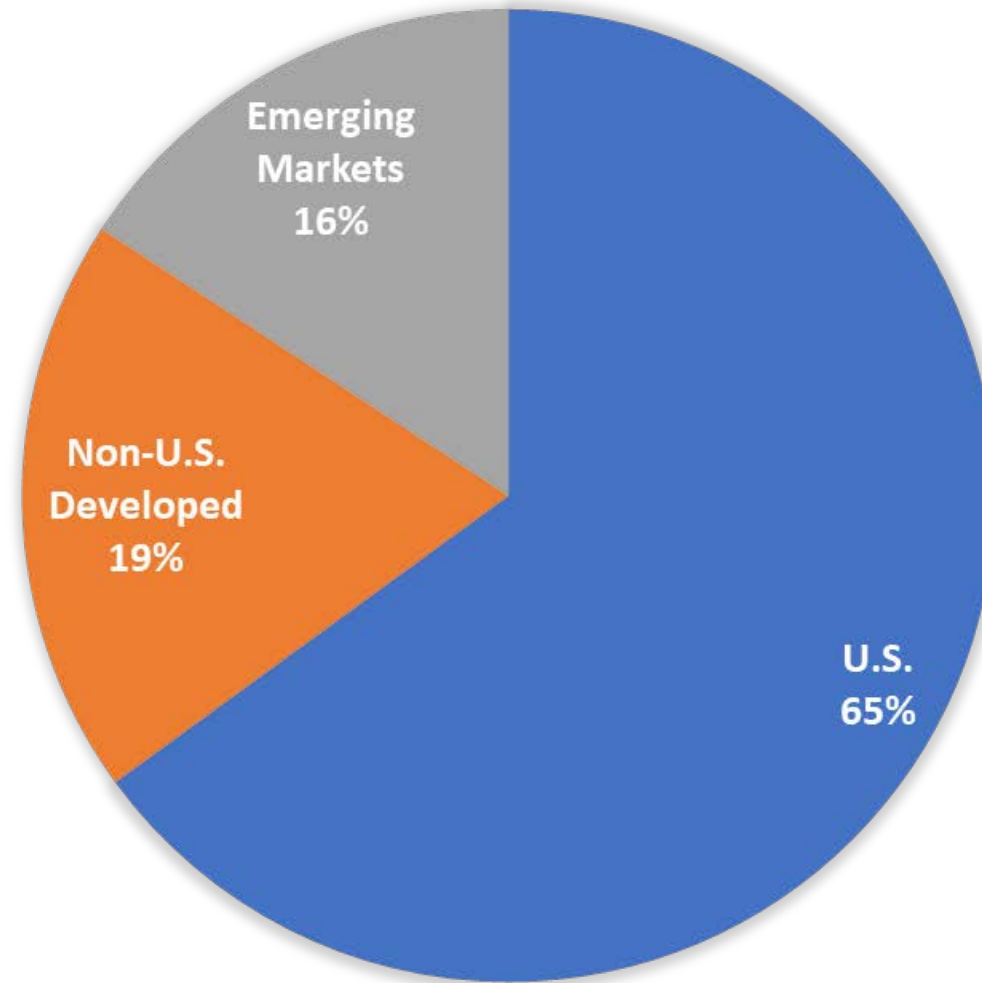


* Note: The timing of cash inflows does not always correspond with the timing of endowment gifts. The Recap is based on accounting values.

Asset Allocation
February 1, 2022 *estimated*

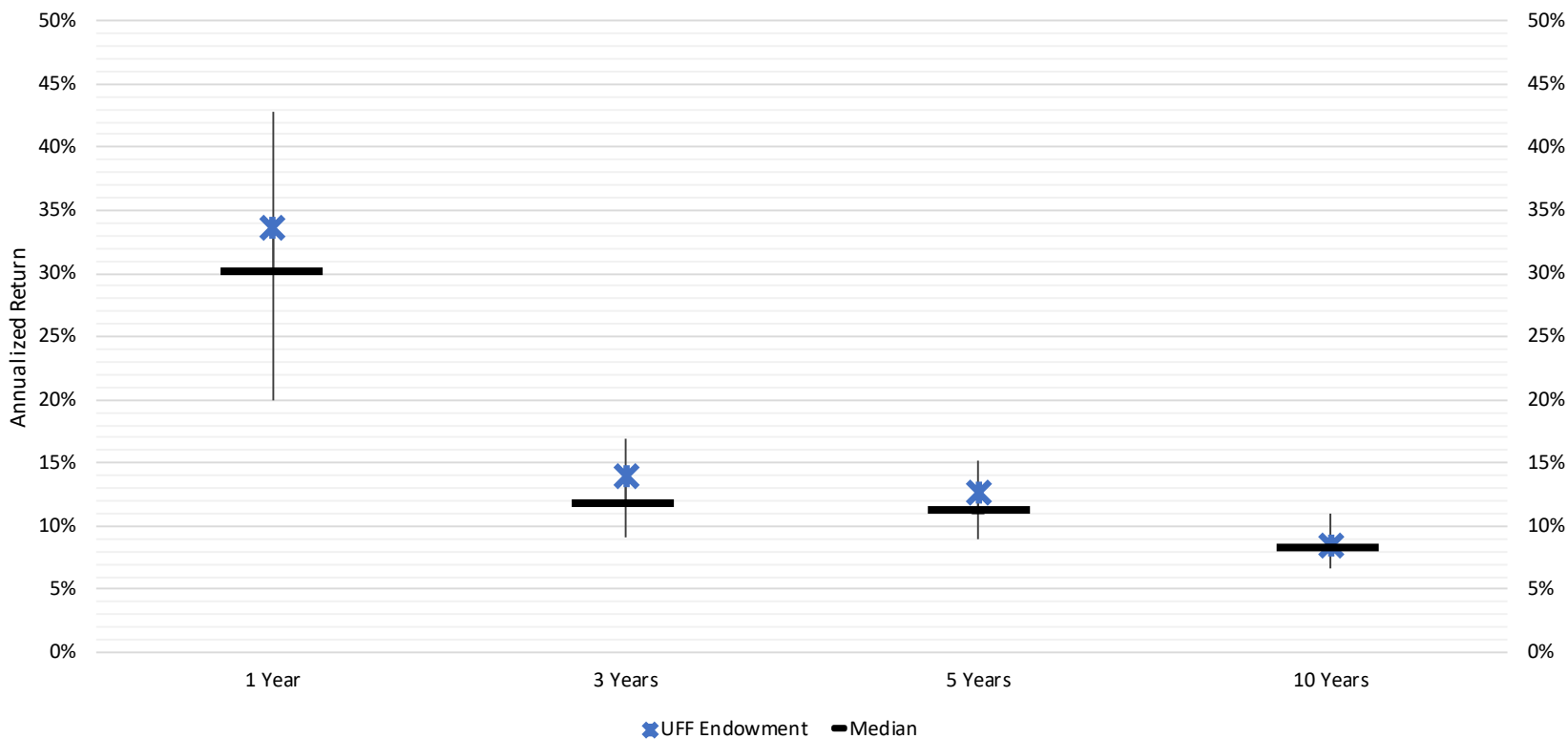
Sub Portfolios		Estimated Current Allocation	Broad Allocation Actual	Broad Allocation Targets	Sub Portfolio Targets	Sub Portfolio Variances
Growth Allocation	Public Equity	38.5%	} 78.3%	80.0%	40.0%	-1.5%
	Private Growth	31.6%			30.0%	1.6%
	Mkt. Directional HFs	8.2%			10.0%	-1.8%
Diversifying Allocation	Diversifying HFs	10.4%	10.4%	10.0%	10.0%	0.4%
Liquidity Allocation	Fixed Income	2.5%	} 11.3%	10.0%	6.5%	-4.0%
	Inflation Liquidity	6.8%			2.5%	4.3%
	Cash	2.0%			1.0%	1.0%
Totals		100.0%	100.0%	100.0%	100.0%	

Geographic Breakdown By Underlying Mandate



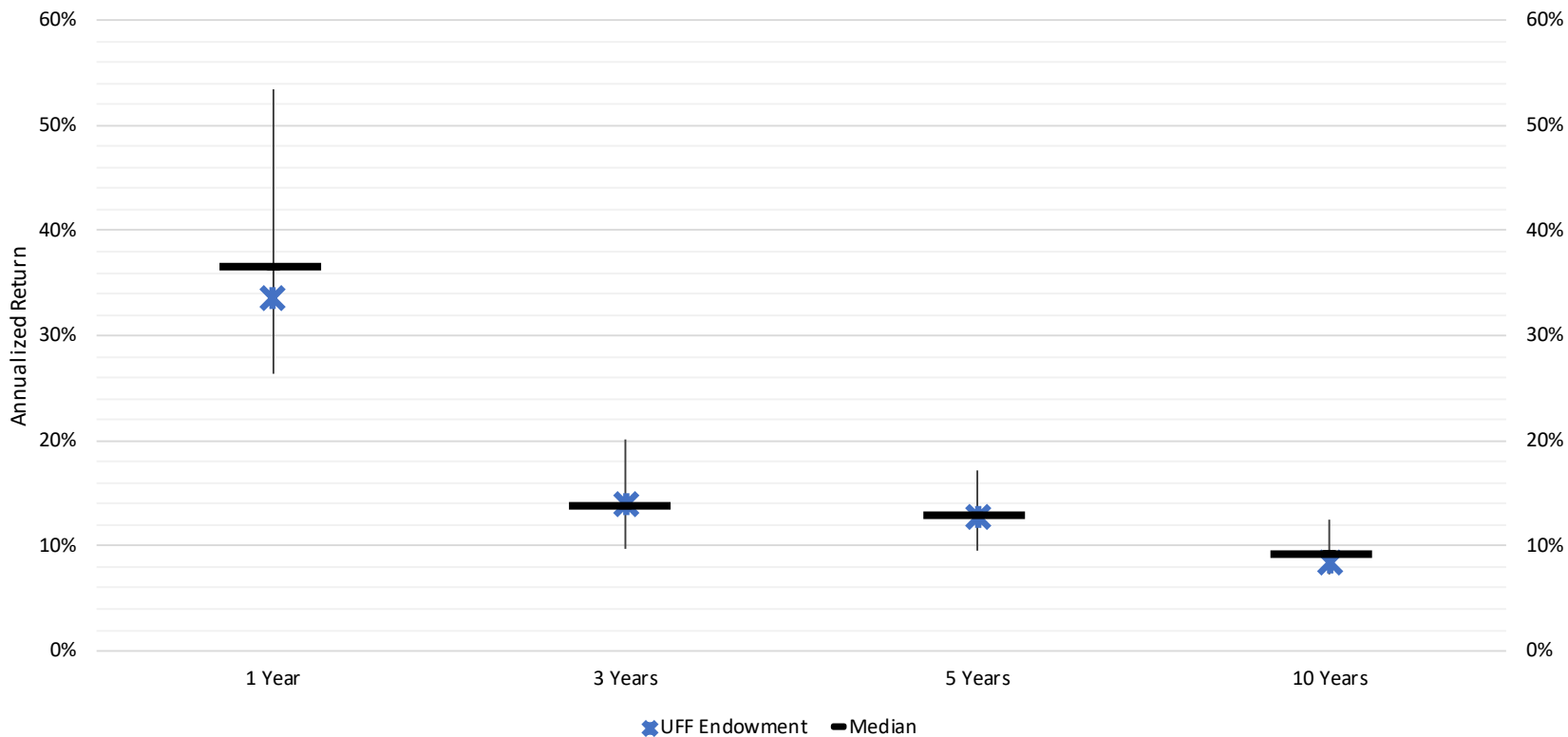
**Estimated based on underlying manager mandate as of February 2022*

Peer Review NACUBO Universe



First Quartile	34.0%	13.1%	12.3%	9.1%
Median	30.1%	11.7%	11.1%	8.3%
Third Quartile	26.9%	10.7%	10.3%	7.6%
UFF Endowment	33.6%	14.0%	12.7%	8.4%
# of Reporting Institutions	720	661	651	575

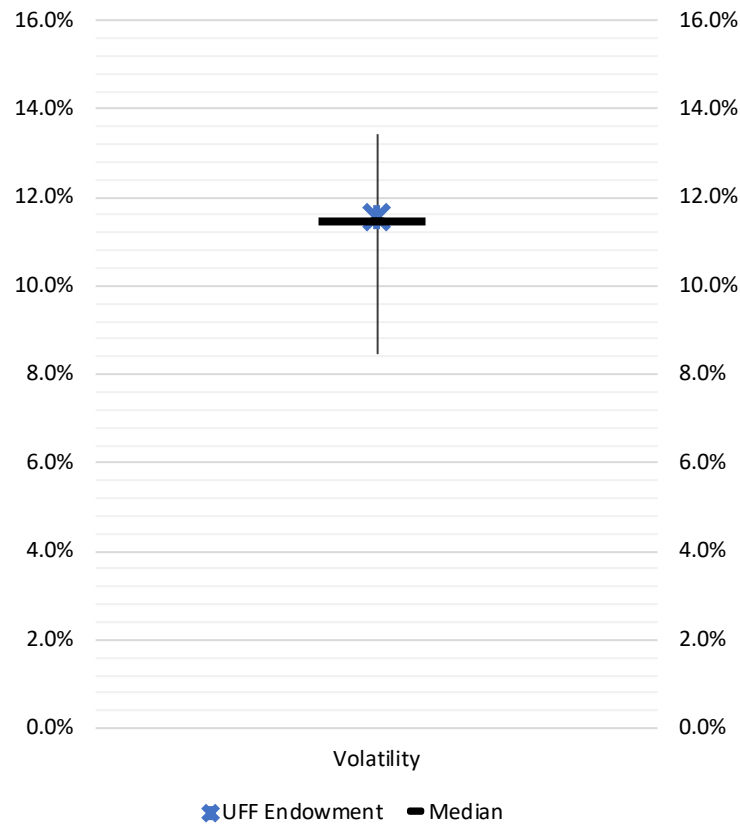
Peer Review NACUBO \$1b+ Universe



First Quartile	40.8%	15.8%	14.2%	10.2%
Median	36.5%	13.8%	12.8%	9.2%
Third Quartile	32.5%	12.1%	11.4%	8.2%
UFF Endowment	33.6%	14.0%	12.7%	8.4%
# of Reporting Institutions	136	132	132	131

Peer Review

5 Yr Risk Adjusted Returns: \$1b - \$3b Universe



First Quartile	12.6%
Median	11.5%
Third Quartile	10.0%
UFF Endowment	11.6%

Source Cambridge Associates Database

UF | UNIVERSITY *of* FLORIDA
INVESTMENT CORPORATION

ADVANCEMENT

Budget Overview

Advancement

**University
Priorities**

**College and Unit
Priorities**

Foundation

**Alumni
Association**

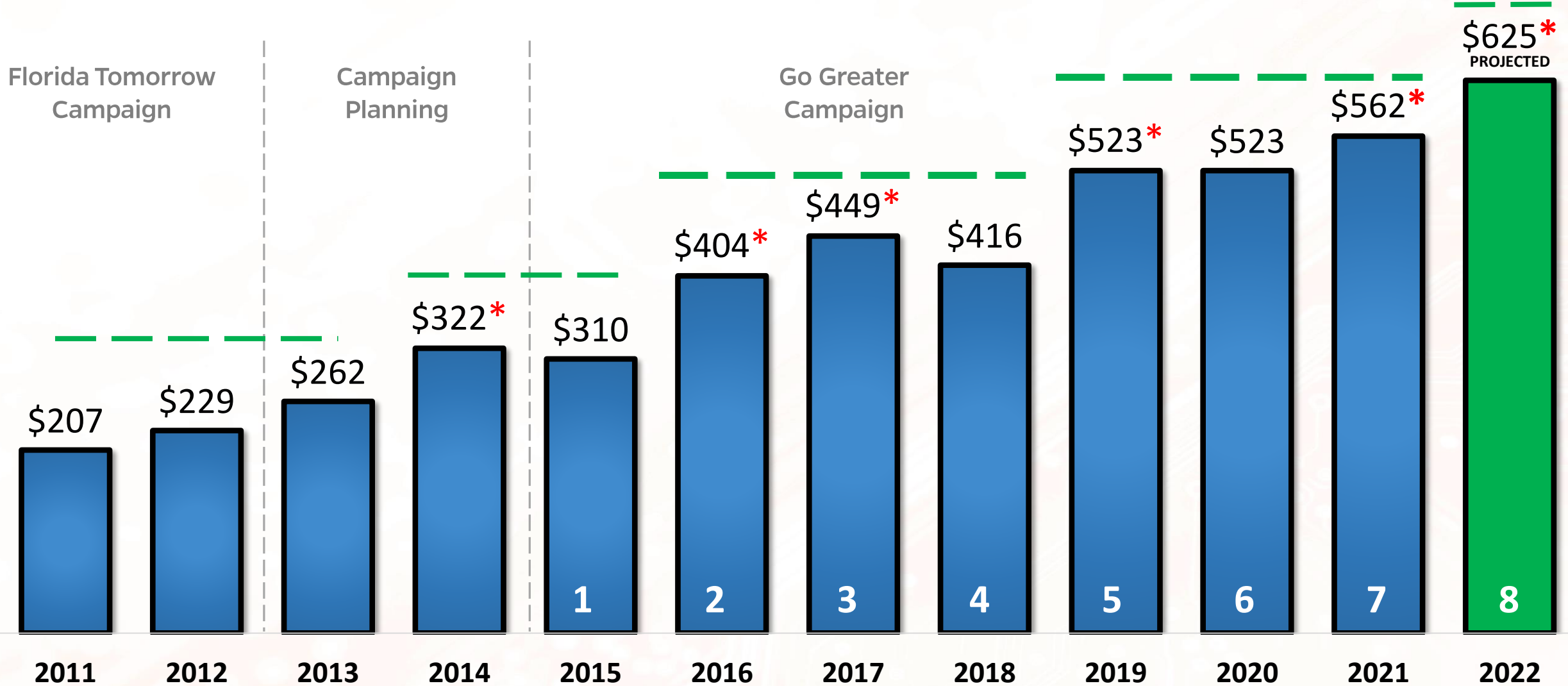
Historical Fundraising & Budget



	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22
Total Commitments	\$262M	\$322M	\$310M	\$404M	\$449M	\$416M	\$523M	\$523M	\$562M	\$625M
Budget	\$35M	\$37M	\$43M	\$46M	\$53M	\$51M	\$53M	\$58M	\$56M	\$62M

Total Commitments

Cash, Pledges and Bequest Gifts



*Gifts of \$50 million +

(in Millions)
278/567

PUBLIC UNIVERSITY FUNDRAISING (VSE) – FY21

Rank	Institution	Total
1	University of Washington	\$714M
2	University of California-Berkeley	\$649M
3	University of California-Los Angeles	\$642M
4	University of Florida	\$513M
5	Ohio State University	\$500M
6	University of North Carolina at Chapel Hill	\$443M
7	Indiana University	\$426M
8	University of Michigan	\$424M
9	University of Texas	\$422M
10	University of Minnesota <small>279/567</small>	\$402M

PUBLIC UNIVERSITY CAMPAIGNS

Institution	\$	Status	Completed Campaign Ranking
University of Washington*	\$6.3B	Completed	1
University of California Berkeley*	\$6B	In Progress	
University of California Los Angeles*	\$5.5B	Completed	2
University of Michigan	\$5.3B	Completed	3
University of Virginia*	\$5B	In Progress	
University of Texas at Austin*	\$5B	In Progress	
*Access to data (5 public institutions)			
University of Florida – Working Goal \$3B – Close in Dec 2022 – \$4.5B+			4
University of North Carolina – Working Goal \$4.25B – Close in Dec 2022 – \$4.5B+			5

Advancement FY22

\$62M

FY22 Budget

334

FTE

110

Fundraisers

\$625M

**Total Commitments
Projected**

\$10+

ROI

\$2.55B

Endowment

Peer Data



FY23 Thoughts

- **Total Commitments \$650M**
- **Increase Budget to \$68M**
- **Increase Fundraisers by 10 | 120**
- **Increase Advancement Staff by 20 | 355**

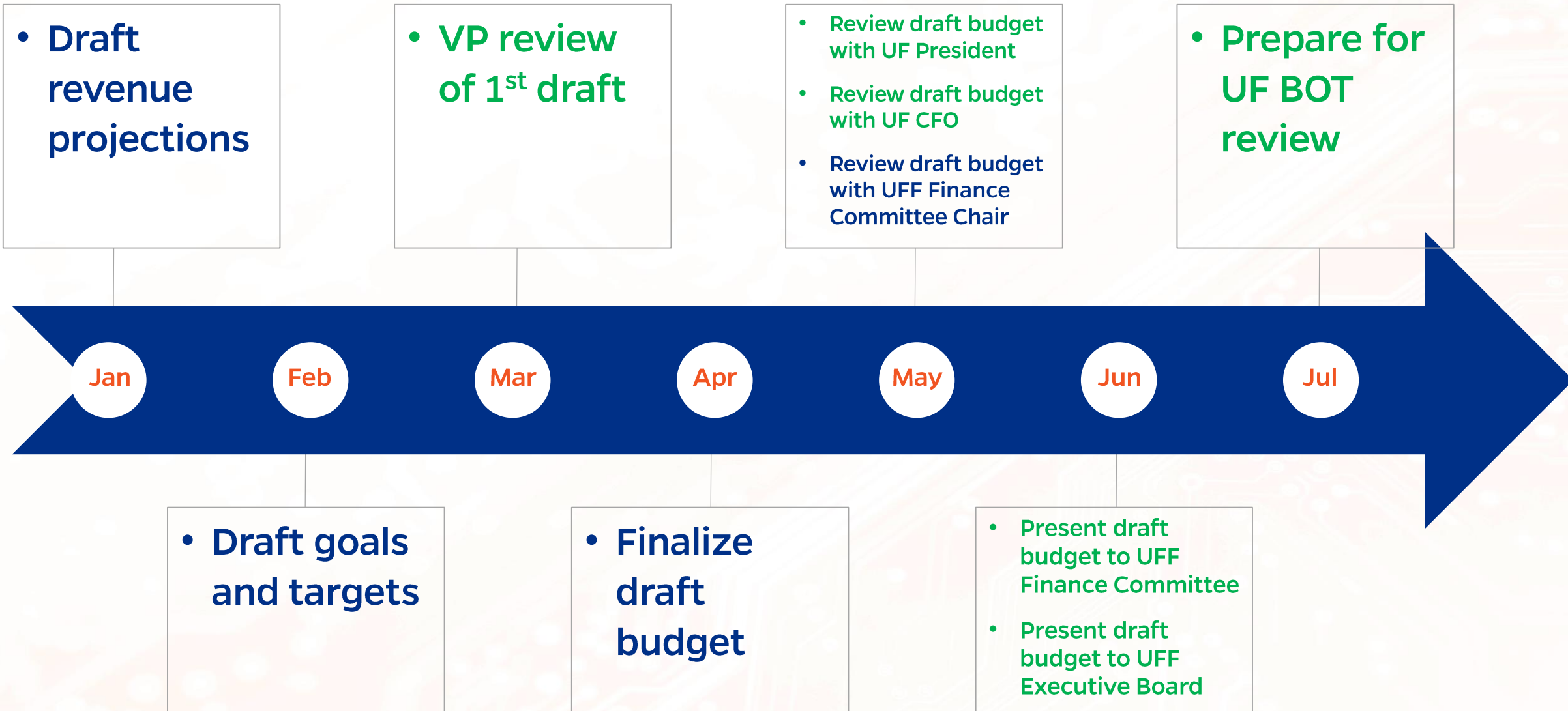
Fundraising & Peer Budget Comparisons



	FY23	FY24	FY25	FY26	FY27	FY28	FY29	FY30	FY31
Target Total Commitments	\$650M	\$675M	\$700M	\$735M	\$780M	\$800M	\$830M	\$880M	\$900M
Target Budget	\$68M	\$72M	\$77M	\$80M	\$83M	\$86M	\$90M	\$95M	\$100M
Elite Program Budget	\$95M	\$98M	\$101M	\$104M	\$107M	\$110M	\$114M	\$117M	\$121M
% of Elite Program Budget*	71%	73%	76%	77%	77%	78%	79%	81%	83%

* Fiscal years 2021 and 2022 were at 63% and 67% of the elite programs' budget, respectively.

Planning and Budget Cycle





COMMITTEE ON ACADEMIC, FACULTY AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC COMMUNICATIONS

AGENDA

~9:35 a.m.

President’s Room 215B, Emerson Alumni Hall University of Florida, Gainesville, FL

Committee Members:

Rahul Patel (Chair), David C. Bloom, Cooper L. Brown, James W. Heavener, Morteza “Mori” Hosseini, Thomas G. Kuntz, Daniel T. O’Keefe

- 1.0 Call to Order and WelcomeRahul Patel, Chair
2.0 Verification of Quorum Vice President Liaison
3.0 Review and Approval of Minutes.....Rahul Patel, Chair
December 3, 2021
January 13, 2022 (Subcommittee on Mental Health)
February 17, 2022 (Subcommittee on Mental Health)
March 17, 2022 (Subcommittee on Mental Health)
March 31, 2022
4.0 Action ItemsRahul Patel, Chair
AFSSPRSC1 Tenure Upon Hire
AFSSPRSC2 Degree Terminations
AFSSPRSC3 Degree Changes
AFSSPRSC4 Special Purpose Center
AFSSPRSC5 Accountability Plan
AFSSPRSC6 New Degree
5.0 Discussion Items.....Rahul Patel, Chair
5.1 Admissions Update Mary Parker, Vice President for Enrollment Management
5.2 Graduate Student Update.....Nicole Stedman, Dean, Graduate School
5.3 Faculty Senate Update David Bloom, Faculty Senate Chair
5.4 Student Body President Update Cooper Brown, Student Body President
5.5 Subcommittee on Mental Health Update Cooper Brown and D’Andra Mull, Vice President for Student Life
6.0 New BusinessRahul Patel, Chair
7.0 AdjournRahul Patel, Chair



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS**

Meeting Minutes

December 3, 2021

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 9:34 a.m.

Time Adjourned: 11:03 a.m.

Committee and Board members present:

Rahul Patel (Committee Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Christopher T. Corr, Morteza "Mori" Hosseini (Board Chair), Thomas G. Kuntz (Board Vice Chair), Daniel T. O'Keefe, Fred S. Ridley, and Anita G. Zucker.

Others present:

W. Kent Fuchs, President; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Jodi Gentry, Vice President for Human Resources; Amy Hass, Vice President and General Counsel; Edward Jimenez, Chief Executive Officer for UF Health Shands; Mark Kaplan, Vice President for Government and Community Relations and University Secretary; Charlie Lane, Senior Vice President and Chief Operating Officer; Thomas Mitchell, Vice President for Advancement; D'Andra Mull, Vice President for Student Affairs; David Nelson, Senior Vice President for Health Affairs and President of UF Health; David Norton, Vice President for Research; Mary Parker, Vice President for Enrollment Management and Associate Provost; Nancy Paton, Vice President for Strategic Communications and Marketing; Winfred Phillips, Executive Chief of Staff; Curtis Reynolds, Vice President for Business Affairs; Scott Stricklin, Director of Athletics; members of the University of Florida community, and the public.

1.0 Call to Order and Welcome

Committee Chair Rahul Patel welcomed everyone in attendance and called the meeting to order at 9:34 a.m.

2.0 Verification of Quorum

Senior Vice President Glover confirmed a quorum. Trustee Heavener was unable to attend due to a conflict.

3.0 Review and Approval of Minutes

The Committee Chair asked for a motion to approve the minutes from June 10, 2021, August 4, 2021, and November 2, 2021, meetings, which was made by Trustee Kuntz and seconded by

Trustee O'Keefe. Committee Chair Patel asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

4.0 Action Items

Committee Chair Patel indicated that the committee went through the action items at the pre-meeting held on November 2 and asked Provost Glover to review the action items.

AFSSPRSC1 Tenure Upon Hire

Provost Glover indicated there were 8 Tenure Upon Hire cases. The candidates have met the criteria for tenure and have been recommended to receive tenure. The 8 cases are as follows:

1. Dr. Jose Ignacio Reyes De Corcuera – College of Agricultural and Life Sciences
Associate Professor, Department of Agricultural and Biological Engineering
2. Dr. Henry Medeiros – College of Agricultural and Life Sciences
Associate Professor, Department of Agricultural and Biological Engineering
3. Dr. Michael Scharf – Institute of Food and Agricultural Sciences
Professor, Department of Entomology and Nematology
4. Dr. Suzanne Thornsbury – Institute of Food and Agricultural Sciences
Professor, Department of Food and Resource Economics
5. Dr. Ramona Caponegro – George A. Smathers Libraries
Associate University Librarian and Curator, Baldwin Library of Historical Children's Literature, Department of Special and Area Studies Collections
6. Dr. Feifei Xiao – Colleges of Public Health and Health Professions and Medicine
Associate Professor, Department of Biostatistics
7. Dr. Angela Starkweather – College of Nursing
Professor, Department of Biobehavioral Nursing Science
8. Dr. Riche J. Daniel Barnes – College of Liberal Arts and Sciences
Associate Professor, Department of Anthropology

Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item AFSSPRSC1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Cooper, and second which was made by Trustee O'Keefe. Committee Chair Patel asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

AFSSPRSC2 New Degrees

Provost Glover indicated that there are 3 proposed new degrees as follows:

The proposed Bachelor of Arts in Education-Early Childhood Education major in the College of Education as Limited Access will teach individuals interested in working with diverse children and their families in preschool, kindergarten, and early elementary grades. The graduates of this program will be prepared to pursue Florida's aged three to grade three teacher certifications.

Trustee Kuntz asked whether someone was keeping track of the limited access programs to determine if in the future they need to dedicate more resources. Provost Glover indicated that the Board of Governors is doing a thorough review of all the Limited Access Programs.

The proposed Master of Science with a major in Applied Data Science in the Herbert Wertheim College of Engineering will provide studies with a working knowledge of techniques and software commonly used in Data Science. This degree will help meet the demand for Data Science in multiple engineering disciplines and prepare engineering students to work as data scientists in industry.

The proposed Master of Integrated Sustainable Development in the College of Design, Construction and Planning will integrate research into required core courses and collaborative studio projects. The students will learn the skills and strategies to facilitate a quadruple bottom line of ecological, cultural, and social and economic sustainability and resiliency across local, state, national and international scales of the built environment.

Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item AFSSPRSC2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brown, and second which was made by Trustee Bloom. Committee Chair Patel asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

AFSSPRSC3 HB 1261 Career Planning for First-Year Undergraduate Students

Provost Glover indicated that House Bill 1261 was recently enacted that requires the universities to establish a mechanism to connect state university undergraduate students to career information expectations read career readiness. UF Career Connections Director Ja'Net Glover went through the requirements that UF has created to ensure they have met this requirement.

Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item AFSSPRSC3 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brown, and second which was made by Trustee O'Keefe. Committee Chair Patel asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

AFSSPRSC4 Honorary Degrees

Provost Glover indicated that there are 2 Honorary Degrees up for consideration as follows: James Hines, Doctor of Science and Thomas Petty, Doctor of Music.

Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item AFSSPRSC4 (James Hines) for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Kuntz, and second which was made by Trustee Bloom. Committee Chair Patel asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item AFSSPRSC4 (Thomas Petty) for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Kuntz, and second which was made by Trustee O'Keefe. Committee Chair Patel 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 Items

5.1 Admissions Update

Vice President Mary Parker gave an update on how the total applications over time have increased. She indicated that last year we completed the year with 55,000 applications and by November 1 this year we increased applications to 60,000. President Fuchs stated that the best universities are getting a record number of applicants and with UF reaching Top 5 we are up there as well. Board Chair Hosseini indicated that we are comparing ourselves to the University of Virginia, UCLA, and University of Michigan. Executive Chief of Staff and Senior Advisor to the President Win Phillips asked what the acceptance rate was, and Vice President Parker indicated it was 32%.

Vice President Parker stated that her office was focusing on yield. Specifically, what can they do to get students to accept once they have received their offer to UF. She indicated her office would involve the Deans because students want to know specific college-oriented information once they have been accepted. Such as what students and alumni are doing and what is the value of a UF degree. Trustee Kuntz wanted to know what we were doing with yield vs. other in-state schools. Vice President Parker said that about 6 weeks ago they implemented a marketing plan of making personal phone calls to students that had been accepted and that they were seeing the benefits. Chair Hosseini stated that UF allocated \$5M for 4 years for students who were able to get Pell grants but could not afford to attend UF. Vice President Parker said that incentive was helping. Trustee Zucker asked when students are notified that they qualify for the Machen Florida Opportunity Scholarship. Vice President Parker indicated they have other programs in place like Promise to identify and notify these students. Trustee Brandon asked how you strategically change the process to get the net number desired. Vice President Parker noted her team has great strategies in place and they are focusing on rebuilding data strategies and will come up with new ways. Trustee Brandon then asked if we collaborate with other Top 5 institutions on strategies. Vice President Parker confirmed that we do work with our AAU peers and other land grant institutions.

Board Chair Hosseini commented that the boards' goal is to have a 16:1 student to faculty ratio. Provost Glover stated that he had issued Vice President Parker a charge to look at enrollment numbers for undergraduate and graduate students to ensure our numbers in the various categories (on-campus, online, transfers, Innovate, undergraduates, graduates, 1st time Freshmen, PACE, non-degree) are within the limits.

5.2 Faculty Senate Update

Faculty Senate Chair David Bloom gave an update on numerous matters that were going on in the Faculty Senate and with the faculty. He said the faculty are extremely happy with the Baby Gator Expansion and the Graduate Student Housing Expansion. Chair Bloom indicated that he had created several Task Forces to address some issues of concern. He stated that the Faculty Senate approved a change to the academic calendar that allowed the UF Spring Break to align with the Alachua County public schools Spring Break beginning in Calendar Year 2025. He also indicated that the Faculty Senate approved a resolution on the non-tenure track faculty title change from lecturer to instructional professor. Another resolution was to reaffirm faculty support of freedom of speech and academic freedom. He touched on faculty reputation noting

outside activities and consulting are a part of the tenure and promotion process. It helps provide exposure and builds visibility of the faculty. He noted all information is on the faculty senate website. They want to continue to raise the reputation of all colleges and appreciate the boards and administration's help in rising to Top 5.

5.3 Student Body President Update

Student Body President Cooper Brown gave an update on the initiatives that student government has been working on. The two main issues include looking into a potential partner with Teledoc to have a mental health service app available to the students. Board Chair Hosseini asked how long students wait. Student Body President Cooper indicated this is his #1 priority because students are having to wait months to get in to see a counselor. They hope there may be solutions using telehealth.

Board Chair Hosseini tasked Student Body President Brown to Chair a subcommittee and work with Trustee Zucker, Trustee Cole and Vice President Mull to look into the health counseling issue. He asked that the subcommittee report back at the April BOT meeting their recommendations. Board Chair Hosseini said he wants the students to be happy.

Student Body President Brown discussed the second issue of the Liberty Pond Fountain. Liberty Pond was constructed in April 2009 with a fountain in the middle of Liberty Pond but has since fell into disrepair. The Division of Student Life has received approval through the CITF process to replace the fountain and make additional improvements, but the Lakes, Vegetation and Landscaping Committee has denied the request. Board Chair Hosseini asked David Brandon to be involved with Vice President Reynolds and Student Body President Brown to discuss a resolution regarding Liberty Pond and bring back a resolution to the Board in April 2022.

5.4 Student Life Update

Vice President D'Andra Mull gave an update on student affairs matters and indicated that the Division of Student Life has created their Strategic Plan, 5-year path forward. Vice President Mull shared that recreational space is limited on campus for students as compared with other SEC schools. Board Chair Hosseini asked Trustee Brandon to work with Senior Vice President Lane to look at the recreational space on campus and make recommendations for creating more.

Trustee Cole pointed out a slide in the presentation related to mental health and how concerned he was about the student's responses. Trustee Zucker agreed and asked if we have a hotline available to students 24/7 if they need help. Vice President Mull confirmed we do. Trustee Zucker shared there may need to be some more communication of the availability of that number to the student. Trustee O'Keefe added that an app should be considered in addition to the hotline.

5.5 Performance Funding Update

Provost Glover gave an update on the university's performance metrics. He shared that UF has increased their preliminary graduation rates. He also shared that UF changed metric 10 from the 6-year graduation rate to endowment. With this new metric, UF should score 10 points based on improvement. He also indicated that the Board of Governors changed their Metric 1, with the wage threshold increasing to \$30,000 from \$25,000.

6.0 New Business

There was no new business to come before the committee.

7.0 Adjournment

There being no further discussion, the meeting was adjourned at 11:03 a.m.

DRAFT

SUBCOMMITTEE ON MENTAL HEALTH

Subcommittee Meeting Minutes

Virtual Meeting

January 13, 2022

University of Florida, Gainesville, FL

Time Convened: 10:00 a.m.

Time Adjourned: 10:58 a.m.

Committee and Board members present:

Cooper L. Brown (Chair), David G. Brandon, Richard P. Cole, Rahul Patel, and Anita G. Zucker

Others present:

Chris Cowen, Senior Vice President and Chief Financial Officer, Amy Hass, Vice President and General Counsel, D'Andra Mull, Vice President for Student Life, Nancy Paton, Vice President for Strategic Communications and Marketing, and other members of the public.

1.0 Call to Order and Welcome

Chair Cooper L. Brown welcomed everyone in attendance and called the meeting to order at 10:00 a.m.

2.0 Roll Call

Assistant University Secretary Melissa Orth called the roll of the committee and board members present. No quorum was necessary since no actions will be taken.

3.0 Discussion Items

3.1 Purpose, Goals, and Timeline

Chair Cooper L. Brown indicated that today's meeting would be to brainstorm and to see what the goals of the committee are. He presented his subcommittee goals which consisted of a comprehensive review of what UF offers as well as an action plan to bring to the board in April. The February meeting will focus on the plan of action and March will finalize the proposal for the board, the includes how to implement the recommendation and financial needs associated with it.

Chief Financial Officer Chris Cowen commented that the Board of Trustees have determined not to increase any fees including the Student Health Fee. This subcommittee needs to come up with a sustainable funding model and this would be our chance to be a leader in this space.

3.2 Current UF Resources

Vice President D'Andra Mull went through the resources that are available to students. She provided documents in advance for the subcommittee to review. Trustee Cole asked what kind of issue a student would have that it would take them 2-3 weeks to get an appointment. VP Mull indicated that students who are new to UF and may need help adjusting but are not in crisis, want to know they have support to navigate the university, stress, time, etc. Trustee Cole asked whether there is a log of the interactions so that a professional can look at the log of the student concerns and determine whether the student should be seen sooner rather than later. VP Mull confirmed there is a log and tracking. She added that they are working on a university-wide survey of all students so there can be a benchmark. She stated the national average of wait times is 3-4 months. VP Mull indicated the information was not confidential and she would send this report to the subcommittee.

Chair Brown asked if VP Mull could provide the subcommittee with information on the number of students who were on the waitlist prior to the CART program going into effect.

Trustee Cole inquired whether other universities have already made changes in this area and whether we could incorporate what they have learned. VP Mull indicated that every five years there is an outside review of all her departments however, they regularly benchmark other universities, they are in a network of like universities, and all share their information. Trustee Cole asked whether the results the outside review could be shared with the committee indicating what recommendations were acted upon and what they did not act on and why.

3.3 External Services and Resources to Consider

Chair Brown indicated external services can often supplement or enhance existing services. He mentioned that an app would be beneficial as that's how most students navigate today's world. He asked whether UF had the ability to develop an app. VP Mull indicated that UF was able to develop the GatorSafe App and that it was something they could look into.

Chair Brown noted we do offer telehealth services. He asked VP Mull if she thought using an external resource or internal resource would be most beneficial.

VP Mull stated she would rather see the services stay within UF so there is control and to ensure it is specific to UF and our student experience. Chair Brown would like to see an app point the students to various areas of support available. He indicated that the Chief Information Officer, Elias Eldayrie should be brought into the next meeting to discuss the possibilities of a centralized app. Chair Cole indicated that if we were able to develop this into an app that we could take it to the Board of Governors, and it could become a model for the SUS.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, Chair Cooper L. Brown adjourned the meeting at 10:58 a.m.

SUBCOMMITTEE ON MENTAL HEALTH

Subcommittee Meeting Minutes

Virtual Meeting

February 17, 2022

University of Florida, Gainesville, FL

Time Convened: 2:00 p.m.

Time Adjourned: 2:59 p.m.

Committee and Board members present:

Cooper L. Brown (Chair), David Brandon, Richard P. Cole, Anita G. Zucker

Others present:

Chris Cowen, Senior Vice President and Chief Financial Officer, Amy Hass, Vice President and General Counsel, D'Andra Mull, Vice President for Student Life, Elias Eldayrie, Vice President and Chief Information Officer, Mark Kaplan, Vice President for Government and Community Relations, and other members of the public.

1.0 Call to Order and Welcome

Chair Cooper Brown welcomed everyone in attendance and called the meeting to order at 2:00 p.m.

2.0 Roll Call

Assistant University Secretary Melissa Orth called the roll of the committee and board members present. No quorum was necessary since no actions will be taken.

3.0 Discussion Items

3.1 Overview of Health & Wellness and Well Being Platform

Chair Brown stated that he and Vice President D'Andra Mull had conversations with staff in Student Life, Student Government, and IT to discuss options available for students through the GatorSafe app and whether it could be updated to meet the current needs or whether a new app would need to be developed. VP Mull provided an overview of the GatorSafe app and what is currently available to the students. VP Mull indicated that they have scheduled demonstrations with several vendors for apps that currently exist but stated that they are expensive and based on what she has seen from some of the apps they do not encompass all the things that UF is trying to capture. She indicated that to do benchmarking we should be capturing the things that our students are experiencing on campus. VP Mull indicated that focus groups should be set up to determine what students need. Students should be shown the app at preview orientation and how to navigate.

Trustee David Brandon asked whether we were pulling app information from peer institutions and VP Mull indicated that they were, which included a peer institution's app she shared during her opening remarks. Chair Brown stated that he met with peers about vendors used and they said they were very imperfect. He commented we already have the structure and should look at revamping.

Chair Brown said our action item to bring to the board is to permanently fund the CART team. Trustee Anita Zucker wanted to know how much funding would be needed. VP Mull indicated that \$1M was needed for the CART model as is and to add 6 case managers, the cost would be \$1.56M. Trustee Brandon asked how we fund it. Senior Vice President Chris Cowen indicated that the student health fee has not increased in several years and that his office would be providing funding for the upcoming year to bridge the financial. Trustee Brandon asked what the Board of Governors' stance is on funding. Vice President Mark Kaplan indicated that they are supportive of increasing funding but not fees. Trustee Cole indicated that it has been the BOG's position to keep universities as cheap as possible for students to attend.

Trustee Cole addressed the use of the wording "Students in Distress" in the GatorSafe app and asked whether softer terminology could be used since all students may not be in distress.

Chair Brown stated that a better job needed to be done to get the GatorSafe app out there and letting students know about it. VP Mull indicated there were only 3,000 downloads of the app last year. They are in the process of redoing preview orientation to make students more aware of the app. She stated that it was housed with UPPD.

Vice President Elias Eldayrie indicated that the GatorSafe app was originally launched for a different purpose. It may be possible to revamp and augment to add wellness. His team will need to rethink design and how to secure private data. Before anything can happen there needs to be a clear scope of what is needed in the app. Trustee Brandon stated there needed to be a conversation with our peers and students to address what they want to see in the app. Chair Brown stated that we need to come up with a plan on how to roll it out.

Chair Brown stated that there were 2 options: 1. Create a new App; 2. Rebranding of GatorSafe app. The App needs to be user friendly.

Trustee Brandon indicated it needed to address mental health as well as physical health. VP Eldayrie said they would need to look at moving the HIPAA data around.

3.2 External Review Documents

VP Mull went through the external review that was completed for the Counseling and Wellness Center. Some of the recommendations have already been put into motion and action. She indicated that in a national survey, 85% of vice presidents for student affairs noted that student mental health and wellness is a top priority for them as executive leaders, which VP Mull echoed.

3.3 Review Action Plan

Chair Brown stated the action plan currently focuses on permanent funding for CART, an app, and communication of resources to students. Chair Brown requested that the committee provide feedback on what they think should be in the app for the students and send this month. VP Eldayrie suggested it also be shared with the rest of the Board for feedback. The feedback will be discussed at the next meeting.

Trustee Cole stated that the SUS needs to give more resources to the universities. Chair Brown indicated that this was a chance for UF to be a leader in the state. Trustee Zucker stated that we should create something that has usefulness for other state universities. SVP Chris Cowen indicated that he had had a recent conversation with President Fuchs regarding substance abuse and stated it should be one of the components of the app. VP Mull noted that the Student Life GatorWell department had just hired a new staff member who will focus on educating students about the impact of alcohol and other drugs regarding wellness.

Chair Brown indicated we will discuss funding of the subcommittee's request at the March meeting.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, the meeting was adjourned at 2:59 p.m.

SUBCOMMITTEE ON MENTAL HEALTH

Subcommittee Meeting Minutes

Virtual Meeting

March 17, 2022

Time Convened: 2:00 p.m.

Time Adjourned: 2:38 p.m.

Committee and Board members present:

Cooper L. Brown (Chair), David L. Brandon, Richard P. Cole, Anita G. Zucker

Others present:

Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Amy Hass, Vice President and General Counsel; D'Andra Mull, Vice President for Student Life; and members of the University of Florida Community, and the public.

1.0 Call to Order and Welcome

Chair Cooper Brown welcomed everyone in attendance and called the meeting to order at 2:00 p.m.

2.0 Roll Call

Assistant University Secretary Melissa Orth called the roll of the committee and Board members present. No quorum was necessary since no actions will be taken.

3.0 Discussion Items

3.1 Review of Prototype App

Chair Brown stated he reviewed the prototype content and was very pleased with the outcome. He indicated it was exactly what he had envisioned. Vice President D'Andra Mull stated that the Office of Student Life and Information Technology came up with a visual sample of a prototype. A focus group of students received access to the prototype to see if it met their needs and changes were made based on their review. VP Mull went through the prototype and samples of cases that students would encounter and options they would find within the web-based framework for help and wellness.

Trustee Richard Cole indicated he was very pleased with the results and congratulated the team. Trustee Anita Zucker agreed and added she loved the direction taken by both offices working together. All agreed other institutions may want the web-based framework once it was complete and thought it would improve the health of our students. Trustee Cole mentioned we should explore a patent.

3.2 Overview of App Content

Senior Vice President and Chief Financial Officer, Chris Cowen asked whether there would be a separate frame for graduate students. VP Mull stated that the needs of the undergraduates and graduates were interconnected, and the web-based modules would meet the needs of the entire student community. They will have content built out specific for graduate students. Chair Brown indicated that the app would be rolled out in phases, and they would be continuously seeking feedback from students on improvements. Vice President and Chief Information Officer, Elias Eldayrie indicated that Student Life had already tested the modules with students which was the first step and the students had indicated it was as they envisioned it would be.

Trustee David Brandon asked what the cost would be, and VP Eldayrie indicated he did not know at this time. He stated they were able to utilize the tools that we already have in OneUF. He has asked his staff to start working on sketching out an app. He indicated they have some of the resources to build the app but not in a timely manner. They would have to contract with an outside vendor to make this happen. SVP Cowen stated that he has money that can be used to help fund the development of the app but that it needs to be used by June 1. VP Eldayrie stated that his office was looking at costs now and he should have an estimate in three to four weeks. VP Eldayrie asked if the committee supported moving forward on this path. All agreed and it was noted the full Board will take this up for a vote in April via the AFSSPRSC Committee.

Trustee Brandon suggested Board Chair Hosseini discuss the app with the Board of Governors to potentially make it available to in-state universities as well as out-of-state universities for a fee.

3.3 Finalize Action Plan

Trustee Cole stated that the draft recommendation needs to include a plan for long-term financing and getting the graduate assistants involved more. VP Mull indicated that graduate assistants were already involved in CART and that permanent funding, and additional counselors were important.

Chair Brown stated that the development of the app is important but if we don't have enough counselors to support it then we are back to square one. He indicated that the implementation of CART counselor wait times have come down which shows the important of student counselors. Chair Brown indicated he would circulate an updated recommendation document with Trustee Cole's suggested edits to the committee and the full Board.

4.0 New Business

There was no new business to come before the committee.

5.0 Adjourn

There being no further discussion, the meeting was adjourned at 2:38 p.m.



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS**

Pre-Meeting Minutes

Virtual Meeting

March 31, 2022

Time Convened: 9:02 a.m.

Time Adjourned: 9:30 a.m.

Committee and Board members present:

Rahul Patel (Committee Chair), David C. Bloom, David L. Brandon, Cooper L. Brown, Richard P. Cole, Thomas G. Kuntz, Daniel T. O’Keefe, Marsha D. Power, Anita G. Zucker

Others present:

W. Kent Fuchs, President, Chris Cowen, Senior Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Amy Hass, Vice President and General Counsel, Mark Kaplan, Vice President for Government and Community Relations and University Secretary; D’Andra Mull, Vice President for Student Life; Steve Orlando, Interim Vice President for Strategic Communications and Marketing; Mary Parker, Associate Provost and Vice President for Enrollment Management; Curtis Reynolds, Vice President for Business Affairs; Melanie Schramm, Assistant Vice President for Marketing; Nicole Stedman, Associate Provost and Dean of the Graduate School, and members of the University of Florida community.

1.0 Call to Order and Welcome

Committee Chair Rahul Patel welcomed everyone in attendance and called the meeting to order at 9:02 a.m. He noted that this was an informational meeting only and that there would be no voting.

2.0 Roll Call

Board Staff conducted a roll call and Committee members were present except Board Chair Mori Hosseini and Trustee James W. Heavener who had conflicts.

3.0 Review Draft Agenda for April Meeting

3.1 Review Draft Minutes

Committee Chair Patel noted that we will review and approve the following minutes at the April BOT meeting:

- December 3, 2021 – Committee
- January 13, February 17, March 17, 2022- Subcommittee on Mental Health
- March 31, 2022 – Pre-Meeting

3.2 Review Action Items

Tenure Upon Hire

Provost Joe Glover indicated six Tenure Upon Hire cases have met the criteria for tenure and have been recommended to receive tenure. He indicated that there may be additional cases to review at the April meeting. The six cases are as follows:

- Panagiotis Benos, Professor, Department of Epidemiology (jointly with College of Public Health and Health Professions/College of Medicine)
- Di Fang, Associate Professor, Department of Food and Resource Economics (IFAS/CALS)
- Dianne McFarlane, Professor and Chair, Department of Large Animal Clinical Sciences (College of Veterinary Medicine)
- Daniel Swale, Associate Professor, Department of Entomology and Nematology (College of Agricultural and Life Sciences)
- Nan Zhang, Professor, Department of Management, Warrington College of Business
- Joseph Ladapo, Professor, Department of Medicine, College of Medicine

Trustee Kuntz asked if the offer letter contained a condition of employment on the number of classes that would be taught. Provost Glover indicated it was up to the Department Chair and/or Dean to give the assignment.

Degree Terminations

Provost Glover discussed the proposed two new degree terminations as follows:

The Levin College of Law is requesting to terminate the LLM in Environmental Land Use Law. The program does not currently have any students enrolled due to the popularity of the LLM in Tax and LLM in International Tax.

The College of Liberal Arts and Sciences is requesting to terminate the Master of Arts in Teaching-Latin. The program does not currently have any students enrolled in the program and no students will be impacted by the termination. Provost Glover stated that the Department of Classics continues to offer classes in Latin.

Degree Changes

Provost Glover provided an overview of the three degree program changes requested by the colleges as follows:

The College of Design, Construction and Planning is requesting to reduce the number of credit hours from 144 to 120 in the Bachelor of Landscape Architecture degree. The reduction is part of a plan to modify the curriculum from a 5-year degree to a 4-year degree.

The College of Design, Construction and Planning is requesting to update the common prerequisites to align with the current curriculum for the Bachelor of Science in Construction Management.

The College of Medicine is requesting to reduce the number of elective credits from 20 to 16 credit hours for its Medical Education program. This would reduce the total number of credits needed for graduation from 196 to 192.

Special Purpose Center

Provost Glover highlighted a proposal by the College of Design, Construction and Planning for a Special Purpose Center in Jacksonville, Florida called CityLab-Jacksonville (JaxLab). This center would provide an additional CityLab location to offer the accredited Master of Architecture professional degree and Master of Science in Architectural Studies degree which will focus on sustainability and regenerative design and provide an active research location for the School's Center for Hydro-Generated Urbanism. This Special Purpose Center is Board of Governor's terminology.

Accountability Plan

Provost Glover advised that the Accountability Plan will be available a week prior to the April Board meeting. The Plan will focus on the metrics tracked by the Board of Governors which is an important mechanism for the performance funding. Chair Patel added it is an important document for everyone to review.

New Degree

Provost Glover discussed the new degree that the Herbert Wertheim College of Engineering has proposed for a new Ph.D. and M.S. in Engineering Education. The new degree will prepare graduate students to become researchers, practitioners, future leaders, and agents of positive change in engineering education. Engineering Education is a growing field with strong demand from students who hold an engineering bachelor's and/or master's degree but who want to focus their career on education.

3.3 Review Discussion Items

Admissions Update

Associate Provost and Vice President for Enrollment Management, Mary Parker will give an overview of the enrollment numbers for the incoming class as well as updates on the Division and the Strategic Enrollment Management Plan.

Vice Chair Kuntz asked VP Parker to provide an update on the numbers for the Honors Program and if we are losing honors students – to whom. VP Parker noted this will be included in her presentation.

Trustee Cole asked if VP Parker could also update the Board on how the University reviews legacy applications.

Graduate Student Update

Chair Patel indicated that at the last BOT meeting, Associate Provost and Dean of the Graduate School Nicole Stedman gave a brief update that focused on the graduate student experience after only being on the job for six days. Dean Stedman will provide a preliminary observation of the initiatives going forward. She added she has a lot more perspective and insight to share including admissions, taking care of graduate students, and resources for jobs.

Chair Patel stated he met with Dean Stedman a few weeks ago and received a preview of her presentation. He indicated it would bolster what we are trying to do and improve the graduate student experience.

Faculty Senate Update

Faculty Senate Chair and Trustee David Bloom will give an update on shared governance involving faculty senate and the administration to improve the conflict of interest and outside activity reporting and appeals process. He will also discuss a request for review of the strategic plan for animal and biosafety facilities noting he has been working with Senior Vice President Charlie Lane and Vice President David Norton. In addition, he will provide an update on the call from faculty and graduate students for increased resources to recruit and support more graduate students to meet the needs of our state for trained workers as well as enhance our research funding growth.

Student Body President Update

Student Body President and Trustee Cooper Brown indicated that the bulk of his update will be focused on the Subcommittee on Mental Health in addition to his regular update.

Strategic Communications and Marketing Update

Chair Patel indicated that Assistant Vice President for Marketing, Melanie Schramm would give an update on the redesign of the UF Homepage. AVP Schramm stated it had been seven years since there had been an update to the main ufl.edu website. She shared the proposed new website and stated, a lot has changed, time for a refresh, experience to users, content development, visual articulation, build flexibility, and OneUF look and feel.

The Office of Strategic Communications and Marketing has been socializing the changes to the website on campus in the last few months and it will be rolled out in three Tiers: 1. Structure, 2. Template for Colleges, 3. Templates for the Business Clients. Chair Patel reminded committee members to reach out if they want to get a more detailed overview.

Subcommittee on Mental Health Update

Student Body President Brown will give an update on the three meetings that took place and the recommendations and action items that the Subcommittee agreed upon.

Department Name Changes

Chair Patel stated that there were 3 department name changes as follows:

The UF/IFAS Soil and Water Sciences Department will change its name to the Department of Soil, Water and Ecosystem Sciences.

The Department of Orthopaedics and Rehabilitation will change its name to the Department of Orthopaedic Surgery and Sports Medicine.

The Department of Otolaryngology will change its name to Department of Otolaryngology-Head and Neck Surgery.

Center/Institutes

Chair Patel stated that there was one Institute name change as follows:

The Institute for Mobility, Activity and Participation (I-MAP) will change its name to the Institute for Driving, Activity, Participation and Technology (I-DAPT) to better align with what is taking place at the institute.

4.0 New Business

There was no new business to discuss.

5.0 Adjourn

There being no further discussion, the meeting was adjourned at 9:30 a.m.

DRAFT



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS
ACTION ITEM AFSSPRSC1
April 22, 2022**

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that 12 newly appointed faculty members be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University's tenure and permanent status policy and have been recommended by the Provost to receive tenure. Attached is a Summary of the Tenure Upon Hire cases.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the Tenure Upon Hire cases listed on the attached Summary for recommendation to the Board of Trustees for its approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

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

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

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Tenure Upon Hire Summary
April 2022

**Dr. Panagiotis (Takis) Benos – Colleges of Public Health and Health Professions and Medicine
Professor, Department of Epidemiology**

Dr. Panagiotis Benos earned his B.Sc. in Mathematics from the University of Crete, Heraklio, Greece in 1990, his M.Sc. in Molecular Biology from the University of Crete in 1993 and his Ph.D. in Molecular Biology from the University of Crete in 1997. His prior institution is the University of Pittsburgh. Dr. Benos is an internationally well-known investigator in casual learning and artificial intelligence. He has published more than 90 peer-reviewed articles and has appeared in high-impact journals. Dr. Benos has been continuously funded by NIH and NSF for 19 years and is currently the lead investigator for 3 NIH grants.

**Dr. Di Fang – College of Agricultural and Life Sciences
Associate Professor, Department of Food and Resource Economics**

Dr. Di Fang earned her B.S. in Economics from Nankai University in Tianjin, China in 2009 and her Ph.D. in Business Administration (Agribusiness) from Arizona State University in 2015. Her prior institution is the University of Arkansas. Dr. Fang has a solid history of publishing refereed articles in the field of agricultural economics as well as in health economics journals. She is currently a co-PI on a USDA-AFRI CAP grant and will immediately impact the Food and Resource Economics department.

**Dr. Dianne McFarlane – College of Veterinary Medicine
Professor and Chair, Department of Large Animal Clinical Sciences**

Dr. Dianne McFarlane earned her B.S., *Cum Laude*, in Animal Science from Clemson University, her M.S. in Molecular Genetics from the University of Georgia, her D.V.M. from the University of California, Davis in 1992 and her Ph.D. in Clinical Pharmacology from the University of Prince Edward Island in 2006. Her prior institution is Oklahoma State University. Dr. McFarlane has published more than 60 peer-reviewed articles and is currently a Co-PI and PI on multiple grants.

**Dr. Daniel Swale – College of Agricultural and Life Sciences
Associate Professor, Department of Entomology and Nematology**

Dr. Daniel Swale earned his B.S. in Biological Sciences and Chemistry from Christopher Newport University, Newport News, VA in 2008, his M.S. in Life Sciences (Insect Technology) from Virginia Tech in 2009, and a Ph.D. in Entomology (Neurotoxicology and Neurophysiology) from the University of Florida in 2012. His prior institution is Louisiana State University. Dr. Swale is currently a PI with grant support of over \$3M. He has authored 33 publications and he served on the editorial board of five international recognized journals.

Dr. Nan Zhang – Warrington College of Business

Professor, Department of Management

Dr. Nan Zhang earned his B.S. in Computer Science from Peking University, China in 2001 and his Ph.D. in Computer Science from Texas A&M University. His prior institution is American University, Kogod School of Business. Dr. Zhang has over 100 refereed journal, conference and workshop publications. He is a well-established expert in AI and Data Science. Dr. Zhang has an established record of securing and managing competitive grants from federal agencies such as NSF, NIH, DARPA and Amazon which exceed \$5M.

Dr. Joseph Ladapo – College of Medicine

Professor, Department of Medicine

Dr. Joseph Ladapo earned his M.D. from Harvard Medical School in 2008 and his Ph.D. in Health Policy, Decision Sciences concentration from Harvard University in 2008. His prior institution is UCLA. Dr. Ladapo is a clinician investigator and an accomplished researcher in the field of general internal medicine. He is considered a national leader in the areas of cardiovascular disease prevention, decision sciences and behavioral economics.

Dr. Yang Feng – College of Journalism and Communications

Associate Professor, Department of Advertising

Dr. Yang Feng earned her B.A. in Management from the University of China in 2007, her M.A. in Communication Studies from Nanyang Technological University in 2010 and her Ph.D. in Mass Communication from Southern Illinois University Carbondale in 2014. Her prior institution is San Diego State University. Dr. Feng's research focuses on advertising effects in the interrelated contexts of culture, politics and communication technologies. She has produced 26 refereed journal publications where some have appeared in several high-impact communication and interdisciplinary journals.

Dr. Melinda Leko – College of Education

Professor, School of Special Education, School Psychology and Early Childhood Studies

Dr. Melinda Leko earned her B.A. in Criminology and B.S. in Psychology in 2001 from the University of Florida, her M.Ed. in Elementary Education in 2002 from the University of Florida and her Ph.D. in Special Education with a minor in Research and Evaluation Methodology in 2008 from the University of Florida. Her prior institution is the University of Wisconsin-Madison. Dr. Leko's research focuses on identifying and examining evidence-based reaching practices and high-leverage practices for students with disabilities. She is a respected research and collaborator with a track record of effectively establishing partnerships and translating research to practice.

**Dr. Patrick S. Ward – IFAS/College of Agricultural and Life Sciences
Associate Professor, Department of Food and Resource Economics**

Dr. Patrick Ward earned his B.S. in Financial Counseling and Planning in 2002 from Purdue University, his M.A. in Economics in 2007 from Indiana University and his Ph.D. in Agricultural Economics in 2011 from Purdue University. His prior institution is Duke Kunshan University in Kunshan, China. Dr. Ward has a strong publication pipeline and a solid history of refereed articles in the field of agricultural and development economics.

**Dr. George B. Cunningham – College of Health and Human Performance
Professor and Chair, Department of Sport Management**

Dr. George Cunningham received his B.S. in Sport and Exercise Science from Midwestern State University in 1998, his M.S. in Kinesiology (emphases in Sport Management) from Texas A&M University in 1999 and his Ph.D. in Sport and Exercise Management from The Ohio State University in 2002. His prior institution is Texas A&M University. Dr. Cunningham's research focuses on diversity and inclusion in sport and physical activity. His research has resulted in 208 articles that are published or in press in refereed journals, 24 book chapters, and 163 national or international presentations.

**Dr. Julie Bruck – College of Design, Construction and Planning
Professor and School Director, Department of Landscape Architecture**

Dr. Julie Bruck received her B.S. in Landscape Contracting from Pennsylvania State University in 1991, her Master of Agriculture in Horticulture from Pennsylvania State University in 1993 and Her Ph.D. in Agricultural Education from Texas A&M University in 1997. Her prior institution is the University of Delaware. Dr. Bruck's research has appeared in numerous refereed journals

**Dr. Lingqian Hu – College of Design, Construction and Planning
Professor and Associate Director, Department of Urban and Regional Planning**

Dr. Lingqian Hu received her B.S. in Urban Planning from Nanjing University in 2002, her M.S. in Urban Planning from the University of Southern California in 2006 and her Ph.D. in Policy, Planning and Development from the University of Southern California in 2010. Her prior institution is the University of Wisconsin-Milwaukee. Dr. Hu is an accomplished scholar and has received a \$1M NSF CIVIC award as PI to test-pilot an on-demand microtransit service that connects workers living in segregated, majority-black neighborhoods in Milwaukee with jobs in suburban employment centers.



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS
ACTION ITEM AFSSPRSC2
April 22, 2022**

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 Levin College of Law is requesting to terminate the LLM in Environmental Land Use Law (CIP Code 22.0207). The program does not currently have any students enrolled due to the popularity of the LLM in Tax and LLM in International Tax. The Faculty Senate approved this request at its December 16, 2021, meeting.

The College of Liberal Arts and Sciences is requesting to terminate the Master of Arts in Teaching-Latin (CIP Code 16.1203). The program does not currently have any students enrolled in the program and no students will be impacted by the termination.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the above degree program terminations for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

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

Supporting Documentation Included: See attached proposals for [LLM in Environmental Land Use Law](#) and [Master of Arts in Teaching-Latin](#).

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

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



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

INSTITUTION: University of Florida

PROGRAM NAME: LLM in Environmental Land Use Law

DEGREE LEVEL(S): M **CIP CODE:** 22.0207
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2020
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2023
(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, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's 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.**
The program has garnered significantly less interest and has less prestige than the popular and successful LLM in Tax and LLM in International Tax. Efforts and resources will be redirected to these more successful programs.

- 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.**

This program is offered on the main campus, Gainesville, FL. The elimination of this program will not impact enrollment. The program has historically been small, and resources will be redirected to the LLM programs in Tax.

- 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.**

There are no students currently enrolled in the program. No faculty are scheduled to be terminated.

- 4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

January 4, 2022

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

The program has had no enrollment in recent years. No faculty teach exclusively in the program and therefore are not affected.

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

There are no potential negative impacts.

7. 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.

This is not a baccalaureate program.

Rachel E. Suman

Requestor/Initiator

8.31.21

Date

Suman

Signature of Campus EO Officer

1/13/2022 | 1:40 PM EST

Date

Laura A. Rosenberg

Signature of College Dean

1/18/2022 | 3:51 PM EST

Date

Joseph Glover

Signature of President or Vice President
for Academic Affairs

1/19/2022 | 10:14 AM EST

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



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

INSTITUTION: University of Florida

PROGRAM NAME: Master of Arts in Teaching - Latin

DEGREE LEVEL(S): M **CIP CODE:** 16.1203
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2023
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2023
(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, and submit this form to the Board of Governors, Office of Academic and Student Affairs. For doctoral level programs, please submit this form with all appropriate signatures for Board of Governor's 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.

There are no students currently enrolled in the program, and students do not apply to this program.

- 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.**

This program was offered on UF's main campus in Gainesville, FL. There are no students currently enrolled in the program. Students enroll in the MA in Latin or the Master of Latin program, so this termination will not have any impact on enrollment, enrollment planning, or the reallocation of resources.

- 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.**

There are no students currently active in the program. Faculty were involved in the plan to close the degree at the faculty meeting in Spring 2021.

- 4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

SACSCOC was notified on March 21, 2022.

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

The faculty who were active in the degree currently teach in the MA and PhD programs, as well as the BA program. No faculty were employed to specialize solely in teaching for the MAT degree, so there are no affected individuals.

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

There are no negative impacts since there are no students enrolled and the faculty are active in other programs.

7. 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.

This is not a baccalaureate program.

Jennifer Rea
Requestor/Initiator

3/21/2022
Date

Melissa Perry
Signature of Campus EO Officer

3/21/22
Date

JN
Signature of College Dean

3/22/2022 | 10:00 AM EDT
Date

Signature of President or Vice President
for Academic Affairs

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS
ACTION ITEM AFSSPRSC3
April 22, 2022**

SUBJECT: Degree Program Changes

BACKGROUND INFORMATION

The College of Design, Construction and Planning is requesting to reduce the number of credit hours from 144 to 120 in the Bachelor of Landscape Architecture (CIP 4.0601) degree. The reduction is part of the plan to modify the curriculum from a 5-year degree to a 4-year degree. The change was approved by the Curriculum Committee and then by the Faculty Senate at their December 16, 2021, meeting.

The College of Design, Construction and Planning is requesting to update the common prerequisites to align with the current curriculum for the Bachelor of Science in Construction Management (CIP 15.1001). The change was approved by the Curriculum Committee and then by the Faculty Senate at their December 16, 2021, meeting.

The College of Medicine is requesting to reduce the number of elective credits from 20 to 16 credit hours for its Medical Education program (CIP 51.1201). This would reduce the total number of credits needed for graduation from 196 to 192. The change was approved by the Curriculum Committee and then by the Faculty Senate at their December 16, 2021, meeting.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the above degree program changes for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

Supporting Documentation Included: See attached proposal for the Bachelor of [Landscape Architecture](#) (CIP 4.0601), Bachelor of Science in [Construction Management](#) (CIP 51.1201) and [Medicine](#) (CIP 51.1201).

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

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Degree|Change_Credits for request 16379

Info

Request: DCP Bachelor of Landscape Architecture Degree Change Credits

Description of request: The proposed change in credits reduces the number of credits from 144 credits to 120 credits. The reduction in credits is part of a proposal to modify the curriculum from a 5-year degree to a 4-year degree.

Submitter: Daniel Manley dpmanley@ufl.edu

Created: 7/7/2021 3:39:28 PM

Form version: 1

Responses

Degree Name

Enter the name of the degree program.

Response:
Bachelor of Landscape Architecture

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:
4.0601

Current Total Credits

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

Response:
144

Proposed Total Credits

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

Response:
120

Effective Term

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

Response:
Fall

Effective Year

Response:
2022

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:

We propose changing from a five-year 144 credit program to a 4-year 120 credit program to become a more accessible (less time) and affordable (less cost) program, producing graduates more efficiently. All the LAA courses would be maintained but the program reduced by one year by eliminating the fall semester study abroad/extended internship and eliminating 12 credits of non-LAA courses located throughout the curriculum. We have also reduced course credits for two classes resulting in 120 total credits. The proposal requires moving some LAA courses to different years and/or semesters to make the course sequencing work.

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:

A four-year program will be a more attractive program, so we expect enrollment, retention, and graduation numbers to increase over time.

Assessment Data Review

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

Response:

By becoming more accessible and affordable the proposed changes support the following Program Goals: PG #2 by improving minority student enrollment; PG #3 by offering additional opportunities for taking required courses; PG #4 by reducing attrition rates; PG #5 by reducing potential student fatigue by reducing time to completion.

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:

No changes will be required of the BLA Academic Learning Compact as none of the current LAA courses have been deleted and no new courses have been added.

Cover Sheet: Request 16224

Construction management major - Update common prereq. manual

Info

Process	Degree|Change|Common Prereqs
Status	Pending at Board of Trustees
Submitter	Sallie Schattner sallieas@ufl.edu
Created	5/24/2021 3:26:38 PM
Updated	12/17/2021 2:44:36 PM
Description of request	The Construction management major just went through a curriculum change and needs to update the common prereq. manual to align with the current curriculum.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	DCP - Construction Management 15030000	Robert Cox		5/24/2021
Common-Prerequisite-Request-Form.Construction Management.pdf					5/24/2021
College	Approved	DCP - College of Design, Construction and Planning	Abdol Chini		5/24/2021
No document changes					
Associate Provost for Undergrad Affairs	Approved	PV - Associate Provost for Undergraduate Affairs	Casey Griffith		9/23/2021
No document changes					
University Curriculum Committee	Approved	PV - University Curriculum Committee (UCC)	Casey Griffith		10/19/2021
No document changes					
Faculty Senate Steering Committee	Approved	FAC - Faculty Senate Steering Committee	Laurie Bialosky		12/1/2021
No document changes					
Faculty Senate	Approved	FAC - Faculty Senate	Laurie Bialosky		12/17/2021
No document changes					
Board of Trustees	Pending	Board of Trustees			12/17/2021
No document changes					
Articulation Coordinating Committee					
No document changes					
Board of Governors					
No document changes					
Academic Affairs Notified					
No document changes					
Office of the Registrar					

Step	Status	Group	User	Comment	Updated
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Degree|Change_Credits for request 16452

Info

Request: Medicine Reduction of 4 Elective Credits

Description of request: This request is also linked to the Medicine Curricular Modification request (#16451) to reduce the number of elective credits needed by medical students from 20 to 16 credits. Thus, the total number of credits needed for graduation would be reduced from 196 to 192 (or reduction of less than 2.1%).

Submitter: Kathy Green kathygreen@ufl.edu

Created: 8/20/2021 9:29:52 AM

Form version: 1

Responses

Degree Name

Enter the name of the degree program.

Response:
Medicine

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:
51.1201

Current Total Credits

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

Response:
196

Proposed Total Credits

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

Response:
192

Do the total credit hours increase or decrease by 25% or more AND students' expected time to completion increases or decreases by more than one term

Response:
No

Effective Term

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

Response:

Summer

Effective Year

Response:
2021

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:

Due to national trends and increased demands regarding student career development during the fall of the 4th year of the medical curriculum, students require 2-3 months of protected time in their 4th year schedules. To accommodate the advanced development, we would like to decrease the number of electives from 20 to 16 credits.

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:

There are no negative impacts with reducing the total number of credits for graduation to 192. Reducing the number of elective credits by 4 would greatly assist the health and wellbeing of the 4th year students as would create more time and flexibility in their schedules for career development without impacting the required courses and clerkships.

Assessment Data Review

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

Response:

The program goals and student learning outcomes were reviewed prior to making the proposed changes. As the same content is offered, neither the program goals nor the student learning outcomes will be changed as a result of the proposed curricular change.

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:

Likewise, there are no proposed modifications needed to the Academic Assessment Plan for the Medicine (MD) career as a result of the proposed change.



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS**

ACTION ITEM AFSSPRSC4

April 22, 2022

SUBJECT: Special Purpose Center-CityLab-Jacksonville (JaxLab)

BACKGROUND INFORMATION

The proposal by the College of Design, Construction and Planning for a Special Purpose Center in Jacksonville, Florida-CityLab-Jacksonville (JaxLab) will develop an additional CityLab location to offer the accredited Master of Architecture professional degree and Master of Science in Architectural Studies degree focusing on sustainability and regenerative design and provide an active research location for the School's Center for Hydro-Generated Urbanism.

The collaboration of the CityLabs allow the sharing of intellectual resources (courses, faculty, library, and specialized equipment) which reduces the need to duplicate classes, lectures or field trips. The sharing of these resources significantly reduces startup costs, operating costs and investment risk.

JaxLab will be a self-funded distance education program that leads to professional degree accredited by the National Architectural Accrediting Board, the educational credential required for licensure as a registered architect in most states. JaxLab will attract architectural professionals with four-year preprofessional degrees in architecture who are not eligible for architectural licensure with a NAAB accredited professional degree.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the Special Purpose Center for CityLab-Jacksonville (JaxLab) as indicated on the attached proposal for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

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

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

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

**BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA
PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR III CAMPUS, OR SPECIAL
PURPOSE CENTER**

University of Florida
University Submitting Proposal

CityLab-Jacksonville (JaxLab)
Proposed Name of Educational Site

Site ID

Special Purpose Center

256 E. Church Street, Third Floor
Jacksonville, FL 3202

Proposed Type of Educational Site
(Type I, II, or III Campus, or Special Purpose Center)

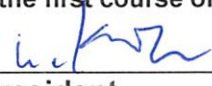
June 27, 2022 (Summer B Semester)

Physical Address of Educational Site
(U.S. Site: address, city, state, zip) (International site:
street address, number, city, county/province, country)

Proposed Opening Date
(First date and term student instruction will be offered at
the site)

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 or relocating an educational site have been met prior to the initiation of the first course offerings.

**Date Approved by the University Board
of Trustees**


President 1/26/22
Date

**Signature of Chair, Board of
Trustees** **Date**

Joseph Glover
**Vice President for
Academic Affairs** 1/26/2022 | 11:40 AM EST
Date

Under Projected Enrollment, provide headcount (H.C.) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five.

Projected Site Enrollment (from Table 1)			
		HC	FTE
Undergraduate	Year 1	0	0
	Year 5	0	0
Graduate	Year 1	10	10
	Year 5	43	43

Projected Costs (from Tables 3 and 4)				
	Operational		Capital Projects	Total Cost
	Self Funded Tuition	Other (Contracts & Grants, Auxiliary)		
Year 1	185,625	240,000	0	286,986
Year 2	602,910	0	0	546,874
Year 3	803,385	0	0	753,813
Year 4	896,940	0	0	879,780
Year 5	937,035	0	0	933,591

Proposal to Establish CityLab-Jacksonville (JaxLab) A New Special Purpose Center

SECTION ONE Introduction

A. Description and Rationale

Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).

This proposal is for a Special Purpose Center in Jacksonville, Florida. The College of Design Construction and Planning (DCP) will use the center to develop an additional CityLab location to offer the accredited Master of Architecture professional degree and Master of Science in Architectural Studies degree focusing on sustainability and regenerative design and provide an active research location for the School's Center for Hydro-Generated Urbanism.¹

The College of Design Construction and Planning (DCP) envisions CityLabs as a network of independent locations that share intellectual resources (courses, faculty, library, and specialized equipment). This collaboration reduces the need to duplicate classes, lectures, or field trips, for example. Resource sharing significantly reduces startup costs, operating costs, and investment risk. Each CityLab site develops independent research agendas, and course offerings focused on the urban environment where the facility is located. For example, CityLab-Orlando investigates the city fabric as a social construct and, JaxLab will study the city at the intersection of the natural and constructed environment. Design studios focus on the urban area proximate to the CityLab location. JaxLab will rely on CityLab-Orlando as the primary hub for course offerings and administrative support, and as the program grows, it will deliver courses to other CityLabs synchronously online.

JaxLab will attract architectural professionals with four-year preprofessional degrees in architecture who are not eligible for architectural licensure without a NAAB accredited professional degree. While statistics are not available for this group, approximately 50% of all four-year graduates from preprofessional programs do not enter professional Master of Architecture programs immediately after graduating and frequently never return.

Because each CityLab has a specific focus related to its location, graduate certificates and Master of Science concentrations will be developed if there is a need to build capacity in the professional community for a specialization.

JaxLab will be a self-funded distance education program that leads to a professional degree accredited by the National Architectural Accrediting Board (NAAB), the educational credential required for licensure as a registered architect in most states. The Master of Architecture is a fifty-

¹ <https://chu.dcp.ufl.edu/> The UF| Center for Hydro-generated Urbanism (CHU) proposes new paradigms for the evolution of water-based settlements.

two-credit-hour program of study for applicants currently working in the profession holding a preprofessional undergraduate or graduate degree in architecture. The Master of Science in Architectural Studies is a thirty-six-credit-hour non-professional program of study typically completed in two years. Both degrees follow the same curriculum as on Main Campus. All applicants must qualify for admission to the UF Graduate School and the School of Architecture. All applicants, main campus and self-funded, are reviewed together and must meet the same requirements. A JaxLab applicant must also have earned a minimum of 640 Architects Experience Program hours (AXP) before starting the program and must be employed and/or will be employed while attending school. The usual length of time to complete the JaxLab M.Arch.program is 28 months. At the start of the degree program, each applicant's placement in the program of study is determined by reviewing their academic qualifications and their portfolio of studio work. To become a registered architect in Florida, an applicant must have a NAAB accredited degree, complete 3,740 AXP hours, and pass the six-part Architects Registration Exam (ARE).

Background

In the fall of 2020, constituents in Jacksonville contacted the School of Architecture and asked us to consider developing a CityLab-Jacksonville like the existing CityLab-Orlando program. We held multiple meetings through the fall and early spring to determine the feasibility of implementing the Master of Science in Architectural Studies (MSAS) and Master of Architecture degree programs. Members of the architectural community who attended the meeting strongly supported creating JaxLab.(See Appendix D for a list of attendees) We held parallel discussions with Kate Moorehead, Dean of the Saint John's Episcopal Cathedral, who offered us space to establish a home for the JaxLab program. The Cathedral is in the original settlement area of Jacksonville that is east and next to the current CBD on the north bank of the St. John's River.

The JaxLab program is coordinated with the UF School of Architecture (SoA) CityLab-Orlando. Most seminar courses are predominately online and delivered to JaxLab students synchronously from CityLab-Orlando. Students may attend class by logging in from home, their place of work, or at the JaxLab facility. Students typically must attend face-to-face at JaxLab for their course final exams and major presentations. Studio classes are taught in a hybrid format requiring both face-to-face and online class attendance. Face-to-face sessions will occur in two, three, or four-day "intensives," depending on what stage a student is in the program. Students attend all in-person classes at the JaxLab studio, 256 East Church Street, Jacksonville, FL. In addition, their online class meetings each week when not meeting face to face.

The JaxLab facility is available for student use 24 hours -7 days of the week during the semester. Students have access to a digital conferencing classroom to link them with their peers in Orlando and Gainesville. We anticipate students will participate in web-based conferences, lectures and presentations, and research meetings. It will also serve as the primary conferencing facility for communications between JaxLab students, faculty, and staff. Studio workspaces, access to plotting, printing, 3d printing, and laser cutting equipment are available for student use. They are encouraged to use the facility for their studio work and peer meetings throughout the semester.

See Appendix B for the curriculum.

B. Mission

Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.

JaxLab supports the College of Design Construction and Planning mission to improve the quality of the built and natural environments by offering exceptional educational and professional programs. Faculty and students pursue research and scholarship that addresses planning, design, construction, and preservation of the built and natural environments.

JaxLab responds directly to Goal 2, Goal 4, and Goal 5 of the UF strategic Plan

Goal 2: An outstanding and accessible education that prepares students for work, citizenship, and life

The JaxLab program makes a UF education accessible to individuals who otherwise would not pursue a professional degree without relocating.

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens

JaxLab students are required as part of their degree program to prepare a thesis advancing the architectural profession. JaxLab will become an active research location for the School's Center for Hydro-Generated Urbanism.

Goal 5 A strengthened public engagement of the University's programs with local, national, and international communities

The JaxLab program requires students' engagement with the professional community. The program of study encourages participation with the local professional community that responds to the needs of the professional community.

JaxLab responds directly to the following goals from The State University System 2025 System Strategic Plan

GOAL: Increase Degree Productivity and Program Efficiency

JaxLab Increases access and efficient degree completion for students who have graduated with a baccalaureate degree and did not continue to graduate school to acquire a professional degree in architecture. An accredited professional degree is required to gain licensure as an architect in Florida.

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement, and increase Levels of Community and Business Engagement

JaxLab students will engage in public service activities and will be fully integrated into the professional community. All JaxLab students are required to participate in the Integrated Path to Architectural Licensure (IPAL) program that requires working while attending school.

GOAL: Increase Community and Business Workforce

Based on our experience at CityLab-Orlando, we expect over 95% of JaxLab graduates will be employed at the time of their graduation from the program and remain in the Jacksonville region, effectively building capacity in the professional community.

GOAL: Increase Community engagement Levels as defined in the Carnegie Foundation's Community Engagement Classification.

The JaxLab vision is to collaborate with the Jacksonville community on projects and initiatives that improve the community's quality of life. Faculty and students at JaxLab will exchange knowledge and share resources with the community in a context of partnership and reciprocity. The School of Architecture designed the JaxLab curriculums to deliver the highest quality teaching and learning experience. The program accomplishes this through service-learning that enriches scholarship, research, creative activity, promotes collaboration with the professional community, and prepares graduates to be engaged citizens who will strengthen democratic values and welcome civic responsibility.

C. Timeline

Provide a timetable of critical benchmarks that must be met for full implementation, which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.

Action	Description	End Date
Determine Collaborators	Meet with community groups, architectural firms, schools and colleges, and potential students	Ongoing
SACSCOC Notification	Notice of new program	Completed
UF Approvals	Submit the BOG proposal to the Faculty Senate Steering Committee	09.24.21 (Noon)
	Steering committee approval	11.04.2021
	Faculty Senate approval	11.18.2021
	Board of Trustees approval	12.02.2021
Furnishings and Equipment	Order equipment (last date to arrive)	12.30.2022
	Installation	12.15-31.2022
Staffing	Hire office manager	10.01.21-12.01.2022
Startup	Staff setup and equipment final test	01.02-03.2022
	Student Orientation	01.04.2022
	Classes begin	01.05.2022

SECTION TWO

Need and Demand Assessment

A. Unmet local student demand

Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.

There are no schools within comfortable commuting distance from Jacksonville for working professionals seeking a professional degree in Architecture. To obtain a professional degree, individuals must relocate or commute to UF in Gainesville (1 ½+ hrs.), UF CityLab-Orlando (2 hrs.) Florida A&M in Tallahassee (2 ¾ hrs.), or USF in Tampa (3 ¼ hrs.).

Potential JaxLab students are personally invested in the Jacksonville community and unable to relocate. Many of them are married with families or have responsibilities in Jacksonville that require their presence. Because of their work obligations and familial responsibilities, they have limited flexibility to pursue a degree at an institution far from their home. We believe the programs' low residency requirement will also benefit individuals who live far from Jacksonville and are willing to travel to Jacksonville for the program's intensives.

Jacksonville is home to approximately 180 established architectural firms practicing locally, nationally, and internationally. Consistent with our experience in Orlando, recent market indicators show the profession will have a high demand for professional employees. This program targets individuals working in the profession who hold four-year preprofessional degrees in architecture and are not eligible for architectural licensure without a NAAB accredited professional degree. While statistics are not available for this demographic, approximately 50% of all 4-yr graduates do not enter Master's programs immediately after graduating with their preprofessional degree. In addition, according to an *AIA Firm Leader Survey* conducted in late-2017, almost 80 percent of architecture firms felt that there would be shortages of architecture staff over the next few years to meet the needs of firms in their area. (https://www.architectmagazine.com/aia-architect/aiafeature/how-many-architects-does-our-economy-need_o)

Statistics from our CityLab-Orlando program substantiate this. Since their initial graduating cohort in 2014, nearly 100% of CityLab graduates, excluding international students, are employed in the field when they graduate.

B. Workforce need

Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.

Jacksonville's professional community strongly supports the JaxLab programs. The CityLab-Jacksonville (JaxLab) concept resulted from a meeting with the Dean of St. John's Episcopal

Cathedral and representatives of *Cathedral District Jax*, an urban renewal non-profit. At that meeting, they asked us to consider starting JaxLab building upon the success of the CityLab-Orlando program. After that meeting, the Jacksonville community arranged four subsequent meetings with individuals from the Architecture, Urban Design, Construction, and Interior Design professions voicing their support for the establishment of JaxLab.

We established that the outlook for the architectural profession is generally good, with the ABI (Architect's Billing Index) in positive territory since the COVID pandemic shut-downs. There are 122,000 architects in the United States, and 45 percent (5,453²) are registered architects in Florida. Only California, Texas, New York, and Illinois have more registered architects. With Florida's population reaching 21,538,187 (Census 4/1/20), Florida has one architect per 3,950 residents, which is 146% higher than the national average of one architect per 2,700 residents. According to the Bureau of Labor Statistics, architects' employment will increase by three percent from 2020 to 2030, about 9,400 openings per year for the decade³. However, the demand will be considerably higher because, as Kermit Baker, Hon. AIA pointed out, in addition to new positions, the future need for architects will be impacted by "replacing current employees who will leave the workforce, particularly due to retirement." He continues by stating that most firms anticipate ten percent of current architectural staff will retire or significantly curtail their activities over the next five years, meaning that there will be a projected loss of 20,000 architects by 2028. The unemployment rate for architects is approximately 1.5 percent, indicating a high demand in the profession. A 2017 AIA firm leader survey revealed that roughly 80 percent of architecture firms felt that there would be shortages of architecture staff to meet their needs.⁴ With Florida's population increasing at approximately 1.5 percent per year through the end of the decade, Florida will have gained about 325,000 new residents annually, increasing the demand for new construction and consequently will result in greater workloads for architecture firms. *Florida Insight* includes Architects with master's degrees or higher among the fastest-growing occupations from 2020-2028, with anticipated growth of 10.2 percent. Overall employment growth in Duval county for the same period is forecast to be 11.2 percent⁵. From the available data, it appears the job market for architects in Florida will remain positive for the remainder of the decade and be able to absorb the JaxLab graduates easily.

This approximation of need does not consider new roles in design technology that will emerge in the next ten years. As pointed out in *ArchDaily*, architecture firms are hiring positions that did not exist five years ago, such as Chief Technology Officer, Immersive Reality Modelers Virtual Simulation Designers, Haptic Interface Designers, and Data Scientists/Analysts.⁶ With its

² <https://www.ncarb.org/press/2020-number-of-us-architects-continues-upward-trend> (visited 09.21.21).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Architects, at <https://www.bls.gov/ooh/architecture-and-engineering/architects.htm> (visited 09.21.21).

⁴ Baker, Kermit. "How Many Architects Does our Economy Need?" *Architect*. Posted January 05, 2018. https://www.architectmagazine.com/aia-architect/aiafeature/how-many-architects-does-our-economy-need_o (visited 09.21.21).

⁵ Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research, Occupation and Industry Projections 2020-2028. FL Dept of Economic Opportunity: <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. Duval County information on Architect employment is not available, (visited 09.21.21).

⁶ *ArchDaily*. 5 Emerging Careers in Architecture Technology to Look Out for in 2018 and Beyond <https://www.archdaily.com/886584/5-emerging-careers-in-architecture-technology-to-look-out-for-in-2018-and-beyond> (visited September 21, 2021).

current development of AI and computational design faculty, UF is well-positioned to have graduates that will fill these emerging positions.

Unfortunately, accurate information is not available for our target student demographic⁷. However, while planning the JaxLab program, the program director delivered presentations to AIA Jacksonville (general membership meeting), the AIA Jacksonville executive board, five Jacksonville architecture firms, and an open community meeting on April 15, 2021. She also met with Flager College, Edward Waters University, and the University of North Florida to explore opportunities for collaboration, recruiting, and possible articulation agreements. There was consensus among attendees that the programs were needed. We anticipate no problem recruiting students, and several firms have already guaranteed internships for future students.

See Appendix D for letters of support.

SECTION III

Academic Programs and Courses

A. Degree programs offered

Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by a six-digit C.I.P. Code, by program title, and degree level.

Master of Architecture: CIP code: 04.0201

Degree Level – Master’s

Master of Science in Architectural Studies CIP code: 04.0201

Degree Level – Master of Science

Graduate Certificate in Sustainable Design (Not a degree program) *This is a freestanding certificate, but*

is usually taken simultaneously with the MArch degree program using elective credits in the degree.

⁷ Individuals working in the profession having graduated with a preprofessional degree who must continue their education to be eligible for registration as an architect in Florida.

B. Program Affiliation

Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the University. Will they be independent or an extension of existing programs? (Please see B.O.G. regulation 8.011 (5))

This proposal is not a request for new degree programs. JaxLab will offer two different existing degree programs, the Master of Architecture and Master of Science in Architectural Studies. Both degrees are an extension of the programs offered on the UF main campus in Gainesville. Both degrees are also offered at the UF School of Architecture's off-campus program, CityLab-Orlando. Applicants for the program are reviewed in the general pool of applicants for the School of Architecture and selected by the School's admissions committee.

The proposed JaxLab degree programs do not unnecessarily duplicate existing State University System degree programs. Both are graduate degrees and are not offered at the University of North Florida (UNF), the closest State University System institution. However, at a summer meeting at UNF, we discussed the opportunities for creating articulation agreements from their undergraduate programs to the JaxLab graduate programs. As noted in Section II-C, other universities offering similar degree programs are not within easy commuting distance. Based on our experience at CityLab-Orlando, we believe there will be minimal, if any, impact on enrollment at existing programs. The JaxLab program is designed to serve students who live in Jacksonville and cannot relocate to attend school. There is a demonstrated need for additional graduates entering the workforce, substantiated by the professional community in Jacksonville.

JaxLab is self-funded and will receive no funding from the State E&G Budget.

C. No Duplication of Degree Programs

Provide an assessment supported with data that justifies any duplication of degree programs and services that might already be provided by a state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.

JaxLab does not duplicate any programs in the vicinity of the educational site

The JaxLab program is only available to applicants who wish to pursue the IPAL (Integrated path to architectural licensure) program certification. The University of Florida (UF) is one of twenty-two Colleges or Universities in the USA certified by the National Council of Architectural Registration Boards to offer an IPAL track. Students enrolled in the program complete the Architectural Experience Program (AXP) and the Architects Registration Exam (ARE) simultaneously with their degree program. Students who complete the academic program, their AXP, and pass all six sections of the ARE 5.0 will be eligible to apply for professional registration upon graduation. Florida International University is the only other University in the State certified to offer an IPAL program. Located in Miami, it is 353 miles and a 5-hr. drive from the JaxLab location.

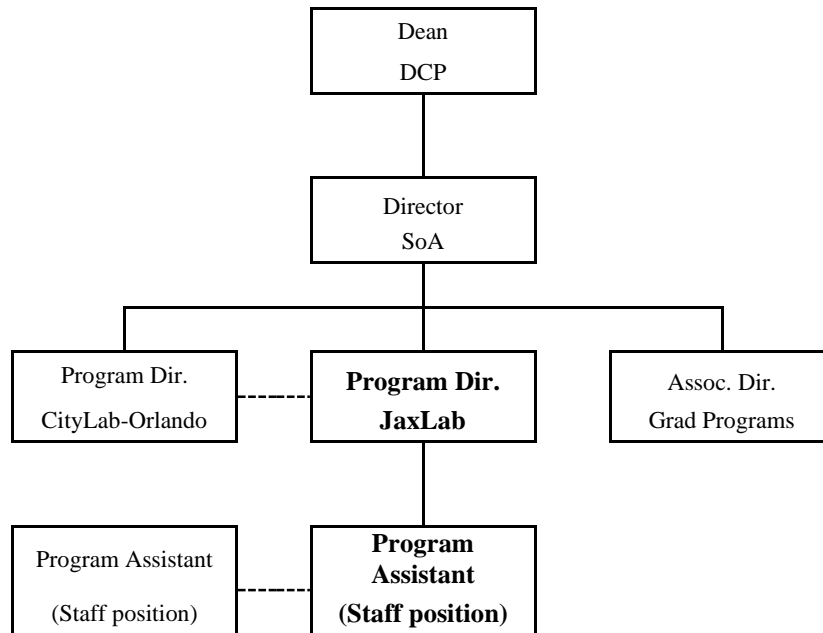
SECTION IV Administration and Student Support Services

A. Administrative Sturcture

Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the University. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

The administrative structure of JaxLab consists of a Program Director and an Office Manager. The Office Manager reports to the Program Director, who reports to the School of Architecture (SoA) Director. Funding for the Program Director and Office Manager are included in Table 2

Organization Chart



Dean DCP: Chimay Anumba

Director SoA: David Rifkind

Program Director CityLab-Orlando: Stephen Bender

Program Director JaxLab: Nancy Clark

Associate Director SoA Graduate Programs: Bradley Walters

Program Assistant CityLab: Margaret Hayes

Program Assistant JaxLab: New Hire

B. Student Services

Describe how the proposed site will provide student services, either onsite or online from the central university campus.

JaxLab student services are comparable to those of the resident student and include:

Description of Service	Est. No. of Students served <u>in</u> Year 5
Eligibility for financial aid and financial aid advising - Access is provided online to the UF Office of Student Aid and Scholarships.	35
Student complaints and concerns – Student Complaints and concerns are managed by the Program Director.	10
Student counseling and advising – The Program Director or the SoA Associate Director of Graduate Programs manages student advising.	43
JaxLab students will elect a representative to sit on the SoA Student Government organization.	1
JaxLab students may participate in any student organization authorized by the School of Architecture.	8
The UF Help desk and the UF DCP help desk will provide technical assistance. (The facility internet provider will provide assistance with network issues.)	35

C. Library and Instructional Resources

Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

Library services are available through George A Smathers Libraries Services for Distance Patrons and the CityLab-Orlando branch library architecture. Many of the library resources that JaxLab students will use are available through UF Digital Collections. Books and other physical materials are available by mail through the UF Libraries Document Delivery service. Library resources from other libraries (not UF) are available through a student’s interlibrary loan (ILLiad) account. Students have access to collections at the George A. Smathers Libraries, Library West, Marston Science Library, and the Architecture and the Fine Arts Library on the main campus. The JaxLab budget includes funding for a small in-house library at JaxLab for frequently used materials.

SECTION V

Budget and Facilities

A. Operational Budget

Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.

JaxLab will be a self-funded program, with revenue generated through tuition and donations. No State E&G funds are used. JaxLab maintains its budget separate from the School of Architecture. There is a single tuition rate of \$750 per credit for both residents and non-residents. Budgeting and budget management are the responsibility of the Program Director. JaxLab processes and procedures are based on the CityLab-Orlando model. All administrative and teaching positions are funded through tuition. Most faculty are part-time adjuncts or regular Gainesville faculty teaching out of load. The only full-time employees at JaxLab will be the Program Director and Administrative Assistant.

See Appendix A for the operational budget and support materials, including the detailed budget narrative and cost assumptions.

B. Facilities

Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.

No facility construction is required. JaxLab will occupy leased space.

Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased, please provide information on the duration of the lease and the entity that owns the lease). If the site is joint use, please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.

The 2,577 square foot JaxLab facility is located at 256 East Church Street, Jacksonville, FL 32202, on the third floor of the Saint John's Episcopal Cathedral, Cathedral House. The facility will include spaces for in-person instruction, lab facilities for studio workstations, printers, plotters, laser cutters, and digital communications equipment for online studio review, thesis committee meetings, and advising. The landlord is the Rector, Wardens, and Vestry of St. Johns Parish, at Jacksonville, Florida. The lease is for a 5-year term and is owned by the Rector, Wardens, and Vestry of St. Johns Parish at Jacksonville, Florida, and will serve 127 students from year one to five. (See Appendix A Table 1, Programs and Enrollment)

See Appendix C for a copy of the lease agreement.

C. Facility Ownership

Are the facilities owned or leased by the University?

Owned

Leased

SECTION VI

Addendum for International Campuses and Special Purpose Centers

If the proposed site is international, include a copy of any M.O.U. or other agreements related to the site as an appendix

The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.

APPENDIX A

Table 1 Programs and Enrollment

Table 2 Faculty

Table 3 Facilities

Table 4 Financial Projections

Attached as a separate Excel file

APPENDIX B

Curriculum

Advanced Master of Architecture Degree Program

The JaxLab M. Arch. degree program is a 52-credit hour program of study for applicants working in the profession with a preprofessional undergraduate or graduate degree in architecture, a successful record of six to eight previous design studios, and a portfolio reflecting design proficiency. An applicant must also have earned a minimum of 640 AXP hours before starting the program and must be employed and will be employed while attending school. The length of time to complete the program is determined by the number of completed AXP hours at the start of the initial semester of the program. The JaxLab program as shown below has the same content as the currently approved CityLab-Orlando Advanced Master of Architecture program

Advanced Master of Architecture Curriculum

Content Areas	Credits	Program Courses
Design Studio	18	
Structures	4	ARC 6241 Advanced Studio I
History/ Theory Elective	3	ARC 6355 Advanced Studio II
Professional Practice	3	ARC 6356 Advanced Studio III
Research Methods	3	ARC 6242 Research Methods
Thesis/PILOT (Project In Lieu Of Thesis)	9	ARC 6505 Advanced Structure
Electives	12	ARC 6357 Advanced Materials & Methods
Total	52	ARC 6281 Professional Practice ARC 6913 Thesis/ PILOT Preparation ARC 6971 Thesis ARC 6979 Project In Lieu Of Thesis Electives not shown

Recommended Program of Study

Year One		Year Two		Year Three	
Fall Semester	cr	Fall Semester	cr	Fall Semester	cr
Advanced Studio I	6	Advanced Studio III	6	Thesis/ PILOT	6
Research Methods	3	American City (H/T)	3	<i>Intensives 15-17</i>	
Adv IPAL Seminar I	1	Adv IPAL Seminar II	1		
Writing Workshop	1	<i>Intensives 10-12</i>			
<i>Intensives 1-4</i>					
Spring Semester		Spring Semester			
Advanced Studio II	6	Professional Practice	3		
Adv. Materials and Methods	3	American City (H/T)	3		
<i>Intensives 5-8</i>		Elective	3		
		<i>Intensive 13</i>			
Summer Semester		Summer Semester			
Advanced Structures	4	Thesis/PILOT Prep.	3		
<i>Intensive 9</i>		<i>Intensive 14</i>			
Total credits	24	Total credits	22	Total credits	6
				Degree credits earned	52

Distribution of Online and In-Person Classes

In-Person classes are noted as Intensives Online as noted

Week	Year One						Year Two						Year Three	
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester	
	Delivery	No. Days	Delivery	No. Days	Delivery	No. Days	Delivery	No. Days	Delivery	No. Days	Delivery	No. Days	Delivery	No. Days
0	Orientation + Intensive 1	4	Intensive 5	2										
1		1		1										
2			Online				Online							
3	Online				Online								Online	
4			Intensive 6	2			Intensive 10	3						
5	Intensive 2	3												
6		1											Intensive 15	2
7			Online		Summer Break		Online		Online		Summer Break			
8	Online													
9					Online								Online	
10														
11	Intensive 3	2	Intensive 7	3			Intensive 11	3						
12		1		1									Intensive 16	2
13	Online		Online		Intensive 9	2	Online				Intensive 14	2		
14													Online	
15	Intensive 4	1	Intensive 8	1			Intensive 12	1	Intensive 13	1				
16		2		2				2		2			Intensive 17	2

Intensives Schedules

Intensives are multiple day, in-person meetings that meet continuously from 8:00 AM to 5:00 PM, evenings are devoted to peer meetings, workshops, architecture firm visits, and study.

Fall Semester Intensive One

Time	Friday Day 1	Saturday Day 2	Sunday Day 3	Monday Day 4
8:00		Advising	Advising	Advising
9:00		Studio Discussion	Studio Work session	Research Methods
10:00				
11:00		Studio Work session		
12:00	Welcome Lunch	Lunch	Lunch	Lunch
1:00	Orientation	Studio Work session	Studio Discussion	Research Methods
2:00				
3:00	Research Intro	Research Methods	Writing Workshop	Conclude Intensive 1
4:00	Studio Introduction			
5:00				
6:00	Dinner	Dinner	Dinner	
7:00	Firm Reception	Studio Workshop	Writing Workshop	
8:00				

Fall Semester

Intensive 2

Time	Friday Day 1	Saturday Day 2	Sunday Day 3	Monday Day 4
8:00		Advising	Advising	Presentation Prep
9:00		Studio Discussion	Research Methods	Studio Presentations
10:00				
11:00		Studio Work session		
12:00	Welcome Lunch	Lunch	Lunch	Lunch
1:00	Studio Discussion	Studio Work session	Studio Discussion	Studio Presentations
2:00	Peer Meeting			
3:00	Research Methods	Peer Meeting	Writing Workshop	Conclude Intensive 2
4:00				
5:00				
6:00	Dinner	Dinner	Dinner	
7:00	Firm Reception	Studio Workshop	Writing Workshop	
8:00				

Fall Semester

Intensive 3

Time	Saturday Day 1	Sunday Day 2	Monday Day 3
8:00		Advising	Presentation Prep
9:00		Studio Work Session	Studio Presentations
10:00			
11:00			
12:00	Welcome Lunch	Lunch	Lunch
1:00	Research Methods	Studio Work Session	Studio Presentations
2:00			
3:00			
4:00	Studio Discussion	Peer Meeting	Conclude Intensive 3
5:00			
6:00	Dinner	Dinner	
7:00	Studio Workshop	Peer Meeting	
8:00			

Fall Semester

Intensive 4

Time	Sunday Day 1	Monday Day 2	Tuesday Day 3
8:00		Advising	Presentation Prep
9:00		Studio Work Session	Studio Presentations
10:00			
11:00			
12:00	Welcome Lunch	Lunch	Lunch
1:00	Research Methods Review	Research Method Presentations	Studio Presentations
2:00			
3:00			
4:00	Studio Work Session		Exhibit Set-up (peer)
5:00			
6:00	Dinner	Dinner	Fall Reception & Exhibit
7:00	Peer Meeting	Firm Reception	
8:00				Conclude Intensive 4

Spring Semester

Intensive 5

Time	Saturday Day 1	Sunday Day 2
8:00		Advising
9:00		Adv M&M
10:00		
11:00		
12:00	Welcome Lunch	Lunch
1:00	Studio Discussion	Studio Discussion
2:00		Studio Work session
3:00	Studio Work session	Studio Workshop
4:00		
5:00		
6:00	Firm Reception	Dinner
7:00		Studio Workshop
8:00		Conclude Intensive 5

Intensive 6

Time	Saturday Day 1	Sunday Day 2
8:00		Advising
9:00		Adv M&M
10:00		Adv M&M
11:00		Adv M&M
12:00	Welcome Lunch	Lunch
1:00	Studio Discussion	Studio Discussion
2:00		Studio Discussion
3:00	Studio Work Session	Studio Work Session
4:00	Studio Workshop	
5:00		
6:00	Dinner	Dinner
7:00	Studio Workshop	Peer Meeting
8:00		Conclude Intensive 6

Spring Semester

Intensive 7

Time	Friday Day 1	Saturday Day 2	Sunday Day 3	Monday Day 4
8:00		Advising	Adv M&M Mid Presentation	Studio Presentations
9:00		Studio Work session		
10:00				Welcome Lunch
11:00		Lunch		
12:00	Adv M&M		Studio Work Session	Lunch
1:00		Studio Discussion		Studio Discussion
2:00				
3:00	Dinner	Dinner	Dinner	
4:00				Studio Workshop
5:00	Dinner	Dinner		
6:00			Studio Workshop	Peer Meeting
7:00	Studio Workshop	Peer Meeting		
8:00				

Spring Semester

Intensive 8

Time	Sunday Day 1	Monday Day 2	Tuesday Day 3	
8:00		Advising	Studio Presentations	
9:00		Adv M&M Presentations		Lunch
10:00					Lunch
11:00		Welcome Lunch		Lunch
12:00	Adv M&M		Adv M&M Presentations		Studio Presentations
1:00		Studio Discussion		Exhibit Set-up (peer)
2:00					Studio Work session	Studio Work session
3:00	Dinner	Dinner	Spring Reception & Exhibit	
4:00				Peer Meeting	Studio Work session
5:00	Peer Meeting	Studio Presentation prep	Conclude Intensive 8	
6:00				
7:00				
8:00				

Summer Semester

Intensive 9

Time	Friday Day 1	Saturday Day 2
8:00		Seminar 1 exam
9:00		
10:00		Break
11:00		Lunch
12:00	Welcome Lunch	Seminar 2 exam
1:00	Seminar 1 Review	Conclude Intensive 9
2:00		
3:00	Seminar 2 Review	
4:00		
5:00	Peer study Meeting	
6:00	Dinner	
7:00	Peer study Meeting	
8:00		

Fall Semester

Intensive 10

Time	Thursday Day 1	Friday Day 2	Saturday Day 3
8:00		Advising	Presentation Prep
9:00		Studio Discussion	Studio Presentations
10:00			
11:00		Studio Work session	
12:00	Welcome Lunch	Lunch	Lunch
1:00	Studio Work Session	Studio Work session	Studio Presentations
2:00		Studio Discussion	
3:00			
4:00		Studio Work session	
5:00			
6:00	Firm Reception	Dinner	Dinner
7:00		Peer Meeting	Conclude Intensive 10
8:00			

Fall Semester**Intensive 11**

Time	Thursday Day 1	Friday Day 2	Saturday Day 3
8:00		Advising	Studio Presentation prep
9:00		Studio Discussion	Studio Presentations
10:00			
11:00			
12:00	Welcome Lunch	Lunch	Lunch
1:00	Seminar Discussion	Studio Work Session	Studio Presentations
2:00			
3:00	Studio Work session	Studio Discussion	Conclude Intensive 11
4:00		Studio Work Session	
5:00			
6:00	Dinner	Dinner	
7:00	Peer Meeting	Peer Meeting	
8:00			

Fall Semester**Intensive 12**

Time	Sunday Day 1	Monday Day 2	Tuesday Day 3
8:00		Seminar exam	Studio Presentations
9:00			
10:00		Studio Work session	
11:00			
12:00	Welcome Lunch	Lunch	Lunch
1:00	Seminar Review	Peer Review Res. Methods	Studio Presentations
2:00			
3:00	Studio Work Session		Peer Review Res. Methods	Exhibit Set-up
4:00			
5:00			
6:00	Dinner	Dinner	Fall Reception & Exhibit
7:00	Peer Meeting	Studio Discussion	
8:00			Studio Presentation prep	Conclude Intensive 12

Spring Semester

Intensive 13

Time	Sunday Day 1	Monday Day 2	Tuesday Day 3
8:00	Advising		Studio peer reviews
9:00			
10:00	Seminar 1 Review	Seminar 1 exam	
11:00		Lunch	
12:00	Lunch	Seminar 2 exam	Lunch
1:00	Seminar 2 Review	Break	Studio peer reviews
2:00			
3:00	Seminar 3 Review	Seminar 3 exam	
4:00			
5:00	Peer study Meeting	Break	
6:00	Dinner	Firm Reception	Spring Reception & Exhibit
7:00	Peer study Meeting		
8:00			Conclude Intensive 13

Summer Semester

Intensive 14

Time	Thursday Day 1	Friday Day 2
8:00		MRP Prep Final
9:00	Advising	
10:00	Seminar Discussion	
11:00	MRP Prep peer Review	
12:00		
1:00	Lunch	Lunch
2:00	MRP Prep peer Review	MRP Prep Final
3:00		
4:00		
5:00		
6:00	Dinner	Firm Reception
7:00	MRP Prep Final	
8:00			Conclude Intensive 14

Fall Semester

Intensive 15

Time	Thursday Day 1	Friday Day 2
8:00		MRP Midterm
9:00		
10:00		
11:00		
12:00	Lunch	
1:00	MRP Setup	Lunch
2:00	MRP Midterm	Conclude Intensive 15
3:00		
4:00		
5:00		
6:00	Dinner	
7:00	MRP Midterm	
8:00		

Fall Semester**Intensive 16**

Time	Thursday Day 1	Friday Day 2
8:00		MRP Final Exam
9:00		
10:00		
11:00		
12:00	Lunch	
1:00	MRP Setup	Lunch
2:00	MRP Final Exam	Conclude Intensive 16
3:00		
4:00		
5:00		
6:00	Dinner	
7:00	MRP Final Exam	
8:00		

Fall Semester**Intensive 17**

Time	Monday Day 1	Tuesday Day 2
8:00		Thesis Submission/ exhibit setup
9:00		
10:00		
11:00		
12:00		Lunch
1:00		
2:00		Convocation Rehearsal
3:00		Convocation
4:00		
5:00		
6:00	Awards Ceremony/Dinner	Fall Reception & Exhibit
7:00		
8:00		Conclude Intensive 17

The JaxLab faculty

JaxLab faculty will be teaching in-load. JaxLab Faculty Nancy M. Clark (FTE 1.0)

CityLab-Orlando faculty will be teaching out-of-load. The online courses are synchronous transmissions of face-to-face, hybrid, and online courses originating in Orlando.

CityLab-Orlando Faculty: Frank M. Bosworth Ph.D., AIA; Professor of Practice, Stephen D. Bender A.I.A., Lecturer; Albertus Wang A.I.A., Lecturer; Lucas Najle A.I.A., Adjunct; Eugene Demaso, Adjunct

Faculty from Gainesville teaching out of load

Nawari Nawari Ph.D., Assoc Professor, Assoc. Professor, Martha Kohen, Professor, Charlie Hailey, Professor, Martin Gold, AIA, Assoc. Professor, Alfonso Perez, Professor

Student Learning Outcomes Associated with the Program

Critical Thinking and Representation. Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling

Professional Communication Skills	Ability to write and speak effectively and use representational media appropriate for both the profession and the public.
<i>Course</i>	<i>ARC 6913 Thesis/ PILOT Preparation</i>
Design Thinking Skills	Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3</i>
Investigative Skills	Ability to gather, assess, record, and comparatively evaluate relevant information and performance to support conclusions related to a specific project or assignment.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6979 PILOT</i>
Architectural Design Skills	Ability to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3</i>
Ordering Systems	Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3</i>
Use of Precedents	Ability to examine and understand the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3, ARC 6913 Thesis/ PILOT Preparation</i>
History and Global Culture:	Understand the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.
<i>Course</i>	<i>ARC 6xxx History/ Theory Elective, ARC 6356 Advanced Studio 3</i>

Cultural Diversity and Social Equity	Understand the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize diverse cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6705 Graduate Architectural History 3</i>
<u>Building Practices, Technical Skills, and Knowledge.</u> Graduates from NAAB accredited programs must be able to understand the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.	
Site Design	Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3</i>
Codes and Regulations	Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of life-safety and accessibility standards.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6356 Advanced Studio 3</i>
Technical Documentation	Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components proper for a building design.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6357 Adv. Materials & Methods</i>
Structural Systems	Ability to demonstrate the basic principles of structural systems and their ability to withstand gravitational, seismic, and lateral forces, as well as the choice and application of the appropriate structural system.
<i>Course</i>	<i>ARC 6505 Advanced Structures, ARC 6355 Advanced Studio 2, ARC 6357 Adv. Materials & Methods</i>
Environmental Systems	Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2</i>
Building Envelope Systems and Assemblies	Understand the basic principles involved in the proper selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6357 Advanced Materials & Methods</i>
Building Materials and Assemblies	Understand the basic principles used in the proper selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.
<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2</i>
Building Service Systems	Understand the basic principles and proper application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

<i>Course</i>	<i>ARC 6241 Advanced Studio 1, ARC 6355 Advanced Studio 2, ARC 6685 Life Safety, Sanitation, and Plumbing Systems</i>
Financial Considerations	Understand the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs
<i>Course</i>	<i>ARC 6355 Advanced Studio 2</i>

Professional Practice. Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Stakeholder Roles in Architecture	Understand the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.
<i>Course</i>	<i>ARC 6281 Professional Practice</i>
Project Management	Understand the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.
<i>Course</i>	<i>ARC 6281 Professional Practice</i>
Business Practice	Understand the basic principles of a firm’s business practices, including fiscal management and business planning, marketing, organization, and entrepreneurship.
<i>Course</i>	<i>ARC 6281 Professional Practice</i>
Legal Responsibilities	Understand the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.
<i>Course</i>	<i>ARC 6281 Professional Practice</i>
Professional Conduct	Understand the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.
<i>Course</i>	<i>ARC 6281 Professional Practice</i>

Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to show that they can synthesize a wide range of variables into an integrated design solution.

Research	Understand the theoretical and applied research methodologies and practices used during the design process.
<i>Course</i>	<i>ARC 6242 Research Methods</i>
Integrated Evaluations and Decision-Making Design Process	Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
<i>Course</i>	<i>ARC 6356 Advanced Studio 3</i>

Integrative Design Ability to make design decisions within a complex architectural project while showing broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies

Course *ARC 6355 Advanced Studio 2*

Pre-Design Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria

Course *ARC 6241 Advanced Studio 1, ARC 6356 Advanced Studio 3*

APPENDIX C
Facility Lease

LEASE AGREEMENT

FOR

**ST. JOHN'S EPISCOPAL CATHEDRAL
CATHEDRAL HOUSE, THIRD FLOOR
JACKSONVILLE, FL**

**TENANT: UNIVERSITY OF FLORIDA
COLLEGE OF DESIGN, CONSTRUCTION AND PLANNING**

256 E. CHURCH STREET
JACKSONVILLE, FLORIDA 32202

LEASE SUMMARY

Landlord: The Rector, Wardens and Vestry of St. Johns Parish, at Jacksonville, Florida

Tenant: University of Florida College of Design, Construction and Planning CityLab-Jax, School of Architecture

Lease Effective Date: July 1, 2021

Leased Premises Address: Cathedral House, Third Floor
256 E. Church Street
Jacksonville, FL 32202

Initial Lease Term: Sixty (60) Months after the Commencement Date
[Paragraph 2]

Renewal Option: None, unless agreed upon.

Renewal Notice Date: One hundred twenty (120) days prior to end of Initial Term or 120 days prior to end of first renewal term

Gross Leasable Area of Leased Premises: 2,557 Square Feet
[Paragraph 1]

Gross Leasable Area of Property: 11,523 Square Feet
[Paragraph 3]

Tenant's Pro Rata Share: 0.222 Percent (22.2%)
[Paragraph 3]

Lease Commencement Date: July 1, 2021
[Paragraph 2]

Lease Expiration Date: June 30, 2026
[Paragraph 2]

Annual Base Rent/Square Foot: \$15.00/SF
[Paragraph 3]

Pro-Rata Share of "CAM" Expense: 22.2%/SF
[Paragraph 3]

Annual Rent for Year 1 and 2 of Lease Term: \$0
[Paragraph 3]

Utilities \$516.67 per month for July 1, 2021 through December 31,
[Paragraph 3] 2021

Janitorial Service \$541.67 per month but adjusted as provided for in Lease
[Paragraph 3]

Monthly Rent for Months 1-24 of Lease Term: \$0
[Paragraph 3]

Office Improvements: See Exhibit "B"
[Paragraph 2]

Security Deposit: \$0
[Paragraph 11]

Tenant's Address for Notices: University of Florida Board of Trustees
[Paragraph 20] c/o Office of Real Estate
720 S.W. Second Avenue, Suite 108
P.O. Box 113135
Gainesville, FL 32611-3135
Attention: _____
Email: _____

With Copy To: University of Florida
c/o Office of General Counsel
123 Tigert Hall
P.O. Box 113125
Gainesville, FL 32611-3125
Attention: _____
Telephone: _____
Email: _____

Landlord's Address for Rent Payments/Notices: St. John's Episcopal Cathedral
[Paragraph 20] 266 E. Duval Street
Jacksonville, FL 32202
Attention: Debbie Johnson
Telephone: (904) 632-9104, ext. 153
Email: djohnson@jaxcathedral.org

Base Rent:

	Time Period	Per Month	Per Year	Per Square Foot	Rent Abatement
Initial Term	Year 1	\$3,196.25	\$38,355.00	\$15.00	Base Rent abates for months 1-12 (\$38,355.00)
	Year 2	\$3,196.25	\$38,355.00	\$15.00	Base Rent abates for months 13-24 (\$38,355.00)
	Year 3	\$3,196.25	\$38,355.00	\$15.00	
	Year 4	\$3,196.25	\$38,355.00	\$15.00	
	Year 5	\$3,196.25	\$38,355.00	\$15.00	

Rent Due Date:First (1st) day of each calendar monthPermitted Use:

Post-graduate and college education for adults involving the study of architecture and design and at all times qualifying for and having 501(c)(3) tax exempt status.

Landlord's Normal Building Operating Hours:

Sunday through Saturday, 9:00 AM to 7:00 PM unless special events or services require earlier or later hours for set-up and takedown.

Tenant's Permitted Hours of Operation:Third Floor: 6 AM to 11 PM, Monday thru Friday; 9:00 AM to 5:00 PM on weekends and holidays.
If expansion of Leased Premises to the Second Floor is agreed upon: Second Floor: Monday through Friday 6 AM through 11 PM.

LEASE AGREEMENT

THIS LEASE AGREEMENT (the “Lease”) made effective this 1st day of July, 2021 (the “Effective Date”), between THE RECTOR, WARDENS AND VESTRY OF ST. JOHN’S PARISH AT JACKSONVILLE, FLORIDA (hereinafter "Landlord"), a Florida corporation, whose address is 256 E. Church Street, Jacksonville, Florida 32202, and UNIVERSITY OF FLORIDA BOARD OF TRUSTEES, a public body corporate of the State of Florida for the benefit of its College of Design, Construction and Planning (hereinafter "Tenant") whose address is 720 S.W. Second Avenue, Suite 108, Gainesville, Florida 32611.

In consideration of the mutual covenants herein expressed, the parties do covenant and agree as follows:

1. LEASED PREMISES. Landlord hereby leases to Tenant and Tenant hereby leases from Landlord the existing third floor of Cathedral House consisting of approximately 2,557 gross square feet (2,577 usable square feet) located at 256 E. Church Street, Jacksonville, Florida 32202 (the “Leased Premises”), which Leased Premises are located on the property and depicted on the floor plan attached as **Exhibit “A”** (the “Property”). After the first 24 months of the Lease Term, Tenant and Landlord may agree to rent the second floor for classroom space only, such use to be conditioned upon Landlord’s ability to utilize the second floor for church proposes satisfactory to Landlord on weekends and religious holidays. Such second floor plans will involve Tenant’s agreement that the classroom spaces are to be readied for use by the Landlord on weekends.

2. LEASE TERM.

A. The initial term of this Lease shall be for a period of sixty (60) months (the “Lease Term”). The Lease Term shall begin July 1, 2021 (hereinafter referred to as the “Commencement Date”) and shall end on June 30, 2026 (the “Expiration Date”).

B. This Lease shall remain in full force and effect throughout the Lease Term. Tenant shall not be entitled to terminate this Lease prior to the end of the Lease Term, and any attempt to do so shall constitute a default under this Lease.

C. Extension of Lease Term. Provided there is then no Event of Default, Landlord and Tenant may by written agreement renew this Lease for an additional period of five years to be the extension of Lease Term (the “Extension of Lease Term”) by jointly executing a renewal agreement not less than 120 days prior to the end of the Lease Term. Nothing contained herein obligates either party to agree upon a renewal term.

3. RENT.

A. Tenant shall pay Landlord as base rent on the 1st of each month for the Leased Premises, without set aside or deduction, \$15.00 per square foot for the first five-year term. Thereafter, and for any extensions of the Lease Term as described in paragraph 2.C. above, Base Rent shall be subject to an increase to \$17.25 per square foot per year in the Extension of Lease Term in the event Landlord and Tenant activate said additional term. No sales tax shall be applied as both Landlord and Tenant are exempt pursuant to _____. Tenant hereby represents that it is exempt and meets all requirements of such sales tax exemptions, as well as exemptions from

any other taxes or tariffs. Landlord agrees to waive Rent during months 1 through 24 of the initial Lease Term.

B. In addition to the base rental specified in Paragraph 3.A. above, Tenant shall pay utilities and janitorial services in connection with the maintenance and operation of the Leased Premises, of the building and Property of which the Leased Premises are a part. Tenant's share of the Utilities has been estimated to be \$516.67 per month based upon an estimated percentage of the Third Floor's usage of utilities of 8.335% of the total utility bill each month. The total utilities bill has been estimated at \$6,200 per month based upon a five-year history from January 2015 through December 2019. In the event that utility costs increase upon the arrival of students and the additional usage of the Leased Premises, Landlord and Tenant hereby agree to address the increased impact on utilities and their intended fees and adjust the monthly utility fee charged to Tenant. Utilities shall be billed in advance each month. Tenant's share of the janitorial services has been estimated to be \$541.67 per month based upon an estimate of five hours of labor per week for 52 weeks at the hourly labor rate (including labor burden) of \$25.00 per hour. In the event additional janitorial services are needed, Landlord and Tenant agree to negotiate in good faith for the increase in janitorial services demand resulting from the increase in number of people in the space. Janitorial services shall be billed in advance each month. Utilities and janitorial services are billed and are to be paid each month for the entire 60 months initial Lease Term and are not waived for any period of time.

C. All Rent shall be paid monthly to St. John's Episcopal Cathedral, as Landlord, and Landlord shall have the right to require rent payments to be made by business check. If mailed, all payments shall be mailed in sufficient time before the due date to allow delay in delivery by the post office.

D. Five (5%) percent shall be assessed as an administrative fee for any payment not received by Landlord five (5) days after the date such payment is due. Failure to pay late charges, if any, shall constitute a default under this Lease.

E. If Tenant fails to pay any regular monthly installment of Rent or any other sum of money due, within five (5) days after the date such payment is due, or if any check delivered for the payment of Rent or other sum is returned for insufficient funds, there will be added to the unpaid amount a late charge based on the Default Rate as defined herein and applied to the amount due to compensate Landlord for the extra administrative expenses incurred. "Default Rate" shall mean the highest rate allowable by law (currently eighteen percent (18%)), and any judgment shall also bear such highest lawful rate of interest. This remedy remains cumulative with any other contractual or legal remedy permitted to Landlord.

4. ASSIGNMENT AND SUBLETTING

A. Tenant shall not sublet all or any part of the Leased Premises to any entity. Tenant may assign its interest as Tenant upon delivery of 90 days written notice to Landlord, provided that the assignee is a 501(c)(3) educational institution or charity, utilizes the premises for qualified 501(c)(3) purposes, has a sales tax exemption certificate, has a minimum tangible net worth of \$1 million, and maintains all the insurance coverages required herein without self-insurance (unless in the case of self-insurance the assignee is a division of the State of Florida). In such event, Landlord's consent shall not be unreasonably withheld. No such assignment shall relieve Tenant from financial responsibility hereunder.

B. Consent by Tenant to any assignment shall not constitute a waiver of any of the terms of this Lease.

5. INDEMNIFICATION AND INSURANCE.

A. Tenant's Insurance

Tenant shall insure through a State of Florida program, or self-insure, at its own cost and expense, its fixtures, furnishings, equipment and personal property which it may use or store on the Premises. Tenant, as a public body corporate, participates in the State of Florida's Risk Management Trust Fund for purposes of general liability, workers' compensation, and employer's liability insurance coverage, with said coverage being applicable to Tenant's officers, employees, servants, and agents while acting within the scope of their office, employment, or agency, subject to the limitations of Chapter 284, Part II, and Section 768.28, Florida Statutes. Lessee shall maintain a policy of commercial general liability in amounts of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate, with an umbrella not less than \$10,000,000, and having deductibles not greater than the current sovereign immunity limit in Section 768.28(5), Florida Statutes. Such policy shall cover the acts and omissions of the invitees and licensees of Lessee. All such policies shall name Landlord as an additional insured and shall contain a waiver of subrogation. Tenant shall provide to Landlord copies of certificates evidencing the aforementioned insurance coverage upon Landlord's request. The option to self-insure shall be personal to Tenant and shall not apply to any assignee or subtenant without Landlord's consent.

B. Landlord shall not be liable for any damages or injury to any person or property whether it be the person or property of Tenant, Tenant's employees, agents, guests, invitees or otherwise by reason of Tenant's occupancy of the Leased Premises or because of fire, flood, windstorm, bursting or leaking pipes, roof leaks, Acts of God or for any other reason. Tenant agrees to indemnify and save harmless Landlord from and against any and all loss, damage, claim, demand, liability or expense, including, without limitation, attorneys' and consultants' fees, suffered or incurred by Landlord (or its successors and assigns) by reason of damage to person or property which may arise or be claimed to have arisen as a result of the occupancy or use of said Leased Premises by the Tenant or by reason thereof or in connection therewith, or in any way arising on account of any injury or damage caused to any person or property of or in the Leased Premises, providing, however, that Tenant shall not indemnify as to the loss or damage due to wrongful acts or willful negligence of Landlord its agents, representative, partners, shareholders, members, directors, officers or employees.

C. Landlord does hereby permit Tenant access to the Leased Premises for periods of time longer than the Leased Premises are open and operational by Landlord. Accordingly, Tenant shall be responsible for any damage, injury or harm resulting from Tenant's operations outside the operational hours of the Leased Premises. Tenant agrees to defend, indemnify and hold harmless Landlord in the event of any claims asserted, arising out, or relating to Tenant's after-hours activities.

D. Landlord shall not be liable for any damages or injuries to any person or property whether it be the person or property of Tenant, Tenant's employees, agents, guests, invitees, or otherwise by reason of Tenant's occupancy of the Leased Premises and any activity in which an event causing such damage occurs outside of Landlord's operating hours.

6. MAINTENANCE AND REPAIRS.

A. **Tenant's Responsibilities.** Tenant shall keep the interior, non-structural portions of the Premises, and the non-structural elements of all doors and entrances, in good clean order, condition and repair, and shall deliver same to Landlord at the termination of this Lease in good order and condition, ordinary wear and tear excepted.

B. **Landlord's Responsibilities.** At Landlord's expense, Landlord shall maintain, repair, and replace as necessary, all other portions of the Premises that are not Tenant's responsibility under Section 8.1, including but not limited to, the roof (specifically, keeping the roof free of leaks), foundations, floor slabs, columns, exterior walls, imbedded utility lines, gutters, downspouts and subfloors, HVAC, and all other exterior and structural elements, so as to keep the same in good order and repair throughout the Term of this Lease, ordinary wear and tear excepted. All repairs, replacements and restorations made by Landlord shall be equal or better in quality and class to the originals thereof and shall be completed in compliance with applicable law. Landlord shall expeditiously commence and complete any repairs or replacements required by the terms of this Lease.

C. Notwithstanding anything to the contrary stated above, each party shall be responsible for any and all repairs resulting from damage to the Leased Premises caused by the tortious, reckless or negligent actions or omissions of said party, its employees, agents, guests, or invitees.

D. Tenant shall keep the interior, non-structural portions of the Leased Premises, and the non-structural elements of all doors and entrances, in good clean order, condition and repair, and shall deliver same to Landlord at the termination of this Lease in good order and condition, ordinary wear and tear excepted.

E. Tenant acknowledges that ceiling tiles and floor tiles may contain asbestos or be affixed with a mastic that contains asbestos. Such items shall not be disturbed without written notice to Landlord and appropriate measures for remediation.

F. Tenant acknowledges that it has had an opportunity to perform visual observations of the Leased Premises and the Premises and is satisfied that they will meet the needs of Tenant.

8. **TRADE FIXTURES.** Tenant shall be permitted to install trade fixtures on the Leased Premises. In addition, Tenant shall be permitted to remove said trade fixtures from the Leased Premises upon the termination of this Lease; provided that if Tenant does so remove such trade fixtures, Tenant shall return the Leased Premises to the same condition as existed at the time of original entry, ordinary wear and tear excepted. This provision is not intended to allow Tenant to remove approved improvements made by Tenant or Landlord to the Leased Premises. All such improvements made by Tenant or Landlord to the Leased Premises belong to Landlord at the termination hereof and shall not be removed nor damaged by Tenant's removal of trade fixtures. If Tenant does not remove the trade fixtures at termination, Landlord shall have the option either to declare such fixtures abandoned and Landlord the owner thereof or to demand Tenant remove same at Tenant's expense returning the Leased Premises to the condition required herein.

9. **QUIET ENJOYMENT.** The Landlord covenants and agrees that Tenant, on paying Rent and performing the covenants herein, shall and may peaceably and quietly hold and enjoy the said Leased Premises.

10. **LANDLORD'S RIGHT TO INSPECT.** The Landlord shall have the right at all reasonable times, to enter and inspect the Leased Premises, to exhibit the Leased Premises to any existing or

prospective purchaser or mortgagee thereof or any prospective Tenant thereof, to make any alteration, improvement or repair to the building or the Leased Premises, or for any other purpose relating to the operation or maintenance of the Property, including to show to potential Tenants. The Landlord shall also have the right to enter the Leased Premises immediately at any time in the event of an emergency.

11. DESTRUCTION OF PREMISES.

A. If the Leased Premises are totally destroyed by fire or other casualties so that Tenant is unable to operate the business, both the Landlord and Tenant shall have the option of terminating this Lease or any renewal thereof, upon giving written notice at any time within thirty (30) days from the date of such destruction, and if the Lease be so terminated, all Rent shall cease as of the date of such destruction and any prepaid Rent shall be refunded, provided that no such termination shall affect Tenant's obligations to pay damages to or to indemnify Landlord for damages occasioned by negligence of Tenant, it is invitees, licensees employees, contractors or agents.

B. If the Leased Premises are partially damaged by fire or other casualty, or totally destroyed thereby and neither party elects to terminate this Lease within the provisions of subparagraph 10.A. above or 10.C. below, then the Landlord agrees, at Landlord's sole cost and expense, to restore the Leased Premises to a kind and quality substantially similar to that immediately prior to such destruction or damage. Said restoration shall be commenced within a reasonable time and completed without delay on the part of the Landlord and in any event shall be accomplished within ninety (90) days from the date of the fire or other casualty. In such case, all rents paid in advance shall be proportioned as of the date of damage or destruction and all rent thereafter accruing shall be equitably and proportionately suspended and adjusted according to the nature and extent of the destruction or damage, pending completion of rebuilding, restoration or repair, except that in the event the destruction or damage is so extensive as to make it unfeasible for the Tenant to conduct Tenant's business on the Leased Premises, the rent shall be completely abated until the Leased Premises are restored by the Landlord or until the Tenant resumes use and occupancy of the Leased Premises, whichever shall first occur. The Landlord shall not be liable for any inconvenience or interruption of business of the Tenant occasioned by fire or other casualty.

C. If the Landlord undertakes to restore, rebuild or repair the Leased Premises, and such restoration, rebuilding or repair is not accomplished within ninety (90) days, and such failure does not result from causes beyond the control of Landlord, the Tenant shall have the right to terminate this Lease by written notice to the Landlord within thirty (30) days after expiration of said ninety-day period.

D. Landlord shall not be required to carry fire, casualty or extended damage insurance on the person or property of the Tenant or any person or property, which may now or hereafter be placed in the Leased Premises.

12. SECURITY DEPOSIT. Tenant's security deposit is waived under the terms of this Lease; however, Landlord reserves the right to require a security deposit in the event Tenant assigns or sublets to an unrelated entity. Delivery of a security deposit will be a factor in Landlord's consent to a subsequent assignment or subletting of the Lease Premises.

13. AUDIO VISUAL AND INTERNET TECHNOLOGY SERVICES. Tenant shall be entitled to infrequent and occasional usage of the Busey Conference Room, Taliaferro Hall, and Ingram Lounge for pre-scheduled meetings, presentations, and events. There is no additional charge for usage of

these areas except for usage of an IT/AV professional to be provided by Landlord and charged to Tenant at the rate of \$175 per event for set up and take down charges. In the event additional IT/AV services are needed beyond set up and take down, such services will be charged by Landlord to Tenant at the rate of \$75 per hour. IT/AV professional fees will be billed the month after each such usage.

14. USE OF PREMISES.

A. The Leased Premises shall be used and occupied by Tenant only for the permitted use set forth in the Lease Summary. Tenant shall be permitted infrequent and occasional use of the Busey Conference Room, Taliaferro Hall, and Ingram Lounge for pre-scheduled meetings, presentations, and events on a pre-scheduled basis at no additional charge, but only during the following business hours unless otherwise agreed by Landlord:

Monday – 10:00 a.m. to 7:00 p.m.
Tuesday – 10:00 a.m. to 7:00 p.m.
Wednesday – 10:00 a.m. to 7:00 p.m.
Thursday – 10:00 a.m. to 7:00 p.m.
Friday – 10:00 a.m. to 7:00 p.m.

B. In the event Tenant needs access to Taliaferro Hall, the Busey Conference Room, or Ingram Lounge on other days or times, Tenant is to obtain advance written permission upon approval by Landlord. Whether during or after Normal Operating Hours, Lessee shall pay reasonable charges imposed by Landlord for set-up, breakdown, and cleaning expenses.

C. Landlord shall provide to Tenant upon request a limited number of Lessee's staff for planning purposes on or before the Commencement Date access during normal business hours to the Leased Premises provided however, that Landlord shall furnish the insurance coverages required during the Lease Term and hereby makes indemnifications with respect to such pre-occupancy use that are otherwise provided during the Lease Term.

D. Tenant shall respect both the scheduled and unscheduled operations of the Cathedral, including, but not limited to, worship services, Sunday school, meetings of the vestry and other committees, and will generally respect the nature of the religious institution and functions carried out by Landlord. Tenant shall not conduct any activity which is disruptive or otherwise prevents, impairs, or obstructs Landlord's operations.

15. OCCUPANCY REGULATIONS

Tenant agrees that it:

A. will not use the plumbing facilities for any purpose other than that for which they are constructed and will not permit any foreign substance of any kind to be thrown therein. The expense of repairing any breakage, stoppage, seepage or damage whether occurring on or off the Premises, resulting from a violation of this provision by Tenant's or Tenant's employees, agents or invitees shall be borne by Tenant;

B. will comply with all laws and ordinances and all rules and regulations of governmental authorities with respect to Tenant's use of the Premises and Common Facilities;

C. will use only such electrical appliances as will not overload the electrical service of the Premises as supplied by Landlord. If Tenant shall use or require additional electrical service, Tenant shall provide the same at its own cost and expense, but only in accordance with

specifications approved by Landlord in writing, and no heating elements shall be utilized without Landlord's express written approval. There shall be no activities involving an open flame;

D. will not use or operate any machinery, that, in Landlord's reasonable judgment, is harmful to the Premises or a nuisance;

E. will not place any weight in any portion of the Premises beyond the safe carrying capacity of the structure;

F. will not manufacture any commodity or prepare or dispense any food or beverages in the Premises;

G. will not obstruct any sidewalks, halls, passageways, elevators or stairways in the Common Facilities, or use the same for any purpose other than ingress or egress to and from the Premises;

H. will not bring in to or remove from the Premises any heavy or bulky object except in accordance with the rules and regulations set forth by Landlord;

I. will not use any part of the Premises as sleeping rooms or apartments;

J. will not to permit space heaters, personal refrigerators, or other energy-intensive or fire hazardous equipment unnecessary to conduct Tenant's business without written approval by Landlord;

K. shall not permit the Leased Premises or any of the additional spaces to exceed maximum occupancy capacities as follows: maximum capacity in the Leased Premises is 75 people, Taliaferro Hall 150 people, Busey Conference Room 16 people, and Ingram Lounge 28 people.

L. Will require UF students, faculty, employees and guests to wear picture identification lanyards furnished by Tenant that identify the occupants.

M. Will comply with requirements of Landlord for key cards restricting access to the building and Premises.

Landlord shall, at Landlord's expense, remain responsible (as owner of the building containing the Leased Premises and Common Facilities) for maintaining the Common Facilities during normal business hours in compliance with local health, building, and safety codes and inspection requirements.

Tenant further acknowledges that the Leased Premises and the Common Facilities, as well as the additional areas which this Lease provides access to Tenant, is an existing and functioning Episcopal Cathedral where its staff, parishioners, visitors, and guests come to worship, pray, attend church services, attend weddings, and attend funerals, as well as participate in other religious activities. Tenant covenants that its invitees, faculty staff, students, etc. gaining access to the Leased Premises pursuant to the terms of this Lease shall at all times be respectful of the sometimes solemn nature of the activities and will maintain an appropriate decorum at all times.

16. DEFAULT.

A. The occurrence of any of the following shall constitute an event of default under and breach of this Lease by Tenant (an "Event of Default"):

- i. Tenant's failure to pay Rent or Additional Rent or any other sums payable hereunder for a period of five (5) days after the date such payment is due;
- ii. Tenant's failure to observe, keep or perform any of the other terms, covenants, agreements or conditions of this Lease for a period of thirty (30) days after written notice by Landlord;
- iii. The Leased Premises are deserted, vacated, or abandoned, even though the Tenant continues to pay the stipulated monthly Rent;
- iv. Tenant is making an assignment for the benefit of creditors;
- v. A receiver or trustee being appointed for Tenant or a substantial portion of Tenant's assets;
- vi. Tenant's voluntary petitioning for relief under, or otherwise seeking the benefit of, any bankruptcy, reorganization, arrangement or insolvency law;
- vii. Tenant's mortgaging or pledging its interest under this Lease;
- viii. Tenant's interest under this Lease being sold under execution or other legal process; or
- ix. Any unauthorized assignment of Tenant's interest in this Lease or unauthorized subletting of the Premises.

B. In the event any of the foregoing Events of Default occur, but subject to Tenant's right to cure as provided herein, Landlord, at its election, may exercise any one or more of the following options, the exercise of which shall not be deemed to preclude the exercise of any others herein listed or otherwise provided by statute or general law at the same time or in subsequent times or actions, provided, however, that forbearance by Landlord to enforce one or more of the remedies herein shall not be deemed or construed to constitute a waiver of any other violation or default:

- i. Accelerate and declare the entire remaining unpaid Rent and Additional Rent for the balance of the Lease Term to be immediately due and payable and may at once take legal action to recover and collect the accelerated amount.
- ii. Landlord, with or without terminating this Lease, may immediately or at any time thereafter re-enter the Leased Premises and correct or repair any condition which shall constitute a failure on Tenant's part to keep, observe, perform, satisfy, or abide by any term, condition, covenant, agreement, or obligation of this Lease or of the Rules and Regulations now in effect or hereafter adopted or of any notice given Tenant by Landlord pursuant to the terms of this Lease, and Tenant shall fully reimburse and compensate Landlord on demand.
- iii. Landlord, with or without terminating this Lease, may immediately or at any time thereafter demand in writing that Tenant vacate the Leased Premises and

thereupon Tenant shall vacate the Leased Premises and remove therefrom all property thereon belonging to or placed on the Leased Premises by, at the direction of, or with consent of Tenant within ten (10) days of receipt by Tenant of such notice from Landlord, whereupon Landlord shall have the right to re-enter and take possession of the Premises. Any such demand, re-entry and taking possession of the Leased Premises by Landlord shall not of itself constitute an acceptance by Landlord of a surrender of this Lease or of the Leased Premises by Tenant and shall not of itself constitute a termination of this Lease by Landlord.

iv. Landlord, with or without terminating this Lease, may immediately or at any time thereafter, re-enter the Leased Premises and remove therefrom Tenant and all property belonging to or placed on the Leased Premises by, at the direction of, or with consent of Tenant. Any such re-entry and removal by Landlord shall not of itself constitute an acceptance by Landlord of a surrender of this Lease or of the Leased Premises by Tenant and shall not of itself constitute a termination of this Lease by Landlord.

v. Landlord, with or without terminating this Lease, may immediately or at any time thereafter relet the Leased Premises or any part thereof for such time or times, at such rental or rentals and upon such other terms and conditions as Landlord in its sole discretion may deem advisable, and Landlord may make any alterations or repairs to the Leased Premises which it may deem necessary or proper to facilitate such reletting; and Tenant shall pay all costs of such reletting including but not limited to the cost of any such alterations and repairs to the Premises, attorneys' fees, leasing inducements, and brokerage commissions; and if this Lease shall not have been terminated, Tenant shall continue to pay all Rent and all other charges due under this Lease up to and including the date of beginning of payment of rent by any subsequent tenant of part or all of the Premises, and thereafter Tenant shall pay monthly during the remainder of the term of this Lease the difference, if any, between the Rent and other charges collected from any such subsequent tenant or tenants and the rent and other charges reserved in this Lease, but Tenant shall not be entitled to receive any excess of any such rents collected over the rents reserved herein.

vi. Landlord may immediately or at any time thereafter terminate this Lease, and this Lease shall be deemed to have been terminated upon receipt by Tenant of written notice of such termination; upon such termination Landlord shall recover from Tenant all damages Landlord may suffer by reason of such termination including, without limitation, unamortized sums expended by Landlord for leasing commissions and construction of tenant improvements, all arrearages in rentals, costs, charges, additional rentals, and reimbursements, the cost (including court costs and attorneys' fees) of recovering possession of the Premises, the cost of any alteration of or repair to the Leased Premises which is necessary or proper to prepare the same for reletting and, in addition thereto, Landlord at its election shall have and recover from Tenant either (1) an amount equal to the excess, if any, of the total amount of all Rent and other charges to be paid by Tenant for the remainder of the term of this Lease over the then reasonable rental value of the Leased Premises for the remainder of the term of this Lease, or (2) the Rents and other charges which Landlord would be entitled to receive from Tenant pursuant to the provisions of Section 16.B.(v) if the Lease were not terminated. Such election shall be made by Landlord by serving written notice upon Tenant of its choice of one of the two said alternatives within thirty (30) days of the notice of termination.

vii. Landlord, may, without re-entering, retaking or resuming possession of the Premises, accelerate and declare the entire remaining unpaid Rent for the balance of the Lease Term to be immediately due and payable and may at once take legal action to recover and collect the accelerated amount.

viii. Landlord may recover and collect all such unpaid Rent and other sums due and owing by Tenant by distress, levy, execution or otherwise.

C. Regardless of which alternative remedy is chosen by Landlord under the foregoing provision of this Section, Landlord shall not be required to relet the Leased Premises nor exercise any other right granted to Landlord pursuant to this Lease, nor shall Landlord be under any obligation to minimize or mitigate Landlord's damages or Tenant's loss as a result of Tenant's breach of or default under this Lease.

D. If Landlord re-enters the Leased Premises or terminates this Lease pursuant to any of the provisions of this Lease, Tenant hereby waives all claims for damages which may be caused by such re-entry or termination by Landlord. Tenant shall and does hereby indemnify and hold Landlord harmless from any loss, cost (including court costs and attorneys' fees), or damages suffered by Landlord by reason of such re-entry or termination. No such re-entry or termination shall be considered or construed to be a forcible entry.

E. The exercise by Landlord of any one or more of the rights and remedies provided in this Lease shall not prevent the subsequent exercise by Landlord of any one or more of the other rights and remedies herein provided. All remedies provided for in this Lease are cumulative and may, at the election of Landlord, be exercised alternatively, successively, or in any other manner and are in addition to any other rights provided for or allowed by law or in equity.

F. No act by Landlord with respect to the Leased Premises shall terminate this Lease, including, but not limited to, acceptance of the keys, institution of an action for detainer or other dispossessory proceedings, it being understood that this Lease may only be terminated by express written notice from Landlord to Tenant, and any reletting of the Leased Premises shall be presumed to be for and on behalf of Tenant, and not Landlord, unless Landlord expressly provides otherwise in writing to Tenant.

G. If Tenant shall default in the performance of any term of this Lease on Tenant's part to be performed, Landlord, without thereby waiving such default and without liability to Tenant in connection therewith, may, but shall not be obligated to, perform the same for the account and at the expense of Tenant, without notice in case of emergency and after required prior notice in all cases, or if Tenant fails to procure and maintain insurance as required by the provisions hereof or to pay all premiums or charges therefor, Landlord may take such action as may be reasonably required to cure any such default and may enter the Leased Premises to do so as otherwise provided here. Any expenses incurred by Landlord in connection with any such performance or involved in collecting or endeavoring to collect Rent or enforcing or endeavoring to enforce any rights against Tenant under or in connection with this Lease or pursuant to law, including any cost, expense and disbursement involved in instituting and prosecuting summary proceedings, as well the cost of any material, labor or services provided, furnished or rendered, including reasonable attorneys' fees and disbursements, plus interest at the Default Rate on any amounts expended by Landlord from the date of outlay to the date of reimbursement by Tenant, shall be paid by Tenant as Additional Rent within five (5) days after demand.

17. SIGNAGE. Tenant will erect signage utilizing Tenant's approved logos at appropriate locations on or around the building. The location, size, color, and layout of which shall be subject to the approval of Landlord, which shall not be unreasonably withheld, and with the approval of any governmental or quasi-governmental body having any jurisdiction over the Property or any portion thereof. Tenant shall be responsible for all costs associated with providing and maintaining such signage and the removal of such signage at the end of the Lease Term or any extensions of the Lease Term.

18. HAZARDOUS MATERIALS. The term "Hazardous Substances," as used in this Lease shall mean pollutants, contaminants, toxic or hazardous wastes, or any other substances, the monitoring or removal of which is required, or the use of which is restricted, prohibited or penalized by any "Environmental Law," which term shall mean any federal, state or local law or ordinance relating to pollution or protection of the environment. Tenant hereby agrees that (i) no activity will be conducted on the Leased Premises that will produce any Hazardous Substance, except for such activities that are part of the ordinary course of Tenant's business activities (the "Permitted Activities"), provided said Permitted Activities are conducted in accordance with all Environmental Laws and have been approved in advance in writing by Landlord; (ii) the Leased Premises will not be used in any manner for the storage of any Hazardous Substances except for the temporary storage of such materials that are used in the ordinary course of Tenant's business (the "Permitted Materials") provided such Permitted Materials are properly stored in a manner and location meeting all Environmental Laws and approved in advance in writing by Landlord; (iii) no portion of the Leased Premises will be used as a landfill or a dump; (iv) Tenant will not allow any surface or subsurface conditions to exist or come into existence that constitute, or with the passage of time may constitute, a public or private nuisance; and (v) Tenant will not permit any Hazardous Substances to be brought onto the Leased Premises, except for the Permitted Materials described above, and if so brought or found located thereon, the same shall be immediately removed, with proper disposal, and all required cleanup procedures shall be diligently undertaken pursuant to all Environmental Laws. Tenant agrees to indemnify and hold Landlord harmless from all claims, demands, actions, liabilities, costs, expenses, damages and obligations of any nature arising from the contamination of the Property with Hazardous Substance by Tenant or as a result of the use or occupancy of the Leased Premises by Tenant. The foregoing indemnification shall survive the termination or expiration of this Lease.

19. ENVIRONMENTAL COVENANTS AND INDEMNIFICATION.

A. Tenant represents and covenants that it shall comply in all material respects with Environmental Laws relating to the Leased Premises including obtaining required air permits, and shall notify Landlord promptly and provide copies to Landlord of any order, notice, permit application or other communication received by Tenant with respect to the Leased Premises from any governmental agency in connection with the alleged violation of any such Environmental Law.

B. Tenant further represents that to the best of its knowledge, it is not aware of any Hazardous Substance (as such are or may be defined under any applicable Environmental Law) which shall or may be used, released, generated, stored, treated, drained, or disposed of from, on, or about the Leased Premises or Property in violation of any applicable Environmental Law. Tenant covenants and agrees that it, its employees, agents, representatives, assigns, or successors shall not use, release, generate, store, treat, drain, or dispose of any Hazardous Substance(s) upon, from, or about the Leased Premises or Property not in accordance with the Environmental Laws.

C. Tenant shall indemnify, defend and hold Landlord harmless from and against all loss, liability, damage, fine, penalty, cost and expense, whatsoever, including attorneys' fees, hereafter incurred by Landlord as a result of Tenant's violation of any applicable Environmental

Law relating to the Leased Premises or Property. Indemnification under this paragraph shall survive the expiration or termination of this Lease.

20. WAIVER OF SUBROGATION. Neither Landlord nor Tenant nor anyone claiming by, through, under or in their behalf shall have any claim, right of action or right of subrogation one against the other for or based upon any loss or damage caused by fire, explosion or other casualty (not limited to the foregoing) relating to the Property or to any property upon, in, or about the Property whether such fire, explosion or other casualty shall arise from the negligence of Landlord or Tenant, their respective agents, representatives or employees, or otherwise. Each insurance policy required to be carried by Tenant under this Lease shall include a clause or endorsement permitting this waiver of liability and contain a waiver of subrogation by the insurer.

21. SUBORDINATION. This Lease is, and at all times shall be, subject and subordinate to the lien of any mortgage or mortgages now existing, or which Landlord or any future owner of the Leased Premises shall make, covering the property of the Leased Premises, and to any and all advances made or to be made under said mortgage or mortgages and to the interest thereon.

22. NOTICE. All notices under this Lease shall be in writing and shall only be deemed properly served when received by hand delivery, certified mail, return receipt requested or with FedEx or overnight equivalent, to the parties at the following addresses, or at such other address as may be from time to time designated in writing:

To Landlord: St. John’s Episcopal Cathedral
Attn: Chief Operating Officer; Attn: Dean
256 E. Church Street
Jacksonville, FL 32202
Attention: Debbie Johnson

To Tenant: University of Florida Board of Trustees
c/o Office of Real Estate
720 S.W. Second Avenue, Suite 108
P.O. Box 113135
Gainesville, FL 32611-3135
Attention: _____
Email: _____

Copy To: University of Florida
c/o Office of General Counsel
123 Tigert Hall
P.O. Box 113125
Gainesville, FL 32611-3125
Attention: _____
Email: _____

23. ADDITIONAL TERMS.

A. Landlord will perform the improvements to the Leased Premises as set forth in **Exhibit “B”** attached hereto. Otherwise, Tenant accepts the Leased Premises and Common Facilities “AS-IS”.

B. Tenant shall not perform any improvements without specific authorization by Landlord and all such improvements shall be made in accordance with the existing code and in compliance with all historic designations and the approval of Landlord.

C. After the Commencement Date and subject to and as provided in other sections of this Lease (including reasonable restrictions for use during non-business hours), Tenant may have access to the Leased Premises 24 hours a day, 7 days a week, 52 weeks a year. Tenant acknowledges that after Landlord's Normal Operating Hours, Tenant's (and its students, faculty, staff or any person functioning in or through Tenant) access to the Cathedral campus is limited to the Third Floor of the Cathedral House and the areas necessary for ingress and egress to the Third Floor of Cathedral House.

D. Tenant shall provide to Landlord a report at the beginning of each semester, the number of students enrolled in Tenant's curriculum.

E. Tenant may access additional space for presentations up to 8 times per year at no charge to Tenant. Tenant shall notify Landlord not less than five (5) business days prior to the need for the additional space to allow Landlord to reserve the additional space for use by Tenant. Tenant acknowledges that Landlord's use may prevent availability if sufficient advance notice is not given. Tenant is not prohibited from requesting that the additional space be reserved more than five (5) business days in advance.

F. Landlord hereby give permission to Tenant to access the fiber cable nearest the Building. Tenant shall be responsible for all costs associated with connecting to the existing fiber lines and Tenant shall be responsible for any other IT connections, support, or equipment needed for Tenant's operations and use of the Premises.

G. Lessee acknowledges that Lessor is a church and that Lessor does not operate the Leased Premises or Common Facilities outside of normal business hours. As Lessee wishes to enable students and faculty to have access to the Leased Premises outside of normal business hours and Lessor would normally not permit such access, Lessee alone shall be solely responsible for security arrangements after the earlier of sunset or 7 PM until 7 AM (the "Closed Time Period"). Lessee acknowledges that the entrance way to the Leased Premises involves Common Facilities that front on a public sidewalk and that Lessor has no control over the persons permitted to utilize the sidewalk. As consideration for Lessor's agreement to permit access during the Closed Time Period, Lessee (i) shall arrange at Lessee's expense appropriate security over the Leased Premises and relevant Common Facilities during the Closed Time Period and the remedy of any maintenance issues (e.g., spills causing slippery floors) occurring during the Closed Time Period and (ii) indemnifies and holds Lessor harmless from and against any and all claims, losses, liabilities, costs or expenses (including reasonable attorneys' fees) arising or alleged to have arisen from inadequate or improper security or maintenance during the Closed Time Period.

24. SALES TAX ON RENT. Tenant, as a public body corporate of the State of Florida, is exempt from sales tax, and will provide a certificate evidencing such exemption upon Landlord's request. Tenant's Tax Exempt Certificate is No. _____.

25. SALE OF PROPERTY. Should Landlord sell, convey or otherwise transfer its interest in the Property, provided that said transferee has assumed all of Landlord's obligations hereunder and that

Tenant has been provided with a copy of such assumption, then Landlord shall have no further liability hereunder excepting only for any claims of Tenant against Landlord which have arisen prior to such sale, conveyance or other transfer and for Landlord's failure to advise the transferee of matters material to this lease and for Landlord's failure to transfer security deposits to said transferee. Tenant shall thereafter look solely to the new owner for any subsequent performance due hereunder by the Landlord hereof. Tenant by execution hereof attorns to all such subsequent owners and no further documents shall be required to effectuate such attornment.

26. LANDLORD'S LIABILITY. In the event of any breach hereof by Landlord or failure of Landlord to perform any of its obligations hereunder, and if as a consequence of such default Tenant shall recover a money judgment against Landlord, such judgment shall be satisfied only out of insurance proceeds providing coverage for any such breach. Tenant is entitled upon written request to obtain a copy of all insurance policies which may provide coverage and in the event Tenant determines that Landlord has not purchased sufficient insurance to the extent required by this Lease, Tenant shall be entitled to purchase such additional coverage and deduct from future rent the insurance premium for such additional coverage.

27. COMPLIANCE WITH LAWS. Tenant covenants to comply with any and all laws, statutes, ordinances, regulations, (whether Federal, state, county or municipality) now or hereafter in force and applicable to the use and occupancy of the Leased Premises.

28. ATTORNEY'S FEES. If Tenant shall default in the performance of any provision of this Lease, or if Landlord is required to take any action to enforce this Lease, or to defend the validity of or interpret said Lease, then Landlord shall be entitled to attorney's fees, including fees for appellate and post-judgment proceedings, and costs and expenses related thereto. Such fees and expenses shall be deemed additional rent hereunder and shall be paid within five (5) days of rendition of a bill to Tenant concerning such costs and expenses.

29. WAIVER. No waiver of any breach or default of either party hereunder shall be implied from any omission by the other party to take action or account of any similar or different breach or default. Further, no waiver by either party hereto of any condition to this Lease shall be considered a waiver of the entire Lease.

30. SEVERABILITY. The provisions of this Lease are severable, and if any provision, or part thereof, is held unenforceable such action shall not impair or affect any of the remaining portion or portions of this Lease. To the extent that a portion of this Lease may be invalid, such words or phrases shall be deemed stricken and the remainder of this Lease shall remain in full force and effect. This Lease shall not be construed more strongly against any party regardless of who is responsible for its preparation.

31. INTEGRATION. The parties agree that no prior or present agreement or representation shall be binding upon any of the parties hereto unless incorporated in this Lease. No modification or change shall be valid or binding upon the parties unless in writing and executed by the parties to be bound thereby.

32. CAPTIONS. Titles or captions of paragraphs in this Lease are inserted only as a matter of convenience, and for reference, and in no way define, limit, extend or describe the scope of this Lease or the intent or meaning of any provision or provisions hereof.

33. BINDING EFFECT. This Lease, and all of its conditions, provisions and covenants herein contained is hereby binding upon and enforceable by the heirs, personal representatives, successors in interest and assigns of the Landlord and Tenant.

34. GENDER/SINGULAR. As used herein, words of the masculine gender shall include the feminine and neuter gender as the context requires, and the use of the singular word shall include the plural thereof and vice versa, as the context requires.

35. GOVERNING LAW. In the event of any legal or equitable action arising under this Lease, the parties agree that the jurisdiction and venue of such action shall lie exclusively within the courts of record of the State of Florida located in Duval County, Florida, and the parties specifically waive any other jurisdiction and venue. For purposes of Section 768.28(1), Florida Statutes, Tenant acknowledges, represents and warrants that the Leased Premises constitutes “a substantial presence for the transaction of [Tenant’s] customary business.”

36. FORCE MAJEURE. If either party hereto shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lockouts, labor troubles, inability to procure material, failure of power, restrictive governmental laws or regulations, riots, insurrection, war, adverse weather, acts of God, pandemic, environmental remediation work whether ordered by any governmental body or voluntarily initiated or other reason of a like nature not the fault of the party delayed in performing work or doing acts required under this Lease, the period for the performance of any such act shall be extended for a period equivalent to the period of such delay. Notwithstanding the foregoing, the provisions of this Section 35 shall at no time operate to excuse Tenant from the obligations for payment of Rent, additional rent or any other payments required by the terms of this Lease when the same are due, and all such amounts shall be paid when due.

37. IMPROVEMENTS. Landlord will deliver the Leased Premises in a professionally cleaned condition.

38. CERTIFICATES. Tenant, without modification thereof and at the request of Landlord, from time to time, agrees to execute certificates to any mortgagee, assignee or purchaser of Landlord certifying to the best of Tenant's knowledge:

- A. That this Lease is unmodified and in full force and effect or, if there have been modifications, that the same is in full force and effect as modified and stating the modification or modifications;
- B. The dates, if any, to which Rent or additional rent due hereunder, have been paid in advance;
- C. Whether Landlord is or is not, as the case may be, in default of the performance of any of the covenants or conditions on Landlord’s part to be performed together with an explanation of such default;
- D. Such other pertinent information with respect to this Lease as Landlord may reasonably request.

39. BROKERAGE. The Tenant represents that it has not dealt with any real estate broker or salesman in connection with this Lease and Tenant has dealt with no person which would create any liability for the payment of a commission by the Landlord, and if any other person claims a commission, Tenant shall indemnify and hold the Landlord harmless for liability therefore, including without limitation, the costs of defense of such claim and the fees and costs of the Landlord’s attorney.

40. ESTOPPEL CERTIFICATES. Within ten (10) days after any requests thereof by Landlord, Tenant shall execute, acknowledge, and deliver to Landlord a written certificate acceptable to Landlord certifying if the same be true as to such matters relating to this Lease, the Leased Premises or the Tenant, as Landlord shall reasonably request, or, if the same be not true, stating the manner in and the extent to which the same not be true.

41. SURRENDER OF PREMISES. At the expiration or earlier termination of this Lease, Tenant shall peaceably surrender the Premises, broom clean and in the same condition of repair as the Premises were in on the Commencement Date, ordinary wear and tear, and damage from fire or other casualty, excepted. At such time, Tenant shall surrender all keys for the Premises to Landlord at the place then fixed for the payment of rent and shall remove all its trade fixtures before surrendering the Premises and shall repair any damage to the Premises caused thereby. Tenant's obligation to observe or perform this covenant shall survive the expiration or other termination of the term of this Lease.

42. HOLDING OVER. Should Tenant continue occupancy of the Leased Premises after expiration of this Lease with the consent of Landlord, but without any written agreement between the parties, Tenant shall become a Tenant from month to month upon each and all of the terms herein but in no event shall any such holding over constitute a renewal or extension of this Lease. During such holding over, Tenant shall pay base rent at One Hundred Fifty Percent (150%) the monthly base rent amount which was payable by Tenant immediately prior to the hold over occurrence together with all other charges due hereunder.

43. PARKING. Tenant acknowledges that Landlord is not providing parking to Tenant, its faculty, staff, students, guests or visitors and that Tenant shall be responsible for obtaining parking in the public parking spaces maintained by the City of Jacksonville. Tenant shall be responsible for any parking costs incurred, whether by parking meter, parking garage, or any other charges or fines for parking.

44. RELOCATION. Landlord shall be permitted to relocate Tenant to other comparably sized and improved space within the Property of which the Leased Premises is a part (the "Relocation Space") at any time during the Lease Term with a minimum of forty-five (45) days written notice to Tenant. Any such relocation shall be entirely at the expense of the Landlord, and the Relocation Space shall be constructed in the same or reasonably the same appearance as the Leased Premises. Should Tenant be relocated as provided herein, all of the terms and conditions of the Lease shall remain in effect, excepting however, that "Leased Premises" shall refer to the "Relocation Space" rather than the original Leased Premises as herein defined and Rent shall be proportionately adjusted to reflect any change to the square footage of the Relocation Space.

45. BENEFICIAL OCCUPANCY. Tenant shall have the option to occupy the Leased Premises five (5) business days prior to the Commencement Date rent free provided Tenant delivers to Landlord proof of insurance meeting the requirements set forth in paragraph 5.B. hereof.

46. CONSTRUCTION AND LIENS. Tenant is prohibited from making, and agrees not to make, alterations in or to the Premises, except as permitted herein, and Tenant will not permit any construction, mechanics' or materialmen's lien or liens to be placed upon the Leased Premises or the Property or improvements therein caused by or resulting from any work performed, materials furnished or obligation incurred by or at the request of Tenant, and in the case of the filing of any such lien, Tenant will promptly discharge the lien or transfer the lien to a lien transfer bond (or other security) in accordance with Chapter 713, Florida Statutes. If default in discharge or transfer of the lien shall continue for thirty (30) days after written notice thereof from Landlord to Tenant, Landlord shall have the right and privilege, at

Landlord's option, of paying the same or any portion thereof without inquiry as to the validity thereof, and any amounts so paid, including expenses, interest, and attorneys' fees, shall be due from Tenant to Landlord as additional Rent and shall be repaid to Landlord immediately on rendition of a bill therefor, together with interest at the maximum rate permitted by law until repaid, and if not so paid within thirty (30) days of the rendition of such bill shall constitute an Event of Default under Section 15 hereof. Nothing in this Lease will be deemed in any way to give Tenant any right, power or authority to contract for or permit to be furnished any service or materials which would give rise to the filing of any construction, mechanics' or materialmen's lien against Landlord's estate or interest in the Leased Premises or the Property, it being agreed that no estate or interest of Landlord in the Leased Premises or the Property will be subject to any lien arising in connection with any alteration, addition or improvement made by or on behalf of Tenant. Tenant shall, within fifteen (15) days after being requested to do so by Landlord, execute, acknowledge and deliver to Landlord a short form of lease in recordable form confirming that the terms of this Lease expressly provide that the interest of Landlord in the Property shall not be subject to liens for improvements made by Tenant and such other information as may be required by Chapter 713, Florida Statutes to prevent the interest of Landlord in the Leased Premises and the Property from being subject to liens for improvements made by Tenant.

47. COMMON FACILITIES. Tenant shall have the right to use for access any and all Common Facilities associated with the Cathedral House Building (which, for clarification, does not include Ingram Lounge on its adjacent hallway) in which the Leased Premises are located, (the "Common Facilities"). Except as otherwise provided herein, such Common Facilities shall at all times be subject to the exclusive control and management of Landlord. Landlord may, at any time, and from time to time, temporarily close all or any portion of such Common Facilities. In exercising such rights, Landlord, however, will not deprive Tenant of reasonable access to the Premises. Landlord shall maintain the Common Facilities in good order and condition throughout the Term, ordinary wear and tear excepted.

48. ALTERATIONS. Tenant shall not make any changes, alterations, or improvements to the Premises that are structural or that cost more than \$10,000.00, without Landlord's prior written consent, which shall not be unreasonably withheld, conditioned, or delayed. In no event shall Tenant penetrate any roof membrane without the prior written consent of Landlord. If requested by Landlord, Tenant shall submit to Landlord reasonable plans and specifications for the proposed work and an estimate of the anticipated cost thereof. Landlord may impose reasonable conditions such as permits, insurance, bonds, and waivers and releases of construction liens as Landlord deems advisable or necessary. Any alterations, additions or improvements made by Tenant with the consent of Landlord shall become the property of Landlord and shall remain upon the Premises at the expiration or sooner termination of this Lease.

49. EMINENT DOMAIN.

A. Taking. If by any lawful authority through condemnation or under the power of eminent domain: (a) the whole of the Premises shall be taken; (b) less than the entire Premises shall be taken, but the remainder of the Premises are not, in reasonable judgment, fit for Tenant to carry on its business therein; (c) a taking occurs and Tenant determines, in its reasonable judgment, that after such taking adequate parking space will not be available near the Premises; (d) there is any substantial impairment of ingress or egress from or to or visibility of the Premises; or (e) all or any portion of the Common Facilities, if any, shall be taken resulting in a material interference with the operations of Tenant's business, then in any such event, Tenant may terminate this Lease, effective as of the date of such taking, and the Rent and other sums paid or payable hereunder shall be prorated as of the date of such termination.

B. **Rent Adjustment.** Unless this Lease is canceled as above provided, commencing with the date possession is acquired by the condemning authority the Rent shall be reduced in proportion to the ratio that the value of the Premises immediately following such taking bears to the value of the Premises immediately prior to such taking, and Landlord shall restore the Premises, at Landlord's cost and expense, to a complete architectural unit. During such restoration the Rent shall be abated to the extent the Premises are rendered untenable.

C. **Awards.** All compensation awarded or paid in any such eminent domain proceeding shall belong to and be the property of Landlord without any participation by Tenant, except that nothing contained herein shall preclude Tenant from prosecuting any claim directly against the condemning authority in such eminent domain proceeding for its relocation costs, its unamortized leasehold improvements and trade fixtures, loss of business and the like, so long as the same will not diminish Landlord's award from the condemning authority

50. **CONDUITS.** Landlord may from time to time place conduits or other facilities for utilities servicing other portions of the building over, across or through such portions of the Leased Premises not unreasonably interfering with the appearance thereof or conduct of business therein by Tenant, provided that Landlord gives Tenant prior written notice of its intentions.

51. **SUCCESSORS.** The provisions of this Lease shall be binding upon the respective parties hereto and their respective heirs, administrators, successors and assigns, provided that this provision shall not be deemed the consent by Landlord to any subletting or assignment by the Tenant except as expressly permitted herein.

52. **RADON GAS STATUTORY NOTICE.** Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from the county public health unit.

38. **LIABILITY; SOVEREIGN IMMUNITY.** Each party to this Lease agrees to be fully responsible for, and assumes any and all risks related to, its acts or omissions, or its employees' and agents' acts or omissions when acting within the scope of employment or agency, and agrees to be liable for any property damage or personal injury resulting from said acts or omissions. Landlord and Tenant agree that nothing contained herein, including the foregoing, shall be construed or interpreted as (i) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (ii) the consent of Tenant or the State of Florida or their agents and agencies to be sued; or (iii) a waiver of either Tenant's or the State of Florida's sovereign immunity beyond the limited waiver provided in section 768.28, Florida Statutes. Tenant agrees, on its behalf and on behalf of its successors and assigns, that any liability or obligation of Landlord under this Lease shall only be enforced against Landlord's equity interest in the Property and in no event against any assets of the Landlord, or Landlord's officers, members, or directors.

39. **NO THIRD-PARTY BENEFICIARIES.** Nothing in this Lease, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Lease or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants

and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their permitted successors and assigns.

40. SURVIVAL. All provisions of this Lease pertaining to insurance, obligations to repair, indemnification and attorneys' fees shall survive any termination or expiration of this Lease.

41. COUNTERPARTS. This Lease may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

LANDLORD:

THE RECTOR, WARDENS AND VESTRY OF
ST. JOHNS PARISH, AT JACKSONVILLE,
FLORIDA, a Florida corporation not-for-profit

By: _____
Name: _____
Its: Manager

TENANT:

_____, a Florida

By: _____
Name: _____
Title: _____

EXHIBIT "A"

(Legal Description)

EXHIBIT "B"
(Improvements to the Leased Premises by Landlord)

Landlord does hereby agree to perform the following improvements to the Leased Premises to accommodate Tenant:

1. Electrical, plumbing, and HVAC in Leased Premises shall be in good working order.
2. Removal of carpet on Third Floor. If necessary, cover floor tile in accordance with any applicable environmental or code minimum requirements.
3. Add electrical strips to increase 110 volt access points, but not to exceed electrical capacity of the Leased Premises.
4. Upgrades to bathrooms in the Leased Premises at Landlord's discretion.
5. Touch-up paint throughout Leased Premises.
6. Interior and exterior signage designating Tenant's presence and spaces.
7. Installation of bike rack near the entrance to the building.
8. Key for Cathedral House door and security pad and access code for entry into Leased Premises.

APPENDIX D

Letters of Support and Attendee List

Letters of Support

Christopher Allen AIA, Director of Design, Haskell
Jonathan Cantor, AIA, Vice President RS&H
Erik Kasper, AIA, Principal, Kasper Architects + Associates
TonyLamell, AIA NCARB, Vice President Business Development, Stellar
The Very Rev. Kate Moorehead, Dean of St. John's Cathedral
Ginny Myrick, President/CEO, Cathedral District-Jax, Inc.

Attendee List April 15, 2021 Community Meeting and Reception

Paulo Dos Santos	velodossantos@outlook.com
Greg Burke, FAIA	gjburke@burkearchitects.com
Dean Salasnek	dean.salasnek@siplast.com / 904-524-6396
Bob Dennals, Fr. @ SJEC|	
Michael A. Byrd	mabyrd55@live.com
Barbara Fiser	barbarafizer@hotmail.com
John Sefton, Vestry/SJEC	sefton@live.com
Daniel Mentz	
Isabel Nunez, Design Assoc.	nunezisa@gmail.com / isabel.nunez@haskell.com
Glenn Guiler, Vestry	chezglenn@me.com
Joel Embry, Fin. Chair SJEC	joel@civisoft.com
Ansley Blakely	ansleyblakely@yahoo.com
Jane Lester, Vestry	jalester@hotmail.com
Syd Gervin, Chair CDJ	sagervin@southcoastcapital.com
Francesca Arnold	Arnold.franrenee@gmail.com
Dallan Arnold	
Claude Moulton, Vestry	claudio@crmoultonlaw.com
Patrick Kimball, Vestry	patrickkimball@yahoo.com
Jayne Hill, Vestry	jaynehill1@me.com
Paxie M. Cordova	paxie.m.cordova@gmail.com
Tim Miller, SJEC	tmiller@elmpln.com
Joe Kincart, Vestry	jkincart@rtlw.com
Jonathan Cantor	Jonathan.cantor@rsandh.com
Rick Stein, CDJ	rwstein@wellhousecompany.com
Tamara Baker, CDJ	tbaker@bdbjax.com
Alan Wilson	alan.wilson@haskell.com
Chris Allen	Christopher.allen@haskell.com
Samantha Tisdale	stisdale@nelsonww.com

Ladd Roberts	<u>lroberts@landwisedesign.com</u>
Joe Cronk	<u>joe@cronkduch.com</u>
Donna Walker Bell, Vestry	<u>dbell@allstate.com</u>
Lake Ray	<u>Lake@fcmaweb.com</u>
Jeff Lane	<u>jlane@lanearch.com</u>
Andrew Davis	<u>andrew@casperarch.com</u>
Ted Pappas, CDJ	<u>tpappas@bbvarch.com</u>
Andres Santandres	<u>santandresz6@gmail.com</u>
Laura Lane	<u>laurahlane1@me.com</u>
Steve Kelley, CDJ	<u>Skelley@coj.net</u>
Peter Kaplan, CDJ	<u>pkaplan181@me.com</u>
Allison DeFoor, CDJ Advisory Committee	<u>adefoor@diocesefl.org</u>



HASKELL
111 Riverside Avenue
Jacksonville, Florida 32202-4950

tel 904.791-4500
fax 904.791.4699
web www.haskell.com

Christopher J. Allen, AIA, DBIA
Design Principal

September 23, 2021

Re: UF Educational Site for
CityLab-Jacksonville (JaxLab)

Nancy M. Clark, Program Director CityLab-Jacksonville (JaxLab)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
P.O. Box 115702
Gainesville, FL 32611

Dear Professor Clark,

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville.

As you may know, Haskell is a Jacksonville headquartered, global A/E/C firm of over 1,700 employees managing \$1.2B dollars in annual revenue across multiple markets. In a recent annual ranking by the Jacksonville Business Journal, we are the largest architectural office in Jacksonville as well.

It cannot be overstated that a large-scale entity like Haskell is constantly facing the challenge of limited availability in recruiting top talent from our area. I see having UF, a best-in-class institution, offer professional degrees as a critical component to our future economic success. Once this program is underway, Haskell will be looking to support and benefit from the participants by providing them with internship and tuition assistance as opportunities become available.

In closing, Haskell has hired several University of Florida graduates in the past and has truly benefited from their talent and dedication to the profession. On behalf of myself and Haskell, we fully support the establishment of CityLab-Jacksonville and believe it will have a very positive impact on both our business success and on the greater Jacksonville community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'C. J. Allen', is written over a light blue horizontal line.

Christopher J. Allen, AIA, DBIA



10748 Deerwood Park Blvd S
Jacksonville, FL 32256

904-256-2500
rsandh.com

September 20, 2021

Nancy M. Clark, Program Director CityLab-Jacksonville (JaxLab)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
P.O. Box 115702
Gainesville FL 32611

RE: UF EDUCATIONAL SITE FOR CITYLAB – JACKSONVILLE (JAXLAB)

Dear Professor Clark,

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville.

RS&H is a fully integrated Architecture, Engineering and Consulting company with over 30 offices around the country and approximately 1,400 employees. With a tradition that started in 1941 right here in Jacksonville and continues to be our company Headquarters to this day. We are consistently ranked in the top 100 design firms in the country and have worked in over 50 countries around the world.

As a UF SOA alumni myself, I understand first-hand the value of the program and the benefits it has provided to any students lucky enough to graduate from that program. Because of that rigor, we are constantly looking at the students coming out of that program and to have an extension of that program being established here in Jacksonville is extremely exciting and we are looking forward to being able to recruit potential graduates. We have hired students going through the CityLab project in Orlando and they have been exceptional, working through their degrees and still maintaining exceptionally high standards for their work. Following their completion, they have stayed with us and I am looking forward to watching their careers continue to evolve.

I think having this program in Jacksonville will be a huge benefit not only to our industry but also the Jacksonville community. I understand there are several long-term objectives for the program with resiliency being one of them. As a coastal and river city, there are significant challenges and questions to our long-term growth that I'm hoping can be tackled in the various design studios. I believe this program will also afford a number of potential students the opportunity to attend and complete their degree program who otherwise might not have been able to.



In my 17 years at RS&H we have hired several University of Florida graduates and are very pleased with their capabilities and expertise. Our interest in future graduates will only increase with the establishment of JaxLab. RS&H fully supports the establishment of CityLab-Jacksonville and believe that it will have a significant impact on the local professional community and quality of life in Jacksonville.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jonathan Cantor'.

Jonathan Cantor
Vice President



September 22, 2021

Nancy M. Clark, Program Director CityLab-Jacksonville (JaxLab)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
P.O. Box 115702
Gainesville FL 32611

Re. UF Educational Site for CityLab-Jacksonville (JaxLab)

Dear Professor Clark,

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville.

kasper architects is a full service architectural + interior design firm. We exist to use the craft of architecture to develop our associates to impact their family, community, and themselves to be a conduit of good.

I was very excited to learn about the notion of establishing a CityLab in Jacksonville to assist us by providing graduates in architecture and design to build capacity in our professional community and the City of Jacksonville.

For example, the creation of JaxLab matches our company's objectives to support education here in our city, and the graduates of this program will fit the future needs of our organization and other companies in Jacksonville. Our company will support the program by gladly providing internships and tuition assistance to students.

Because we do not have an institution that offers a professional degree in architecture located directly in Jacksonville, recruiting high-quality graduates is challenging. As an alumni of The University of Florida's architecture program I know personally how highly regarded the program is. Having an off-campus program in Jacksonville will positively impact our professional community. At kasper architects we have employees who were unable to complete their professional degree because they are unable to leave Jacksonville to attend school. JaxLab will enable them to complete their degree and become a licensed Architect while remaining at our firm.

We have hired several University of Florida graduates over the years and are very pleased with their capabilities and expertise. Our interest in future graduates will only increase with the establishment of JaxLab. **Kasper architects fully support the establishment of CityLab-Jacksonville**, and believe that it will have a significant impact on the local professional community and quality of life in Jacksonville.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Erik C. Kasper', is written over a light blue horizontal line.

Erik C. Kasper, AIA

President



September 21, 2021

Nancy M. Clark, Program Director CityLab-Jacksonville (JaxLab)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
P.O. Box 115702
Gainesville FL 32611

RE: UF Educational Site for CityLab-Jacksonville (Jax-Lab)

Dear Professor Clark,

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville.

Stellar Group, Inc., headquartered in Jacksonville, Florida is a fully integrated firm focused on design, engineering, construction, and mechanical services worldwide. My role with Stellar is their Chief Architect, licensed in more than 40 states. The mission of the Stellar Group is to create long-term value for our customers by understanding their goals and delivering comprehensive, innovative solutions that exceed their expectations. The corporate vision is to be the world's premier provider in the markets we serve, continually strengthened by the growth and contributions of our people and our ability to earn repeat business.

I was excited to learn about the proposal to establish a CityLab in Jacksonville to assist us by providing graduates in architecture and sustainable design to build capacity in our professional community and the City of Jacksonville. As Jacksonville does not have an institution that offers a professional degree in architecture, we have found it a significant challenge in recruiting high-quality graduates to our firm and city.

The University of Florida's architecture program is highly regarded and having an off-campus program located in Jacksonville will positively impact our professional community. In my tenure at Stellar we have had employees who were unable to complete their professional degree because they were unable to relocate for various reasons. We strongly encourage and support our team members to achieve licensure in their respective professions. Hopefully JaxLab will enable these professionals to complete their degree and become a licensed architect while remaining at our firm and making Jacksonville their permanent home.

Over the years we have been fortunate to hire several University of Florida graduates in Architecture, Engineering, and Construction. We have found these graduates to be well prepared and dedicated to their fields. The creation of the JaxLab graduate programs will greatly impact our recruiting and hiring.



Stellar has upheld our brand promise of Taking Solutions Further® for more than three decades and we fully support the establishment of CityLab-Jacksonville. I believe that it will have a significant impact on the local professional community and quality of life in Jacksonville.

Sincerely,

Tony Lamell, AIA, NCARB
Vice President
Stellar
Tel: 904.899.9355
Email: tlamell@stellar.net



**SAINT JOHN'S
CATHEDRAL**
EPISCOPAL DIOCESE OF FLORIDA

THE VERY REV. KATHERINE "KATE" MOOREHEAD
DEAN
PH: 904.632.9104 X101

September 21, 2021

Nancy M. Clark, Program Director CityLab-Jacksonville (JaxLab)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
P.O. Box 115702
Gainesville FL 32611

Re. UF Educational Site for CityLab-Jacksonville (JaxLab)

Dear Professor Clark,

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville.

I am the Dean of St. John's Cathedral in Jacksonville, Florida. Our Cathedral was founded in 1834. The 23 million dollar campus is built of stone and its construction was completed in 1906 after the great fire of 1901. We are committed to revitalizing this city and to historic preservation. We believe that training new architects will be instrumental, impacting both urban renewal and sustainability as we seek to build in relationship with our great river.

St. John's Cathedral has a long history of commitment and passion for the urban core of this city. When the population fled in the 1960's, the Vestry of this Cathedral committed to staying in this very spot, which happens to be the highest point in Jacksonville, Billy Goat Hill. We vowed to remain faithful to the downtown of this city and to serve its people.

In 2014, we created a non-profit called Cathedral District-Jax. The sole purpose of this non-profit was to work for the development and thriving of the 35 block radius surrounding this Cathedral, an area that the city has named The Cathedral District. For the past seven years, we have bought and sold land, supported new construction and built a network of communication. We consider JaxLab to be the next step in our goal to create a thriving neighborhood around us.

We do not have an institution that offers a professional degree in architecture located in Jacksonville. This city would be fortunate to have an off-campus program of the highly regarded University of Florida's School of Architecture and we are thrilled to be playing a part in bring it here. We are confident that the presence of the UF program will positively impact our professional community.

I vow to do all that I can to support and sustain this program. Please don't hesitate to contact me if you have questions.

LOVE *at the* **CORE.**



September 18, 2021

Cathedral District-Jax, Inc.
A Community Development Corp.
(CDC)

Virginia (Ginny) D. Myrick
President/CEO
ginny@cathedraldistrict-jax.org

Linda Crofton
Director of Community
Development
linda@cathedraldistrict-jax.org

Board of Directors

Sydney A. Gervin, III, Chairman

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Moorehead
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Alina Prior

John T. Sefton

Advisory Board

William (Bill) B. Barnett

Robert (Rob) M. Clements

The Rev. Canon Dr. J. Allison
DeFoor

Nancy M. Clark, Program Director CityLab-Jacksonville (**JaxLab**)
Frank M. Bosworth, Ph.D., AIA, Professor of Practice
University of Florida, School of Architecture
PO Box 115702
Gainesville FL 32611

Transmitted Electronically

Re: UF Educational Site for CityLab-Jacksonville - **JaxLab**

Dear Professor Clark and Dr. Bosworth:

I am writing to support the University of Florida School of Architecture's proposal to implement the Master of Architecture and Master of Science in Architectural Studies graduate programs at CityLab-Jacksonville, to be named **JaxLab**.

Cathedral District-Jax, Inc., (CDJ) is a 501c3 Florida non-profit focused on redevelopment of the 36-blocks, 118-acre, Cathedral District in downtown Jacksonville. In the 5-years we have been in existence we have been instrumental in the development of just over 300 residential units in the District, a \$42 million capital investment in downtown. These units, many targeted to affordable housing, are part of our mission to build a *sense of place* where residents and businesses live, work and play.

I am excited that our collaboration with the UF School of Architecture to bring a CityLab to Jacksonville is going forward, and CDJ looks forward to having **JaxLab** as part of the Cathedral District. CDJ has participated in the development and negotiations for **JaxLab** from the early discussions working closely with you both, and Dean Kate Morehead of St. John's Episcopal Cathedral to improve the quality of life in the Cathedral District and the City. The graduates from UF **JaxLab** in architecture and sustainable design will support our mission and build the capacity necessary to improve the lives of citizens in the city of Jacksonville. CDJ believes that **JaxLab** will support and encourage the development of Jacksonville's urban core.

We do not have an institution that offers a professional degree in architecture located in Jacksonville. We are fortunate to have this off-campus program of the highly regarded University of Florida's architecture program located in the city. CDJ is pleased that we are playing a part in bringing **JaxLab** here. We are confident that the presence of the UF program will positively impact our professional community. **On behalf of our Board of Directors, Cathedral District-Jax, Inc. we fully support the establishment of JaxLab in downtown Jacksonville.**

Sincerely,

A handwritten signature in black ink that reads "Ginny Myrick".

Ginny Myrick
President/CEO

cc: CDJ Board



**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS
ACTION ITEM AFSSPRSC5
April 22, 2022**

SUBJECT: Accountability Plan

BACKGROUND INFORMATION

The Board of Governors requires the universities to submit an annual Accountability Plan which combines both the annual Accountability Report and the annual University Work Plan report. This report provides both actual historical data and prospective goals.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the Accountability Plan 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: [Attached.](#)

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

Approved by the University of Florida Board of Trustees, April 22, 2022.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

2022
ACCOUNTABILITY PLAN
UNIVERSITY OF
FLORIDA

*Draft 4/16/2022
version 9b
for BOT review*





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



STRATEGY

Mission Statement

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

Florida Board of Governors, Statement of Free Expression

The University of Florida reaffirms its endorsement of the Board of Governors Statement of Free Expression dated April 15, 2019 and of the UF Freedom of Expression Statement dated April 12, 2019. We will continue our work to ensure a climate of free expression and promote civil discourse according to those statements and the Board of Governors Civil Discourse Final Report.

Statement of Strategy

The University of Florida's goal is to sustain recognition as one of the nation's Top 5 public universities. UF has engaged several strategies to realize that goal.

The first is to maximize achievement reflected in several important sets of metrics, including the Preeminence metrics, the Performance Funding metrics, and the U.S. News & World Report metrics. Since there is some tension among opposing metrics and the pandemic has modified some traditional organizational and behavioral patterns, this requires careful investment, analysis and choices.

The second strategy is to build and exploit UF's opportunities in Artificial Intelligence and Data Science, the acquisition of UF Scripps in Jupiter, and the project to establish a Graduate and Professional Education Center in West Palm Beach to serve the burgeoning economy in South Florida. UF is positioning itself as a national leader in the urgent federal conversation about developing a 21st century AI-enabled workforce. UF's AI capabilities are also important to research at UF Scripps and the new center in West Palm Beach.



STRATEGY (cont.)

Strengths, Opportunities & Challenges

UF is recognized as one of the best public universities in the nation, and it is differentiating itself from other large public flagship institutions.

UF is rapidly integrating the tools of AI, Data Science, and the world-class AI supercomputer HiPerGator across the university in curriculum and instruction, research, and outreach to working professionals. UF can leverage these capabilities to establish its reputation as a national leader in AI and applications and help address federal concerns about AI-related national security and economic competitiveness issues.

As UF fosters connections between UF Scripps and the main campus, there is unparalleled opportunity to advance the biomedical research enterprise at UF. As South Florida and other areas of the state advance the economy, especially in FinTech, UF is poised to help drive this new opportunity for the State of Florida.

If there is a challenge, it is that UF competes with the best universities in the nation. That is tough competition, requiring focus, resources and strategy in partnership with the State of Florida and private enterprise. This is perhaps best illustrated by the current competition to attract and retain talent.

Three Key Initiatives & Investments

1. The AI and Data Science initiative is proving to be transformative for UF. Every college is participating, and AI Across the Curriculum will serve as the basis for the Quality Enhancement Plan to be submitted in UF's upcoming ten-year accreditation review. Research faculty are leveraging HiPerGator to tackle previously unresolvable problems (GatorTron and SynGatorTron are attracting national attention in the biomedical community). UF is leading a national conversation to train a 21st century AI-enabled workforce at scale and is enlisting the participation of Florida educational institutions and SEC universities. With 100 new faculty in AI and applications added to the hundreds of faculty currently engaged, UF will have national impact.
2. The project to build a Graduate and Professional Education Center in West Palm Beach will be central during the next five years. With participation of the State, UF, and private donors, it represents a significant commitment to advance that part of the state economy. It will help to attract new industry to the area and provide new educational opportunities for students, particularly in FinTech, based on AI.
3. With the acquisition of Scripps Jupiter, UF has added important new capabilities and research teams in the biomedical sciences. UF Scripps will be able to leverage the enormous capabilities of the main campus to advance their research projects, and main campus researchers will benefit from the collaborative opportunities that emerge.



STRATEGY (cont.)

Graduation Rate Improvement Plan Update

The University of Florida continues to improve graduation rates and refine our student success efforts. Our goals are timely graduation for every student and reducing the gap in graduation rates for key subgroups.

UF Student Success efforts this year expanded highly effective programs in **academic advising, success coaching, peer tutoring, and training peer mentors**. The university identified students at risk for not graduating on time. We provided free tutoring in 38 courses that students most frequently repeat because of poor grades. The **Gator Graduated Coaching** program paired students eligible to graduate with a coach to remove all barriers to successful completion.

The **UF Thrive Center** unites three existing programs that support first-generation, low-income students, to provide a continuum of support from early childhood to graduate school. The Thrive Center connects The Center for Precollegiate Education and Training's K-12 Diversity Outreach program, the Office of Academic Support's UF Promise and U.S. DOE TRIO SSS programs, and the U.S. DOE TRIO UF McNair Scholars program. We are submitting proposals to the **U.S. DOE TRIO Upward Bound** program to host general, STEM, and veterans' K-12 programs to complement our existing TRIO programs.

New leadership roles in UF Student Success create an organizational structure that will sustain positive outcomes. These roles include a director of UF Student Success; Coordinators for tutoring, academic services, and coaching; and a Senior Director of Advising. Interim leaders were in place this year, and plans are underway to hire permanent directors for Student Success and Advising.

Students continue to experience financial and other **challenges from COVID-19**, including housing and food insecurity, the need for mental health assistance, limited work hours and fewer employment opportunities. Higher Education Emergency Relief Fund (HEERF) funds provided additional support. We awarded a total of \$62 million in 66,835 (duplicated) payments to students who completed a Free Application for Federal Student Aid (FAFSA). We also received 24,000 applications from students who had not completed a FAFSA, resulting in approximately 19,706 (duplicated) awards totaling a little over \$13 million. These awards funded emergency needs for students such as housing (rent), food, technology, health care and COVID related travel.

UF is **nationally recognized for graduation rates**. We are ranked #9 among all national universities, public and private, for undergraduate outcomes. UF is tied with Stanford and Brown on this metric. This variable combines our performance on first-year retention, six-year graduation, predicted graduation, and success in graduating low income students. UF is also ranked #7 for six-year graduation rates, among public AAU universities. (US News 2022)

UF had the highest graduation rate in the State University System last year (KPI-5). This year our four-year rate increases from 71% to 75% and our six-year rate increases from 89% to 90%. These gains have been shared across key subgroups – four-year graduation rates increased 4% for first-generation students, 1% for Pell recipients, and 1% for under-represented minority students.



STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

STUDENT ACHIEVEMENTS

- The first woman from UF to be named a Rhodes scholar, Aimee Clesi heads to Oxford to pursue a master in criminology and criminal justice. A first-generation college student, Clesi is a member of the UF Honors Program and a double major in history and philosophy.
- Muhammad Abdulla, a math major, receives a highly competitive Goldwater Scholarship.

FACULTY ACHIEVEMENTS

- The number of National Academy members on the UF faculty increases to 33. Professor Michele Manuel is elected to the National Academy of Engineering. Gilbert Rivers Upchurch, Chair of Surgery in the College of Medicine, is elected to the National Academy of Medicine.
- Seven faculty in Agriculture, Biology, and Engineering are chosen as Fellows of the American Association for the Advancement of Science. They include J. Scott Angle, Sixue Chen, Matias Kirst, Yuncong Li, Tony Romeo, Kathryn Sieving, and Jose Principe.
- Seven scholars earn Fulbright awards for 2021-22. They are headed to Poland, Ecuador, Paraguay, Guyana, Algeria, and the Dominican Republic. UF ranks fourth in Fulbright awards.
- Distinguished Professor Rob Ferl, horticultural sciences, is named by NASA to co-chair a group that will define space-related biological and physical research for the next 10 years.
- Distinguished Professor Peter Hirschfeld, physics, is awarded the John Bardeen Prize for pioneering theoretical work on the nature of superconductivity.
- Laura Blecha, in the Astrophysics Theory research group, is named a Cottrell Scholar for innovative research on supermassive black holes and the evolution of galaxies. Her research uses HiPerGator, the high-performance computing resource at UF.

PROGRAM ACHIEVEMENTS

- Scholars at UF set a new record of \$960M in research expenditures in FY2021. UF is ranked 15th among public universities and 26th among all universities in FY2020. UF leads all universities in Florida (NSF HERD).
- Federal research funding at UF increases 6.5% in FY2021 to \$423M. Federally funded R&D at all universities increased only 3.7% in FY2020. (NSF HERD).
- The Geomatics program in IFAS receives nearly \$1M NSF grant for scholarships and support services to increase enrollment of talented low-income students.
- New career placement records for the UF MBA full-time program. Every student in the program received an offer within three months of graduation, and the median salary was \$110,000, with a \$20,000 signing bonus.

INSTITUTIONAL ACHIEVEMENTS

- The University of Florida rises to #5 among public universities (US News 2022 edition).
- UF Online is now #1, named the best online bachelor's degree in the nation (US News 2022 edition).
- Graduate education at UF receives national recognition as 28 programs across 11 colleges are recognized among the top 25 in their field, among all public and private universities (US News 2023 edition).



STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

UF reviewed the Performance-Based Funding Goals last year and adjusted several up and down. The ones that were lowered represent goals that were not achievable in the near term. We reset a few goals to be stretch goals that are achievable as we see the effect of new initiatives.

Metric 1. Percent of Bachelor's Graduates Enrolled or Employed: this year the full-time employment threshold changed from \$25K to \$30K. We changed the proposed goals this year to track towards the state goal of 80% in 2024-25. This is an important stretch goal. The percentage of 2019-20 Bachelor's graduates enrolled or employed is currently 70.1%. Measured in the year after graduation, this cohort was impacted by the pandemic. As the economy recovers and the university builds new connections with Florida employers, we expect employment rates to rise.

Metric 2. Median Wages of Bachelor's Graduates Employed Full-time: the proposed goals were increased to \$48K in 22-23 and 23-24. UF exceeded \$48K for the first time in 18-19. To allow this rate to stabilize and to allow time for the effects of the pandemic to subside, we set the new goals a few years out.

Metric 4. FTIC Four-Year Graduation Rate: the proposed goals were lowered to 74%. This change was due to several factors, including the high concentration of STEM majors and student engagement with internships and coop experiences. This year our four-year graduation rate increased from 71% to 75%.

Metric 7. University Access Rate: the proposed goal was lowered to 24% in the near term (fall 2020) and 26% in the outlying years (fall 2022 forward). Our access rate for fall 2020 was 24.7%, so we met our initial goal.

This metric is important for UF in other venues besides PBF, and so UF is highly motivated to succeed in this metric. However, it is difficult for several reasons: (1) there is a shrinking pool of Pell students, (2) the PBF system creates a costly competition within the SUS for a finite pool, (3) this pool of students is very price and financial-aid conscious, and (4) the pandemic has had a deleterious effect on this pool. UF increased financial aid packages for the entering class in fall 2021 to increase this rate.

Metric 8. Percentages of Graduate Degrees Awarded within Programs of Strategic Emphasis (PSE): these rates were lowered to 68%, since production of degrees has stabilized around that level and the goal in the BOG 2025 Strategic Plan is 66%. The percentage of PSE graduate degrees awarded in 2020-21 was 70%, exceeding our goal. We reset the goals from 2021-22 forward to 70%.



PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	68.3	71.8	70.1	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	.
PROPOSED GOALS	72	74	76	78	80

2. Median Wages of Bachelor's Graduates Employed Full-time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	42,100	42,200	44,800	48,500	48,500	.	.	.	.	.
APPROVED GOALS	41,000	42,000	43,000	43,000	43,000	43,000	44,000	48,000	48,000	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	48,000

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	10,120	2,130	-1,010	-3,750	-6,040	.	.	.	.	.
APPROVED GOALS	10,700	10,700	9,000	9,000	9,000	9,000	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	9,000

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	66.7	67.3	70.9	70.7	74.7	.	.	.	.	.
APPROVED GOALS	68	68	70	72	74	74	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	76

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	94.7	95.2	95.5	96.3	95.5	.	.	.	.	.
APPROVED GOALS	96	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	97



PERFORMANCE-BASED FUNDING METRICS (cont.)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	58.8	57.7	59.2	58.8	60.8	.	.	.	.	.
APPROVED GOALS	56	57	58	59	59	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	xx	xx	xx	60

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	27.6	28.6	27.2	25.8	24.7	.	.	.	.	.
APPROVED GOALS	30	30	30	30	24	24	26	26	26	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	26

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	70.9	70.6	69.4	67.5	70.0	.	.	.	.	.
APPROVED GOALS	71	72	72	72	68	68	68	70	70	.
PROPOSED GOALS	.	.	.	.	.	70	70	xx	xx	70

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	40.7	39.6	42.5	38.5	41.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	39.0	39.0	40.0	40.0	40.0	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	Xx	xx	40.0

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	84.5	86.1	85.7	85.2	87.3	.	.	.	.	.
APPROVED GOALS	.	.	.	.	85.0	85.0	85.0	85.0	85.0	.
PROPOSED GOALS	.	.	.	.	.	87.0	87.0	87.0	87.0	87.0

10. BOT Choice: Endowment Size (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,612	1,735	1,825	1,847	2,379	.	.	.	.	.
APPROVED GOALS	1,570	1,770	1,850	1,950	2,180	2,271	2,374	2,488	2,615	.
PROPOSED GOALS	.	.	.	.	.	2,550	2,678	2,810	2,951	3,099



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

A. (1). Average GPA

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	4.4	4.4	4.4	4.5	4.5	.	.	.	.	.
APPROVED GOALS	4.3	4.4	4.4	4.4	4.5	4.5	4.5	4.5	4.5	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	4.5

A. (2). Average SAT Score

	FALL 2017	FALL 2018	FALL 2019	FALL 2020*	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	1311	1355	1380	1382	1386	.	.	.	.	.
APPROVED GOALS	1280	1350	1360	1360	1360	1360	1360	1360	1360	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	1360

Note*: The 2020 Florida Legislature amended statute (1001.7065, FS) so that beginning in Fall 2020, this metric also includes ACT scores that have been translated into the SAT scale. The historical scores, and goals, were based on a different methodology and SAT scale standard.

B. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	11	10	10	10	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	10

C. Freshman Retention Rate [Full-time FTIC students]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	95	96	96	97	96	.	.	.	.	.
APPROVED GOALS	97	97	97	97	97	97	97	97	97	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	97



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

D. Four-year Graduation Rate [Full-time FTIC students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	67	67	71	71	75	.	.	.	.	.
APPROVED GOALS	68	68	70	72	74	74	74	75	76	.
PROPOSED GOALS	.	.	.	.	.	XX	XX	XX	XX	76

E. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	28	29	29	28	33	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	XX	XX	XX	XX	30

F. Science & Engineering Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	766	831	881	890	920	.	.	.	.	.
APPROVED GOALS	690	788	856	882	917	944	973	1,002	1,032	.
PROPOSED GOALS	.	.	.	.	.	XX	XX	XX	XX	1,064

G. Non-Medical Science & Engineering Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	489	506	538	562	575	.	.	.	.	.
APPROVED GOALS	450	503	521	537	579	596	614	633	652	.
PROPOSED GOALS	.	.	.	.	.	XX	XX	XX	XX	672



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (cont.)

H. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	8 of 8	7 of 8	7 of 8	8 of 8	8 of 8	.	.	.	.	.
APPROVED GOALS	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	8 of 8

I. Utility Patents Awarded [over three calendar years]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	334	319	343	377	419	.	.	.	.	.
APPROVED GOALS	322	339	346	364	351	352	353	354	355	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	356

J. Doctoral Degrees Awarded Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,671	1,627	1,621	1,495	1,500	.	.	.	.	.
APPROVED GOALS	1,600	1,700	1,700	1,700	1,600	1,600	1,600	1,600	1,600	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	1,600

K. Number of Post-Doctoral Appointees

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	666	640	661	675	671	.	.	.	.	.
APPROVED GOALS	664	690	692	694	675	675	675	675	675	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	675

L. Endowment Size (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	1,612	1,735	1,825	1,847	2,379	.	.	.	.	.
APPROVED GOALS	1,570	1,770	1,850	1,950	2,180	2,271	2,374	2,488	2,615	.
PROPOSED GOALS	.	.	.	.	.	2,550	2,678	2,810	2,951	3,099



KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	11	10	10	10	9	.	.	.	.	.
APPROVED GOALS	10	10	10	10	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	10

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	77	77	81	82	83	.	.	.	.	.
APPROVED GOALS	72	73	73	73	73	75	75	75	75	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	75

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	3.9	3.9	3.9	3.9	3.8	.	.	.	.	.
APPROVED GOALS	4.1	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	82	84	85	88	86	.	.	.	.	.
APPROVED GOALS	.	83	84	85	85	85	85	85	85	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	85



KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	88	89	88	89	90	.	.	.	.	.
APPROVED GOALS	88	89	89	90	90	90	90	90	90	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	90

6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	70	68	67	70	69	.	.	.	.	.
APPROVED GOALS	.	.	.	67	68	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	69

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	63	63	69	68	69	.	.	.	.	.
APPROVED GOALS	.	.	.	69	69	69	69	69	69	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	70	70	70

8. Bachelor's Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	8,597	9,112	9,963	10,245	10,308	.	.	.	.	.
APPROVED GOALS	8,515	8,515	8,600	8,600	8,600	8,600	9,000	9,000	9,000	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	9,000

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	6,162	6,336	5,810	5,771	5,919	.	.	.	.	.
APPROVED GOALS	5,650	5,700	5,800	5,800	5,800	5,800	5,800	5,800	5,800	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	5,800



KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	28	28	29	28	31	.	.	.	.	.
APPROVED GOALS	26	28	28	28	28	28	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	30	30	30	30	30

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	7	8	8	8	8	.	.	.	.	.
APPROVED GOALS	6	6	6	6	6	6	8	8	8	.
PROPOSED GOALS	.	.	.	.	.	8	xx	xx	xx	8

12. Percent of Bachelor's Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	45	46	47	48	49	.	.	.	.	.
APPROVED GOALS	44	45	46	47	47	47	47	47	47	.
PROPOSED GOALS	.	.	.	.	.	49	49	49	49	49

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	61	60	60	57	60	.	.	.	.	.
APPROVED GOALS	59	60	60	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	60



KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	87	93	96	96	89	93	94	94	95	95
<i>US Average</i>	90	92	91	90	86	.	.	.	.	.
LAW	76	68	88	84	80	89	89	90	90	92
<i>US Average</i>	69	66	74	71	83	.	.	.	.	.
MEDICINE (2YR)	95	96	97	99	99	99	99	99	99	99
<i>US Average</i>	96	96	97	97	96	.	.	.	.	.
PHARMACY	89	93	88	89	88	92	92	92	92	92
<i>US Average</i>	88	89	88	88	84	.	.	.	.	.
DENTISTRY (1)	100	92	98	95	N/A	<i>Part I phased out July 2020</i>				
<i>US Average</i>	89	88	95	87		.	.	.	.	.
DENTISTRY (2)	98	97	94	95	98	<i>Part II phases out July 2022</i>				
<i>US Average</i>	92	92	95	90	xx	.	.	.	.	.
DENTISTRY (INBDE)	<i>Begins August 2020</i>					95	95	95	95	95
OCCUPATIONAL THERAPY	96	93	97	96	95	95	95	95	95	95
CROSS-YEAR	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
MEDICINE (4Y-CK)	94	99	100	100	100	99	99	99	99	99
<i>US Average</i>	96	97	98	98	99	.	.	.	.	.
VETERINARY	94	97	92	98	98	95	95	95	95	95
<i>US Average</i>	91	91	95	90	87	.	.	.	.	.
MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	95	95	95	94	93	95	95	95	95	95
<i>US Average</i>	92	92	92	91	90	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	6	9	7	9	6	8	8	8	8	8
TOTAL	9	9	9	9	8	8	8	8	8	8

Note: Table excludes Occupational Therapy, no US average reported. New Dental exam begins 2022.



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	28	29	29	28	33	.	.	.	.	.
APPROVED GOALS	30	30	30	30	30	30	30	30	30	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	30

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	23	15	17	14	13	.	.	.	.	.
APPROVED GOALS	25	26	27	28	29	29	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	29

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	43	41	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	40	40	40	40	40

18. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	801	865	929	942	960	.	.	.	.	.
APPROVED GOALS	735	825	891	918	970	999	1,029	1,060	1,092	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	1,125

19. Research Expenditures from External Sources (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	437	467	508	520	532	.	.	.	.	.
APPROVED GOALS	.	.	.	523	536	552	568	585	603	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	621



KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	118	100	125	152	142	.	.	.	.	.
APPROVED GOALS	105	120	121	123	124	125	126	127	128	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	129

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	293	257	228	261	264	.	.	.	.	.
APPROVED GOALS	293	235	261	265	270	272	274	276	278	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	280

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	17	11	20	14	16	.	.	.	.	.
APPROVED GOALS	16	11	15	15	16	17	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	16



KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

To further distinguish the university’s distinctive mission, the university may choose to provide additional metric goals that are based on the university’s own strategic plan.

Institution Specific Goal #1

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx

Institution Specific Goal #2

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx

Institution Specific Goal #3

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx

Institution Specific Goal #4

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx



ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	36,436	37,527	37,872	38,233	38,561	.	.	.	.	.
APPROVED GOALS	36,415	36,762	37,456	37,938	38,000	38,000	38,000	38,000	38,000	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	38,000
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	16,297	15,753	15,916	17,189	19,932	.	.	.	.	.
APPROVED GOALS	17,391	16,401	15,716	16,094	16,000	16,000	16,000	16,000	16,000	.
PROPOSED GOALS	.	.	.	.	.	18,000	18,000	18,000	18,000	18,000

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	7,047	7,343	7,431	7,114	7,905	7,790	7,790	7,790	7,790	7,790
FTIC: Returning	20,906	21,191	20,947	21,008	20,654	20,354	20,354	20,354	20,354	20,354
Transfer: FCS w/ AA	6,094	6,333	6,332	6,551	6,408	6,315	6,315	6,315	6,315	6,315
Other Undergraduates	2,389	2,660	3,162	3,206	3,205	3,158	3,158	3,158	3,158	3,158
Post-Baccalaureates	0	0	0	354	389	383	383	383	383	383
Subtotal	36,436	37,527	37,872	38,233	38,561	38,000	38,000	38,000	38,000	38,000
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	7,684	7,242	7,509	8,763	11,178	10,095	10,095	10,095	10,095	10,095
Research Doctoral	4,315	4,323	4,429	4,441	4,669	4,216	4,216	4,216	4,216	4,216
Professional Doctoral	4,298	4,188	3,978	3,985	4,085	3,689	3,689	3,689	3,689	3,689
Subtotal	16,297	15,753	15,916	17,189	19,932	18,000	18,000	18,000	18,000	18,000
TOTAL	52,733	53,280	53,788	55,422	58,493	56,000	56,000	56,000	56,000	56,000

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.



ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	22	27	28	29	27	.	.	.	.	.
APPROVED GOALS	.	.	28	29	30	31	31	31	31	.
PROPOSED GOALS	.	.	.	.	.	XX	XX	XX	XX	31

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	14,839	15,063	15,344	15,199	15,130	15,147	15,147	15,147	15,147	15,147	15,147
UPPER	20,194	21,229	22,443	22,926	23,290	23,038	23,038	23,038	23,038	23,038	23,038
GRAD 1	7,155	6,892	6,654	6,988	7,871	9,433	9,433	9,433	9,433	9,433	9,433
GRAD 2	7,624	7,447	7,434	7,283	7,376	7,450	7,450	7,450	7,450	7,450	7,450
TOTAL	49,813	50,632	51,873	52,395	53,666	55,068	55,068	55,068	55,068	55,068	55,068

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	26	30	29	29	89	39	35	33	33	34
Primarily Dist. (80-99%)	6	5	7	8	1	7	6	6	6	6
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	1	1	2	2	1	2	2	1	1	1
Classroom (0-49%)	67	65	62	61	8	52	57	60	60	59
GRADUATE										
All Distance (100%)	16	17	19	19	61	36	30	30	30	30
Primarily Dist. (80-99%)	14	12	12	12	8	8	10	10	10	10
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	3	1	1	2	1	1	1	1	1
Classroom (0-49%)	69	69	68	68	30	55	59	59	59	59

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.



ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Meteorology	40.0499	STEM	FSU in CIP 40.0401	No	30	Fall 2022
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Urban Analytics	04.0902	STEM	None	No	30	Spring 2021
Preventive Veterinary Medicine	01.8110	STEM	None	No	10	Fall 2022
Engineering Education	14.9999	STEM	None	No	25	Fall 2022
MSL in Law	22.0201		FIU,FSU	Yes	75	Fall 2022
Artificial Intelligence Systems	11.0102	STEM	UCF, FAU	No	100	Fall 2022
Business Analytics	11.0501	STEM	FIU, FSU, UNF, USF, FGCU	Yes	100	Fall 2022
DOCTORAL PROGRAMS						
Engineering Education	14.9999	STEM	FIU	No	40	Fall 2022

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2023
Ag Operations Management	01.0106	N/A	None	TBD	40	Fall 2023
Music Bus. & Entrepreneurship	50.1003	N/A	None	No	50	Fall 2023

2022 ACCOUNTABILITY PLAN

University of Florida

Version 9b, Draft 4/16/2022



PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
Design & Visual Communication	09.0702	STEM	FAU, FGCU, FIU, FSU, USF	No	144	Fall 2023
Digital Arts & Sciences	11.0804	STEM	None	No	75	Fall 2023
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Geomatics	15.1102	STEM	None	Yes	40	Fall 2023
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2023
Case Management	51.0001	N/A	None	Yes	40	Fall 2023
Genetics and Genomics	26.0801	STEM	None	No	25	Fall 2023
Psychology	42.2799	STEM	None	No	42	Fall 2023
Pharmaceutical Sciences	51.2010	STEM	FAMU	Yes	900	Fall 2023
FinTech	30.7104	STEM	UCF	No	50	Fall 2023
Financial Engineering	14.3701	STEM	None	No	50	Fall 2023
Transportation Engineering	14.0804	STEM	None	No	50	Fall 2023
Digital Arts & Sciences	11.0804	STEM	None	No	30	Fall 2023
DOCTORAL PROGRAMS						
Geomatics	15.1102	STEM	None	No	25	Fall 2023
Artificial Intelligence Systems	11.0102	STEM	UWF	No	40	Fall 2023
Psychology	42.2799	STEM	None	No	40	Fall 2023



DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) One Year After Graduation:

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$30,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).



PBF-10.FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.



DEFINITIONS (cont.)

PBF-10.FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).



DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.



KPI-2: Freshmen in Top 10% of High School Class: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.



DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted



twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. The calculation of degree fractions is made according to each institution’s criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor’s Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor’s Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board’s 2025 System Strategic Plan calls for all institutions to be above or tied the exam’s respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.



DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall



term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



STATE UNIVERSITY SYSTEM OF FLORIDA





**COMMITTEE ON ACADEMIC, FACULTY
AND STUDENT SUCCESS, PUBLIC RELATIONS AND STRATEGIC
COMMUNICATIONS
ACTION ITEM AFSSPRSC6
April 22, 2022**

SUBJECT: New Degree

BACKGROUND INFORMATION

The proposed Ph.D. and M.S. in Engineering Education in the Herbert Wertheim College of Engineering (CIP 14.9999) will prepare graduate students to become researchers, practitioners, future leaders and agents of positive change in engineering education. Engineering Education is a growing field with a strong demand from students with an engineering bachelor's and/or master's degree but who want to focus their career on education. Growth is especially strong in Florida compared to National. The Ph.D. and M.S. in Engineering Education was approved by the Curriculum Committee and then by the Faculty Senate at their March 17, 2022, meeting.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Success, Public Relations and Strategic Communications is asked to approve the Ph.D. and M.S. in Engineering Education listed above for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

Supporting Documentation Included: See [attached](#) New Degree for Ph.D. and M.S. in Engineering Education.

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

Approved by the University of Florida Board of Trustees, April 22, 2021.

Morteza "Mori" Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**Board of Governors, State University System of Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM**

In Accordance with BOG Regulation 8.011

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

University of Florida
Institution Submitting Proposal

Spring 2023
Proposed Implementation Term

Herbert Wertheim College of Engineering
Name of College(s) or School(s)

Engineering Education
Name of Department(s)/Division(s)

Engineering Education
Academic Specialty or Field

Doctor of Philosophy
Complete Name of Degree

14.9999
Proposed CIP Code (2020 CIP)

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's Signature Date

Board of Trustees Chair's Signature Date

Provost's Signature Date

PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 - Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 3 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	10	7.5	\$25,560	\$191,703	\$0	\$0	\$191,703
Year 2	20	15					
Year 3	30	22.5					
Year 4	35	26.25					
Year 5	40	30	\$24,268	\$728,025	\$268,510	\$0	\$996,535

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 goal of this program is to prepare our graduate students to become researchers, practitioners, future leaders, and agents of positive change in engineering education.

After completion of the PhD, the candidate will be able to

- Synthesize the literature to identify research topics;
- Create relevant research question(s);
- Conduct independent research in engineering education to address the research question(s);
- Conduct an analysis of needs and context to identify gaps between research and practice;
- Collaborate with others in academia, industry, and other organizations to conduct research and develop evidence-based best practices
- Apply engineering education research findings, methodologies, concepts, and frameworks to real-world contexts such as industry or academic training experiences, professional development, classroom innovation, or assessment

a) We are proposing a doctoral program

b) A single track for Engineering Education is proposed.

c) The total number of credits is 90.

d) There are approximately 330 accredited engineering programs in the US and fewer than 15 offer degrees in Engineering Education. As part of the rapid changes in engineering education such as the UF program of the New Engineer, job opportunities include academia (both within engineering education departments, as well as in traditional engineering departments) and technical employee education and training programs at large engineering corporations.

- 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 program was reviewed by the CAVP on September 2, 2021 and no concerns were raised.

- 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.**

As shown in Appendix D, the program was reviewed by Dr. Donna Riley who is the head of the School of Engineering Education at Purdue University. The Purdue program is the oldest and one of the most successful programs in the field. Dr. Riley commented that our program is similar to other programs in the nation but found our inclusion of industry or policy internships in research-to-practice innovative. As Dr. Riley points out, some programs focus more heavily on both quantitative and qualitative research. Our program aims to be flexible based on the need of the dissertation topic.

No changes were made based on the external consultant report.

- 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](#)).**

Engineering education is a new field with expanding opportunities in student interest and research funding. It is field which researches new approaches to teaching engineering and equips its graduates to be the premier instructors in engineering. Thus, this program supports the BOG Program of Strategic Emphasis of Economic Development – STEM. By improving the way

engineers are educated, through expertise gained by the PhD graduates and their research, engineers educated in the State of Florida will be better prepared to contribute to the state's economy. Many of our peer institutions (e.g. Purdue, Virginia Tech, University of Michigan) have PhD programs in engineering education. It is not sufficient to duplicate those programs. UF should distinguish itself in the type of PhD education it provides to students. These other programs focus solely on research outcomes (e.g. publications). In contrast, the UF program will be action-oriented requiring students to use research results to address a specific need. An action focus will better prepare the graduates to address engineering education needs within the state and nationwide. The curriculum will consist of courses in engineering education research methods, engineering curriculum design, student learning, as well as courses in a traditional engineering discipline. These courses provide the foundation for subsequent research which contribute to UF's and the SUS's goals for the creation of new knowledge. There are collaborative opportunities with all the engineering programs at universities in the SUS. Collaboration could occur through identifying educational needs in engineering throughout the SUS and conducting research to support those needs.

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 are:

- **Critical Workforce:**

- Education
- Health
- Gap Analysis

- **Economic Development:**

- Global Competitiveness
- 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](#).

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.

This program will be offered on the UF main campus only.

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.

Engineering Education is a growing field with strong demand from students. This program will be of interest to students with an engineering bachelor's and/or master's degree but who want to focus their career on education. Potential careers include instructional positions (tenure track and non-tenure track) in teaching-focused institutions, instructional positions in freshman engineering programs, and course development and instructional design positions in engineering companies. Growth is especially strong in Florida compared to National.

Labor Market Demand, CIP Code 14.9999

Occupations	Employment Change %		Annual Average Job Openings		Employment Change (numbers)		BLS Typical Education Needed for Entry
	FL 2020-28	National 2020-30	FL	National	FL 2020-28	National 2020-30	
Engineering Managers	8.1	4.1	638	14,700	607	8,100	Bachelor's degree
Engineers, All Others	5.7	2.7	754	11,000	548	11,800	Bachelor's degree
Engineering Teachers, Postsecondary	18	5.8	183	5,100	164	12,500	Doctoral or professional degree

Sources:
 U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>
 Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

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

There is already demonstrated interest by students at UF. In recent years there have been approximately 10 engineering students whose dissertation work included an engineering education component. With the formation of first the Institute of Excellence in Engineering Education and then the Department of Engineering Education at UF there have been several inquiries from students interesting in pursuing a PhD in Engineering Education. We have identified 5 students currently in an engineering Ph.D. degree program at UF who want to switch to the proposed degree program

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 is currently one other similar program in the SUS, a Ph.D. in Engineering and Computing Education at FIU (CIP code 14.9999, Engineering, Other), which was approved by the BOG in July 2019. A meeting was held on Nov 1, 2021 with Monica Cardella, director of the School of Computing, Construction, and Engineering Education at FIU to discuss the effect our proposed program would have on the FIU program. We agreed that there is a great need for our students to serve the state and beyond and there is room for another program in the state. The creation of this program will not affect the FIU program. There is a great opportunity to collaborate on topics such as K-12 STEM education in the state to prepare students for an engineering career.

D. Use Table 1 - 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.

We expect some initial transitions of students in existing engineering Ph.D. program, approximately 5. Additional students will be recruited. Graduate student enrollment is proportional to research funding levels. Currently, UF is not taking full advantage of the federal funding opportunities. Expansion of research in engineering education will happen in conjunction with the growth of the Ph.D. program. Additional tenure-track faculty hires and expansion of the research assignment of existing faculty are planned. Enrollment into the program will be a mix of local BS graduates, national applicants recruited through the Engineering National Graduate Institutional Name Exchange (ENGINE) run by the University of Florida, and international applicants. We intend to

initially recruit 10 new students per year for the first 3 years and 5 new students per year for the next 2 years. A steady-state enrollment is 40 students.

- 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.**

Diversity starts with a diverse department. The Department of Engineering Education is very diverse with 52% females, 24% Hispanic, and one African American female faculty.

Outstanding, diverse students will be recruited through the Engineering National Graduate Institutional Name Exchange (ENGINE), the national McNair Scholars list, GEM Consortium Membership, engineering student societies (i.e. American Indian Science and Engineering Society (AISES), National Society of Black Engineers (NSBE), Out in Science, Technology, Engineering, and Mathematics (oSTEM), Society of Hispanic Professional Engineers (SHPE), Society of Women Engineers (SWE), etc.), National Name Exchange, and State of Florida Public University student access.

There is currently one other similar program in the SUS, a Ph.D. in Engineering and Computing Education at FIU (CIP code 14.9999, Engineering, Other), which was approved by the BOG in July 2019. A meeting was held on Nov 1, 2021 with Monica Cardella, director of the School of Computing, Construction, and Engineering Education at FIU to discuss the effect our proposed program would have on the diversity of the FIU program. The FIU program is in south florida, while the UF program is taught at the north-central Florida campus in Gainesville. Geographically far apart and the UF program is not expected to have an impact on the ability of FIU to draw a diverse local group of students. Enrollment in both the UF and FIU programs is expected to have a national and international interest in addition to a local pathway for students. FIU's ability to recruit from the national and international pool will not be affected by the creation of the UF program and is not expected to affect the diversity of the FIU program.

III. Budget

- A. Use Table 3 - Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 4 - 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 faculty of the Department of Engineering Education and the supporting departments are well prepared to teach the proposed program. The initial program can be managed through a refocusing of effort and by reassigning existing teaching and research time to the program. In year 1, \$165,341 of faculty salaries and benefits and \$13,661 of staff salaries and benefits will be reallocated to the program. Expense cost is estimated to be \$12,700 and is also reallocated from the existing program. The year 5 budget was created by increasing the time assignment for the faculty involved – including allocating new faculty, accounting for a 3% salary increase per year, and the addition of student fellowships through contracts and grants. This results in \$670,139 in faculty salaries and benefits, \$30,752 in staff salaries and benefits, and \$27,134 in expenses.

- 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 3.**

This program will not be offered through continuing education or be offered with a marked rate or differentiated graduate tuition. The current rate of resident tuition for graduate courses is \$448.73 per credit hour and a non-resident fee of \$690.21 per credit hour for non-resident tuition per UF Regulation 3.0375.

- 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).**

There are no expected impacts on other programs.

- 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).**

Several meetings with the College of Education (COE) were held. We value COE as a partner and are already collaborating with them on several projects. In addition to a meeting of associate deans, a meeting of faculty from the College of Education and the Department of Engineering Education was held on October 4, 2021. The discussion focused on the educational requirements of the proposed program. No changes were suggested but the COE faculty offered to maintain a list of relevant elective courses the Engineering Education Ph.D. students could take.

- 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.**

The National Science Foundation has awarded \$368M in the last 3 years to engineering education-related activities through its Division of Engineering Education and Centers. This amount does not include awards made to centers. UF was awarded \$1.9M in this period while peer schools with engineering education doctoral programs were awarded a larger portion (Purdue \$36M, ASU \$39M).

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

Use information from Tables 1 and 3 - 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.

The proposed program will graduate doctoral students with both a solid engineering as well as a solid educational, pedagogical background. These graduates can go on to research and teaching careers at any engineering program. In addition, the engineering industry is developing educational content for their employees and customers and there has been a need for people with both engineering and pedagogical backgrounds. Many of our industry partners such as IBM are developing micro-credentials and badges which can be shown on trainees’ LinkedIn pages. There are approximately 330 accredited engineering programs in the US and with an increased focus on quality education and the changing needs in engineering education, our students should find a good fit and employment.

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)

Not applicable; this is not a bachelor’s degree.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.

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

Not applicable; this is not a bachelor’s degree.

- 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.

Not applicable; this is not a bachelor’s degree.

- 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.

Not applicable; this is not an AS-to-BS capstone program.

Institutional Readiness

VI. Related Institutional Mission and Strength

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

The proposed program is in CIP 14.9999 which is designated as a Program of Strategic Emphasis in the SUS 2025 System Strategic plan and aligns with the State University System of Florida

institutional mission statement to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society. Not only does this program produce doctoral students in engineering, but it is also a reinvestment in engineering education and an opportunity to expand engineering education quality and engineering student success in the state.

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

The proposed program will be part of the highly ranked Herbert Wertheim College of Engineering which is ranked 25th in public universities graduate rankings and 18th in undergraduate rankings. Faculty in the Department of Engineering Education contribute to the teaching of all undergraduate engineering students at UF through service courses and by embedding engineering educators in discipline departments.

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.

The program has been developed primarily by the faculty of the Department of Engineering Education with help from joint faculty and through consultation from faculty from other departments.

Planning Process

Date	Participants	Planning Activity
9/17/2019	PhD Program committee formed with members from the department of engineering education and other engineering departments	Review existing programs, design the Ph.D. curriculum, create syllabi for new courses
Monthly meetings through 4/22/2021	PhD Program Committee	Continue the creation of the PhD program
4/21/2021	Meeting between College of Education associate dean Tom Dana, College of Engineering associate dean Toshi Nishida, and Engineering Education Department Chair Hans van Oostrom	Discuss proposed program and synergies
10/4/2021	Meeting between faculty from the College of Education and the College of Engineering	Discuss overlaps and synergies

Events Leading to Implementation

Date	Implementation Activity
3/26/2021	Proposal discussed and approved by the faculty members of the Department of Engineering Education
9/3/2021	Preproposals approved by SUS CAVP
10/12/2021	Proposal discussed and approved by the full faculty of the Herbert Wertheim College of Engineering
12/16/2021	Graduate Council review – pending
1/13/2022	Faculty Senate Steering Committee – pending
1/20/2022	Faculty Senate Information Item – pending
2/17/2022	Faculty Senate Voting Item – pending
4/21/2022	Board of Trustees - pending

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. Please include evidence that teacher preparation programs meet the requirements outlined in Section. 1004.04, Florida Statutes, if applicable.

Doctoral Programs in the Herbert Wertheim College of Engineering are reviewed and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

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.**

After completion of the PhD, the candidate will be able to

- Synthesize the literature to identify research topics;
- Create relevant research question(s);
- Conduct independent research in engineering education to address the research question(s);
- Conduct an analysis of needs and context to identify gaps between research and practice;
- Collaborate with others in academia, industry, and other organizations to conduct research and develop evidence-based best practices
- Apply engineering education research findings, methodologies, concepts, and frameworks to real-world contexts such as industry or academic training experiences, professional

development, classroom innovation, or assessment.

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

Admission standards:

- B.S. in STEM related field or B.S. and related experience; or Masters in an engineering or Computer Science discipline
- A minimum grade point average of B (3.0), calculated from all grades and credits after the semester where the applicant reached 60 semester hours or 90 quarter hours is required. no GRE requirement
- For applicants from countries where English is not the official language, a minimum score on one of these English Language Skills tests:
 - Test of English as a Foreign Language (TOEFL): 550 paper, or 80 Internet;
 - International English Language Testing System (IELTS): 6; or
 - Documented successful completion of the University of Florida English Language Institute program.

Graduation requirements:

- Minimum of 90 credits beyond the bachelor's degree.
- Successful defense of a dissertation

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.

Semester credit hours for doctoral and master programs are typically 12 credits per major semester and 9 credit hours in the summer semester. The M.S. degree will primarily be used for students who don't complete the Ph.D. program.

Ph.D. program

Minimum of 90 credits beyond the bachelor's degree.

- EED Core Courses: 15 credit hours
- Experiential Learning: 5 credit hours
- Elective Requirement: 6 credit hours
- Disciplinary Concentration: 15 credits of graduate work in computer science or a single engineering discipline outside of EED. This requirement is waived if a student is admitted with a master's degree in an engineering or computer science discipline.

Course substitutions may be petitioned and considered on a case-by-case basis.

Successful presentation and defense of the:

- Qualifying exam (limited to 2 attempts), in core areas of engineering education;
- Dissertation proposal, in an individual area of engineering education, designed by the student with support from their advisor and supervisory committee;
- Doctoral dissertation, based on the proposal, and will be the culminating experience of the degree.
-

Submission of 1 peer-reviewed journal article AND acceptance of {1 conference presentation or 1 seminar presentation or 1 workshop presentation}, both as first author.

One semester of a research to practice experience, such as a teaching experience, a practical internship, (e.g. educational policy internship, educational industry partner) or curriculum development/creation/transformation (e.g., a single module for a course, multiple modules, an entire course, or multiple courses, etc., as appropriate).

Creation of a reflective engineering education portfolio, which highlights EED teaching, research, service, and practical application of the student's research towards the discipline. The portfolio will be reviewed by the supervisory committee.

M.S. non-thesis program

Minimum of 30 credits beyond the bachelor's degree.

- EED Core Courses: 9 credit hours
- Elective Requirement: 21 credit hours
- Comprehensive examination

M.S. thesis program

Minimum of 30 credits beyond the bachelor's degree.

- EED Core Courses: 15 credit hours
- Research requirement: 6 credit hours
- Additional graduate or research credits: 9 credit hours
- Successful present and defend a Master's thesis

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**Ph.D. Program**Core Courses (15 cr)

EGS 6050: Foundations in Engineering Education (3 cr)

EGS 6XXX: Cognition, Learning, and Pedagogy in Engineering Education (3 cr)

EGS 6XXX: Instructional Design in Engineering Education (3 cr)

EGS 6XXX: Research Design in Engineering Education (3 cr)

EGS 6XXX: Research Methods in Engineering Education (3 cr)

Experience (5 cr)

EGS 6XXX: Preparation for Engineering Education Research to Practice Experience. (1 credit)

EGS 6XXX: Research to Practice Experience in Engineering Education (3 cr)

EGS 6XXX Engineering Education Seminar (1 cr) - required registration for one semester, attendance required for entire program

Elective Requirement (6 credits)

Students must take 6 credits of graduate courses related to their dissertation research topic and/or career goals. The courses must be approved by the student's advisor.

Disciplinary Concentration (15 cr)

Students must take 15 credits of graduate courses in a single engineering or computer science discipline. At least 9 credits must be at the 6000 level. This requirement is waived if a student is admitted with a master's in an engineering discipline or computer science.

Admission to Candidacy

Successful completion of both the Qualifying Exam and Dissertation Proposal will result in admission to Ph.D. candidacy.

Qualifying Exam Procedure

The student's supervisory committee will prepare a set of questions for the student. The student will have two weeks from the date the questions are delivered to the student to submit written answers to the committee. The student will then meet with the committee as a panel to discuss those answers.

Dissertation Proposal

The student must write an original proposal that will serve as the basis for the dissertation research. The student will then meet with their dissertation committee to defend the proposal.

Final Dissertation and Defense

The student will write a dissertation based on their research activities. The student will then meet with their dissertation committee to present and defend the dissertation. The dissertation and defense serve as the culminating activity of the Ph.D. program.

M.S. non-thesis program

Core Courses (9 cr)

EGS 6050. Foundations in Engineering Education (3 cr)

EGS 6XXX: Cognition, Learning, and Pedagogy in Engineering Education (3 cr)
EGS 6XXX: Instructional Design in Engineering Education (3 cr)

Elective Requirement (21 credits)

Students must take 18 credits of engineering education-related graduate courses. The courses must be approved by the student's advisor and the graduate coordinator. A maximum of 6 credits of the 18 may be S/U courses.

Comprehensive Examination

In conjunction with the student's advisor, the student will design a culminating experience related to the student's career goals. Examples of possible experiences include: teach a class period; write a position paper on a policy issue; write a literature review; etc. Note that this list is not intended to be complete, and students are encouraged to be creative in designing the experience. The experience must be approved by the student's advisor, and will be evaluated by the student's advisor.

M.S. thesis program

Core Courses (15 cr)

EGS 6050: Foundations in Engineering Education (3 cr)
EGS 6XXX: Cognition, Learning, and Pedagogy in Engineering Education (3 cr)
EGS 6XXX: Instructional Design in Engineering Education (3 cr)
EGS 6XXX: Research Design in Engineering Education (3 cr)
EGS 6XXX: Research Methods in Engineering Education (3 cr)

Research Requirement (6 credits)

Students must take 6 credits of EGS6971, Research for Master's Thesis.

Additional Course Requirements

Students must take 9 credits of graduate courses and/or EGS6971. The courses must be approved by the student's advisor.

Master's Thesis

The student will write a thesis based on their research activities. The student will then meet with their thesis committee to present and defend the thesis. The thesis and defense serve as the culminating activity of the MS with thesis option.

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

Required Courses

EGS 6050: Foundations in Engineering Education (3 cr)

An introduction to fundamental issues, questions, and approaches to engineering education

EGS 6XXX: Cognition, Learning, and Pedagogy in Engineering Education (3 cr)

Applications of cognitive psychology, educational learning theory, and pedagogy to engineering education. The processes learned will inform research and instructional practice decisions, approaches, and analysis.

EGS 6XXX: Instructional Design in Engineering Education (3 cr)

Introduces students to the design of instructional interventions in engineering education that are focused on facilitating students' learning. Includes how to align the content, assessment and pedagogy of these interventions guided by the premises of a learning theory.

EGS 6XXX: Research Design in Engineering Education (3 cr)

Fundamentals of research design in engineering education research. How to select a research approach that aligns with a research question, principles of research design, management of data, and ethics of human subject research.

EGS 6XXX: Research Methods in Engineering Education (3 cr)

Introduce basic principles and practices of quantitative, qualitative, and mixed method research methods used in engineering education research.

EGS 6XXX: Preparation for Engineering Education Research to Practice Experience. (1 cr)
Preparation for the research to practice experience in engineering education. Develop a research-based plan and create the content that will be implemented during a research to practice experience.

EGS 6XXX: Research to Practice Experience in Engineering Education (3 cr)
Practical work experience in engineering education under pre-approved supervision.

EGS 6XXX Engineering Education Seminar (1 cr)
Graduate seminar in engineering education. Speakers may include graduate students in the program, faculty from campus, and speakers from other institutions.

Elective Courses

EGS 6XXX, Advanced Engineering Educational Technology (3 cr)
Design principles and their application in engineering education towards developing effective tools and methods that enhance the learning experience and increase effectiveness with respect to student lifelong learning. Theory and practical applications in engineering education based on Learning Sciences and Human-Computer Interaction. System evaluation through theoretical and empirical learning data. Recognize the ethical and professional responsibilities with technology in engineering education

EDF 6400 Quantitative Foundations of Education Research Overview (3 cr)
Overview of quantitative methods: validity, reliability, research design, and inferential statistics.

EDF 6475 Qualitative Foundations of Educational Research (4 cr)
Introduction to philosophical, historical, sociological, and other methodologies as aspects of qualitative educational research.

EDF 7491 Evaluation of Educational Products and Systems (3 cr)
Models and methods for formative and summative evaluation of educational products and programs.

EDG 6356 Teaching, Learning and Assessment (3 cr)
Historical and in-depth exploration of assessment practices related to curricular issues.

EME 5207 Designing Technology-Rich Curricula (3 cr)
Extensive work in curriculum development utilizing instructional technologies. Contrasting views of curriculum development.

EME 6059 Blended Learning Environments (3 cr)
Exploring blended learning from perspectives of theory and practice. The course is designed for educators and instructional designers in K-12, higher education, corporate environments, and other professional settings.

SCE 5765: Data-Driven Science Instruction (3 cr)
Focusing on assessment of science instruction and learning. The course will include the study of research-based approaches to assessment, learning, and teaching. In addition, the course will facilitate the adoption of an inquiry stance for integrating assessment data into teaching decisions.

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

The program has been created utilizing feedback from the HWCOE Dean's advisory board, consisting largely of industry members and engineering alumni.

- 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. For degree programs in medicine, nursing, and/or allied health, please identify the courses that meet the requirements in Section 1004.08, Florida Statutes for required patient safety instruction.

The American Society of Engineering Education is the main profession society in this field. No specialized accreditation is available.

- 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?**

Undergraduate engineering programs are accredited by ABET and are a feeder into our proposed program.

- 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 3 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 program will be offered through traditional delivery on the main campus.

IX. Faculty Participation

- A. **Use Table 2 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).**

The program can launch with existing faculty because as detailed in Table 2, 5 faculty have terminal degrees in Engineering Education and the remainder of faculty have scholarly work in the field.

- B. **Use Table 3-Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2-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.**

All full-time faculty and departmental expenses are currently funded on E&G. The cost of the program has been calculated by estimating the teaching and research supervision need of the program. Specific faculty with experience in engineering education were identified and a portion of their time was allocated to the program. For year 5, the costs were calculated with an annual 3% increase. The additional tenure-track faculty are needed to provide more research spaces for the students and to expand the externally funded research.

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

See Appendix C.

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

The Department of Engineering Education teaches service courses required for most engineering majors. In addition, we have faculty embedded in other engineering departments reaching a range of courses from sophomore to senior year. Research productivity has increased in the past year, largely through strategic hires. Since the start of the department, 2 years ago, \$1.0M was awarded in grants, of which \$693K from federal sources.

Headcount and credits for courses taught by faculty in the Department of Engineering Education.

Academic year	Headcount	Credits
2017-18	3,789	9,823
2018-19	5,304	14,433
2019-20	8,415	22,094

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 6.7M print volumes, 1.5M e-books and provide access to over 148K full-text print and electronic journals, as well as over 1,992 electronic databases. The George A. Smathers Libraries of the University of Florida, a system of six research libraries, includes libraries for sciences, humanities & social sciences, architecture & fine arts, education, and health sciences. Additional library resources are available in two specialized libraries, the UF Digital Collections and the Special & Area Studies Collection. Books and periodicals related to engineering education are primarily online resources. Any print resources are located primarily in the Marston Science Library and the Education Library.

Electronic books, journals and many key databases, such as Compendex, ERIC, Education Source, IEEE Explore Digital Library, INSPEC, Web of Science, and others, are available via the internet to UF students, faculty and staff. Compendex and INSPEC are provided by FLVC (Florida Virtual Campus) at the state level. The UF Libraries expend over \$12.2 million annually on electronic resources. Listed below is a selection of key journals available through UF Libraries for use by students pursuing a PhD in Engineering Education:

- Active Learning in Higher Education
- Chemical Engineering Education
- Computers & Education
- Computer Applications in Engineering Education
- Design Studies
- Education for Chemical Engineers
- IEEE Transactions on Education
- International Journal of Science Education
- International Journal of Technology and Design Education
- Internet and Higher Education
- Journal of Engineering Education
- Journal of Professional Issues in Engineering Education and Practice
- Journal of Science Education and Technology
- Journal of Research in Science Teaching
- Journal of Women and Minorities in Science and Engineering
- Research in Engineering Design

In addition, there is a growing number of open access journals in the field; the content of these journals is freely available to readers and discoverable through the UF libraries catalog and journal databases. Here are six open access journals related to engineering education:

- Advances in Engineering Education
- Higher Education Pedagogies
- International Journal of Engineering Pedagogy
- International Journal of Service Learning in Engineering
- Journal of International Engineering Education
- Journal of Pre-College Engineering Education Research
- Studies in Engineering Education

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. “UBorrow” service allows UF patrons to easily borrow materials from any other Florida state university or college library. Materials not held in UF collections and unavailable via UBorrow are procured through Interlibrary Loan. Interlibrary Loan requests are fulfilled at no cost to the library patron; participation in this library collection exchange program is paid for by the UF Libraries. All students, faculty, and staff may use interlibrary loan services.

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 Senior Associate Dean for Scholarly Resources & Research Services and subject specialist librarians. Standing subscriptions to journal literature and databases make up the majority of purchasing. 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 offer consultations, workshops, 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 3-Appendix A. Please include the signature of the Library Director in Appendix B.

Due to the multidisciplinary nature of Engineering Education, a listing of highly ranked journals for the specific area does not currently exist. However, Clarivate’s Journal Citation Reports curates a list of the highest-ranked journals in the categories of *Education*, *Scientific Disciplines* and *Engineering, Multidisciplinary*. Although the library subscribes to most of the top journals on these lists pertaining to Engineering Education, we do not currently subscribe to the following:

Established Journals

- International Journal of Engineering Education (\$1,079 annually)
- Engineering Studies (\$688 annually)

Emerging Journals

- European Journal of Engineering Education (\$3,979 annually)
- International Journal of Continuing Engineering Education and Life-Long Learning (\$1,588 annually)

While our present journal subscriptions will support the proposed program as currently defined, adding these journals to our eJournal collection would be helpful long term.

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.

General classrooms are available through the Registrar’s office. The Department of Engineering Education directly manages the following spaces:

- Freshmen Design Studio. 84 seat active learning/laboratory space
- iClassroom. 48 seat innovative classroom

- Herbert Wertheim Laboratory for Engineering Excellence Makerspace. Design space for engineering students
- Computer Engineering Design studio. 79 seat laboratory for Computer Engineering Capstone design.
- 1 interdisciplinary design suite for senior students
- 3 conference rooms
- 22 faculty offices
- 10 staff offices
- 1 administrative suite
- 3 research laboratories

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 3-Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

No additional space is anticipated through Year 5.

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 3-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.

Not applicable, no new capital expenditure for instructional or research space is required.

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

No specialized equipment is needed for this program.

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 3-Appendix A.

No specialized equipment is needed for this program.

H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 3-Appendix A.

Not applicable, no additional special categories of resources are needed to implement the program through Year 5.

I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 3-Appendix A.

All Ph.D. students will be fully funded as is the standard in the Herbert Wertheim College of Engineering. Students are funded of Contract and Grants and the anticipated budget in year 5 is \$268,510.

J. Describe currently available sites for internship and practicum experiences, if appropriate

to the program. Describe plans to seek additional sites in Years 1 through 5.

The proposed Ph.D. program includes a significant experiential educational component. Students can participate in a teaching experience, a practical internship, (e.g. educational policy internship, educational industry partner) or curriculum development/creation/transformation. Initially, these experiences will be hosted on the UF campus in or related to existing courses. Policy and Industrial Partner opportunities will be developed.

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 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	5	3.75	5	3.75	2	1.5	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	1	0.75	2	1.5	4	3	5	3.75	6	4.5
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	2	1.5	4	3	5	3.75	6	4.5
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	6	4.5	7	5.25
Additional out-of-state residents***	2	1.5	5	3.75	9	6.75	11	8.25	12	9
Additional foreign residents***	1	0.75	4	3	7	5.25	8	6	9	6.75
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	10	7.5	20	15	30	22.5	35	26.25	40	30

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

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

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

APPENDIX A
Table 2
Anticipated Faculty Participation

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	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	Hans van Oostrom, Ph.D. Electrical Engineering	Assoc Prof	Tenure	Spring 2023	12	1.00	5.00	0.05	12	1.00	10.00	0.10
A	Idalis Villanueva, Ph.D. Chem&Bio Engineering	Assoc Prof	Tenure	Spring 2023	9	0.75	25.00	0.19	9	0.75	50.00	0.38
A	Elliott Douglas, Ph.D. Polymer Science & Eng	Prof	Tenure	Spring 2023	9	0.75	10.00	0.08	9	0.75	25.00	0.19
A	Andrea Goncher, Ph.D. Engineering Education	Lecturer	NTT	Spring 2023	12	1.00	10.00	0.10	12	1.00	25.00	0.25
A	John Mendoza Garcia, Ph.D. Engineering Education	Lecturer	NTT	Spring 2023	12	1.00	10.00	0.10	12	1.00	25.00	0.25
A	Lily Virquez, Ph.D. Engineering Education	Lecturer	NTT	Spring 2023	12	1.00	10.00	0.10	12	1.00	25.00	0.25
A	Pamela Dickrell, Ph.D. Mechanical Engineering	Engineer	NTT	Spring 2023	9	0.75	10.00	0.08	9	0.75	15.00	0.11
A	Sindia Rivera-Jiménez, Ph.D. Chemical Engineering	Lecturer	NTT	Spring 2023	9	0.75	10.00	0.08	9	0.75	25.00	0.19
A	Amie Baisley, Ph.D. Engineering Education	Lecturer	NTT	Spring 2023	12	1.00	10.00	0.10	12	1.00	25.00	0.25
A	Jeremy Waisome, Ph.D. Civil Engineering	Lecturer	NTT	Spring 2023	9	0.75	10.00	0.08	9	0.75	25.00	0.19
B	New Hire Engineering Education	Asst Prof	NTT	Fall 2024	9	0.75	0.00	0.00	9	0.75	50.00	0.38
B	New Hire Engineering Education	Asst Prof	NTT	Fall 2025	9	0.75	0.00	0.00	9	0.75	50.00	0.38
B	New Hire Engineering Education	Prof	NTT	Fall 2035	9	0.75	0.00	0.00	9	0.75	50.00	0.38
Total Person-Years (PY)								0.94				3.28

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.94	2.15

APPENDIX A
Table 2
Anticipated Faculty Participation

B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	1.13
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	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or New Faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.00	0.00
Overall Totals for			0.94	3.28

APPENDIX A
TABLE 3
PROJECTED COSTS AND FUNDING SOURCES

Budget Line Item	Reallocated Base* (E&G) Year 1	Enrollment Growth (E&G) Year 1	New Recurring (E&G) Year 1	New Non-Recurring (E&G) Year 1	Contracts & Grants (C&G) Year 1	Philanthropy/Endowments Year 1	Enterprise Auxiliary Funds Year 1	Subtotal Year 1	Continuing Base** (E&G) Year 5	New Enrollment Growth (E&G) Year 5	Other*** (E&G) Year 5	Contracts & Grants (C&G) Year 5	Philanthropy/Endowments Year 5	Enterprise Auxiliary Funds Year 5	Subtotal Year 5
Faculty Salaries and Benefits	165,341	0	0	0	0	0	0	\$165,341	670,139	0	0	0	0	0	\$670,139
A & P Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	13,661	0	0	0	0	0	0	\$13,661	30,752	0	0	0	0	0	\$30,752
Other Personal Services	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	0	\$0	0	0	0	268,510	0	0	\$268,510
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Expenses	12,700	0	0	0	0	0	0	\$12,700	27,134	0	0	0	0	0	\$27,134
Operating Capital Outlay	0	0	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	0	\$0
Total Costs	\$191,703	\$0	\$0	\$0	\$0	\$0	\$0	\$191,703	\$728,025	\$0	\$0	\$268,510	\$0	\$0	\$996,535

*Identify reallocation sources in Table 4.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	0.94	3.28
A & P (FTE)	0	0
USPS (FTE)	0.2	0.4

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$191,703	\$728,025
Annual Student FTE	7.5	30
E&G Cost per FTE	\$25,560	\$24,268

APPENDIX A
TABLE 3
PROJECTED COSTS AND FUNDING SOURCES

Table 3 Column Explanations		
Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 4 – Anticipated reallocation of E&G funds and indicate their source.
Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.

APPENDIX A

TABLE 4

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
101 (E&G)	1,834,593	86,375	\$1,748,218
107 (E&G, Preeminence)	1,591,564	105,328	\$1,486,236
108 (E&G, World Class Faculty)	292,503	0	\$292,503
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
Totals	\$3,718,660	\$191,703	\$3,526,957

* If not reallocating E&G funds, please submit a zeroed Table 4

APPENDIX B

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



Signature of Equal Opportunity Officer

11/5/21

Date



Signature of Library Director

11/3/2021

Date

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

Amie Baisley
CURRICULUM VITAE

Email: amie.baisley@eng.ufl.edu
Phone: (352) 239-4523

FACULTY APPOINTMENTS

- 2019-Present Instructional Assistant Professor, Department of Engineering Education, University of Florida
- Instructor for 2nd year mechanics courses for all engineering majors
 - Develop course materials for mastery learning and a flipped classroom
 - Incorporate computing in the mechanics courses
- 2013-2015 Lecturer, Department of Civil and Environmental Engineering, Arizona State University
- Instructor for 2nd year mechanics courses for civil engineering students
 - Develop course materials for mastery learning and a flipped classroom

EDUCATION

- 2016-2019 Ph.D. Engineering Education, Utah State University
Dissertation Title: *The Influences of the Required Math Courses on an Engineering Students Sense of Belonging and Retention in Engineering*
Dissertation Advisor: V. Dean Adams
- 2011-2013 M.S. Structural Engineering, Arizona State University
Thesis Title: *Multiphysics Design Optimization Model for Structural Walls Incorporating Phase Change Materials*
Thesis Advisors: Subramaniam Rajan and Narayanan Neithalath
- 2006-2011 B.S. Civil Engineering, Arizona State University

PUBLICATIONS

- Baisley, A., & Hjelmstad, K.D. (2021 July) *What do students know after Statics? Using mastery-based grading to create a student portfolio*, Paper presented at 2021 ASEE Annual Conference & Exposition
- Hjelmstad, K.D., & Baisley, A. (2021 July) *Advancing computational knowledge and skill through computing projects in sophomore-level mechanics courses*, Paper presented at 2021 ASEE Annual Conference & Exposition
- Hjelmstad, K.D., & Baisley, A. (2020 June) *A Novel Approach to Mastery-Based Assessment in Sophomore-Level Mechanics Courses*, Paper presented at 2020 ASEE Virtual Annual Conference & Exposition.
- Hjelmstad, K.D., & Baisley, A. (2020 June) *The Mechanics Project: A Pedagogy of Engagement for Undergraduate Mechanics Courses*, Paper presented at 2020 ASEE Virtual Annual Conference & Exposition.
- Hjelmstad, K.D., & Baisley, A. (2020 June) *The 'Typical Particle' Approach to Learning Rigid Body Dynamics*, Paper presented at 2020 ASEE Virtual Annual Conference & Exposition.

Baisley, A., & Adams, V. D. (2019, June), *The Effects of Calculus I on Engineering Student Persistence*, Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida.

Baisley, A., Neithalath, N., & Rajan, S. D. (2014) *Multiphysics Design Optimization Model for Structural Walls Incorporating Phase Change Materials*. *Engineering Optimization*, 47 (3), 308-327, doi: 10.1080/0305215X.2014.887706.

RESEARCH

- 2019-present Department of Engineering Education, University of Florida
- Mastery Learning in Engineering
 - Alternative Pedagogies for technical engineering courses
 - Engineering student persistence after their first year
- 2016-2019 Research Assistant, Department of Engineering Education, Utah State University
- 2011-2013 Research Assistant, Department of Civil and Environment Engineering, Arizona State University

SERVICE

- 2019-present UF EED PhD committee
- 2019-present UF MAE Instructional Faculty Committee
- 2019-present Paper reviewer for American Society for Engineering Education
- 2019-2020 UF CTE Faculty Learning Community Leader
- 2016-2018 Webmaster USU-American Society for Engineering Education
- 2015-2016 Curriculum Committee, Department of Civil and Environmental Engineering, Arizona State University
- 2015-2016 ASU-American Society of Civil Engineers Faculty Mentor
- 2011-2012 Secretary ASU-American Society of Civil Engineers

TEACHING EXPERIENCE

- 2019-2021 *Statics*, Department of Mechanical and Aerospace Engineering, University of Florida
- 2020-2021 *Dynamics*, Department of Engineering Education, University of Florida (summer sessions)
- 2021 *Mechanics of Materials*, Department of Mechanical and Aerospace Engineering, University of Florida
- 2014-2015 *Solid Mechanics*, Department of Civil and Environmental Engineering, Arizona State University
- 2013-2015 *Dynamics*, Department of Civil and Environmental Engineering, Arizona State University (including summers)
- 2013-2015 *Statics*, Department of Civil and Environmental Engineering, Arizona State University
- 2013-2015 *Introduction to ASU*, College of Engineering, Arizona State University
- 2012-2013 *Dynamics*, Department of Civil and Environmental Engineering, Arizona State University (Teaching Assistant)

PROFESSIONAL MEMBERSHIPS

American Society for Engineering Education (ASEE)
American Society of Civil Engineers (ASCE)
Order of the Engineer
Chi Epsilon

HONORS

2013 Outstanding Research Poster, Multiphysics Design Optimization Model for Structural Walls
Incorporating Phase Change Materials

GRANTS AND FELLOWSHIPS

2012 JumpStart Research Grant, Arizona State University, Amount: \$500
2011 Reach for the Stars Fellowship, Arizona State University, Amount: \$15,000

NON-ACADEMIC WORK

2011-2013 Arizona Department of Transportation, Intern for Traffic Engineering and Bridge
Engineering Divisions

Pamela L. Dickrell
Engineer, Instructional Professor, & Associate Chair
Department of Engineering Education
University of Florida
Gainesville, FL 32611
pld@ufl.edu

Professional Preparation

University of Florida	Gainesville, FL	Mechanical Eng.	BS 2000
University of Florida	Gainesville, FL	Mechanical Eng.	MS 2003
University of Florida	Gainesville, FL	Mechanical Eng.	PhD 2005

Appointments

2019 – present	Associate Chair for Academics, Engineering Education Department, Univ. of Florida
2016 – 2019	Associate Director, Institute for Excellence in Engineering Education, Univ. of Florida
2014 – 2016	Director, Center for Research in Engineering Education (CORE), Univ. of Florida
2007 – 2014	Director, UF EDGE (Electronic Delivery of Gator Engineering), Univ. of Florida
2005 – 2007	Post-Doctoral Associate & Adjunct Faculty, Mechanical Eng., Univ. of Florida

Publications

i) Most Recent Engineering Education Publications

1. Pamela L Dickrell & Lilianny Virguez,, *Combining a Virtual Tool and Physical Kit for Teaching Sensors and Actuators to First-year Multidisciplinary Engineering Students* July 2021, American Society for Engineering Education ASEE Annual Meeting Proceedings, Paper ID: 34395, 13 pages
2. Pamela L Dickrell, Lilianny Virguez, and Andrea Goncher, *Structure of a Human-Centered and Societal-Based First-Year Maker Space Design Course*, June 21-24 2020, American Society for Engineering Education ASEE Annual Meeting Proceedings, Paper ID: 29706, 17 pages
3. Lilianny Virguez, Pamela L. Dickrell, and Andrea Goncher, *Utility Value of an Introductory Engineering Design Course: An evaluation among Course Participants*, June 21-24 2020, American Society for Engineering Education ASEE Annual Meeting Proceedings, Paper ID: 30527, 13 pages
4. Pamela Dickrell and Lilianny Virguez, *Making the Makers: Building Hands-on Skills to Help Humanity Through First-Year Design*, June 15-19 2019, American Society for Engineering Education ASEE Annual Meeting Proceedings, Paper ID: 25902, 14 pages
5. Lisa DeWitte and Pamela Dickrell, *Students Using Sensors: Multi-Disciplinary Interactive Demonstrations for First-Year Design Courses*, June 15-19 2019, American Society for Engineering Education ASEE Annual Meeting Proceedings, Paper ID: 25368, 15 pages
6. Lilianny Virguez and Pamela Dickrell, *Exploring Students' Class Perceptions in the Development of a First-Year Engineering Design Course*, June 15-19 2019, American Society for Eng. Education ASEE Annual Meeting Proceedings, Paper ID: 26170, 12 pages
7. P. Dickrell and L. Virguez, *Engineering Design & Society: A First-Year Student-Centered Course Teaching Human-Centered Design*, November 12-16 2018, WEEF-GEDC World Engineering Education Forum – Global Engineering Deans Council, 4 pages

8. Pamela L. Dickrell, *Building Skills in Engineering: Hand & Power Tool Workshops for Confidence & Retention*, June 24-27 2018, American Society for Engineering Education ASEE Annual Meeting Conference Proceedings, Conference Paper ID: 22938, 16 pages

ii) Other Publications of Note (five representative selections)

1. Chapter Title: *Large STEM Courses: Education by Engagement*, chapter author: Pamela Dickrell; Book: *Strategies for Teaching Large Classes Effectively in Higher Education*, 2018. Jonathan Golding, Catherine Rawn, and Kathi Kern, 268 pages, ISBN: 978-1-5165-1963-7E
2. Dickrell, P. L. *Optimizing Quality and Resources for Worldwide Online Delivery of Engineering Education*, June 26-29 2011 American Society for Engineering Education American Society for Engineering Education ASEE, Paper ID: AC 2011-744, 8 pages
3. Inkook Jang, David L. Burris, Pamela L. Dickrell, Peter R. Barry, Catherine Santos, Scott S. Perry, Simon R. Phillpot, Susan B. Sinnott, W. Gregory Sawyer: *Sliding orientation effects on the tribological properties of polytetrafluoroethylene*, *Journal of Applied Physics*, December 2007; Vol. 102 Issue 12, 123509 PP.1-7 (DOI:10.1063/1.2821743)
4. P.L. Dickrell, S.K. Pal, G.R. Bourne, C. Muratore, A.A. Voevodin, P.M. Ajayan, L.S. Schadler, W.G. Sawyer: *Tunable friction behavior of oriented carbon nanotube films*, *Tribology Letters*, January 2006; Vol. 24 Issue 1, PP.85-90, (DOI:10.1007/s11249-006-9162-0)
5. Anyuan Cao, Pamela L Dickrell, W Gregory Sawyer, Mehrdad N Ghasemi-Nejhad, Pulickel M Ajayan: *Super-Compressible Foamlike Carbon Nanotube Films*, *Science*, December 2005, Vol. 310 Issue 5752, PP.1307-1310, (DOI:10.1126/science.1118957)

Synergistic Activities

1. **Engineering Design & Society.** Led the development of novel makerspace human-centered design course to allow all first-year engineering students knowledge on solid modeling, 3D printing, hands/power tools, Arduino electronics, programming, and prototype creation to promote student retention in engineering, early technical skills building, and engineers as creators to help humanity.
2. **Broadening Participation in STEM through Peer Mentoring.** Created network of undergraduate peer mentors for first-year design course emphasizing hiring junior and senior students from diverse and underrepresented backgrounds. Developed peer mentor training to help upper division students guide first-year students with both technical help and social mentoring to ensure students of all backgrounds can identify with a mentor and feel included as part of the college of engineering. Students often feel more comfortable attending peer mentoring hours for help, than coming into professor office hours because they can relate to them on a more personal level.
3. **Non-Credit Student Workshops Development: Building Women in Engineering & Building Skills in Engineering.** Non-credit informal learning opportunities to broaden participation in hands-on engineering skills. impactful as for-credit courses. I created and ran two hands-on non-credit build groups for engineering undergraduate students on the use of common hand and power tools through a series of 7 weekly hands-on workshops as an opportunity to gain building skills. The goals of these

building programs include a) Creating a safe environment for engineering students to learn, build, fail & redesign, without pressure of grades or deliverables; b) Increasing individual student tool knowledge, basic making skills, and confidence, so when in group projects later they do not shy away from the design and building portion of team-based engineering projects; c) Improving student skills for increased participation in engineering societies, internships, hands-on outreach projects, and student build teams; and d) Promoting a culture of making within all engineering students.

4. **Student Mentoring in Undergraduate Engineering Education Research.** I employ undergraduate students to build course related demonstrations for various undergraduate courses. This offers students opportunity to create hands-on demonstrations to benefit other students in my courses, as well as add experience to their resumes in design and building skills. Educational effectiveness of the student created course demonstrations is studied collaboratively between me as the faculty member and the undergraduate students who designed and built the creations.
5. **Transformation of Lecture-Based Courses to Flipped Classroom Instruction.** Research and implement transformation of traditional, theory based large lecture hall style courses into an active learning & flipped experiential courses for the benefit of undergraduate engineering students.

Elliot P. Douglas

edouglas@ufl.edu

352-846-2836

Education

Ph.D., 1993, Polymer Science and Engineering, University of Massachusetts, Amherst, MA
S.B., 1988, Materials Science and Engineering, Massachusetts Institute of Technology, Cambridge, MA
S.B., 1988, Humanities (Music) and Engineering (Materials Science and Engineering), Massachusetts Institute of Technology, Cambridge, MA

Work Experience

University of Florida, Department of Engineering Education, Gainesville, FL
Professor, June, 2019 - present

University of Florida, Department of Environmental Engineering Sciences, Gainesville, FL
Professor, August, 2017 – present
Associate Professor, September, 2015 – August, 2017

University of Florida, Institute for Excellence in Engineering Education, Gainesville, FL
Associate Director for Research, January, 2018 – June, 2019

National Science Foundation, Arlington, VA
Program Director for Engineering Education, June, 2015 – December, 2017

University of Florida, College of Engineering, Gainesville, FL
Dean's Fellow for Engineering Education, November, 2012 – May, 2015

University of Florida, Department of Materials Science and Engineering, Gainesville, FL
Associate Chair, August, 2010 – November, 2012
Associate Professor, August, 2002 – September, 2015
Assistant Professor, August, 1996 – August, 2002

Los Alamos National Laboratory, Los Alamos, NM
Polymer Team Leader, June, 1995 - August, 1996
Technical Staff Member, October, 1993 - June, 1995
Postdoctoral Associate, September, 1992 - October, 1993

Honors

ASEE Fellow, 2021
Distinguished Service Award, Educational and Research Methods Division, American Society for Engineering Education, 2018

American Society for Engineering Education Southeastern Section Outstanding Teaching Award, 2013
Inducted to University of Florida Academy of Distinguished Teaching Scholars, 2009
University of Florida Teacher of the Year, 2003-2004
College of Engineering Teacher of the Year, University of Florida, 2003-2004
Faculty Excellence Award, University of Florida Department of Materials Science and Engineering, 2000, 2001, 2002, 2006, 2007
Ralph R. Teeter Educational Award, Society of Automotive Engineers, 2001
Presidential Early Career Award for Scientists and Engineers, presented at the White House, Washington, D.C., November, 1997
Los Alamos National Laboratory Excellence in Industrial Partnerships Award, 1996
Hoechst-Celanese Excellence in Polymer Science Award, 1991
University of Massachusetts Graduate Fellowship, 1990 and 1988
General Electric Scholar, 1988
National Science Foundation PhD Fellowship Honorable Mention, 1988
Elected to Tau Beta Pi, 1988
Elected to Sigma Xi, 1988
Elected to Phi Beta Kappa, 1988

Professional Activities

ASEE Interdivisional Working Group, 2013-2015
Journal of Engineering Education
Deputy Editor, 2013-2015
Associate Editor, 2012-2013
Educational and Research Methods Division, American Society of Engineering Education
Chair, 2013-2015
Vice Chair for Programs and Program Chair, 2013
Brouhaha Chair, 2012
Chair, Best Paper Committee, 2011
Steering Committee Member, The POGIL Project, 2011-2014
Visiting Professor, Universiti Teknologi Malaysia, 2010, 2012
Consulting Member, American Concrete Institute Technical Committee 440, Fiber Reinforced Polymer Reinforcement, 2009-2012
Consulting Member, American Concrete Institute Technical Subcommittee 440-L, FRP – Durability of Concrete Structures, 2009-2012
Program Evaluator, Accreditation Board for Engineering and Technology, 2008-present
Editor-in-Chief, *Polymer Reviews*, 2004-2013
Polymeric Materials: Science and Engineering Division, American Chemical Society
Past Chair, 2008
Chair, 2007
Chair-Elect, 2006
Program Chair, Fall 2005 and Spring 2006 National Meetings
Vice-Chair, 2005
Secretary, 2002-2004
Member-at-Large, 2001-2002

Electronic Preprint Committee, 2000-2002
Faculty Co-Advisor, Student Chapter of Society of Plastics Engineers, 2000-2008
Director, MSE-Teach Curriculum Development Workshop for High School and Community College Teachers, 1998-2003
Instructor, ExCEED Teaching Workshop, 1999-2006
American Educational Research Association, member, 2005-2012
Division I, Education in the Professions, member, 2005-2012
Qualitative Research Special Interest Group, member, 2008-2012
American Society for Engineering Education, member, 2000-present
American Chemical Society, member, 1989-2011
Polymer Chemistry Division, member, 1989-2011
Polymeric Materials: Science and Engineering Division, member, 1992-2011

Research Grant Activities in Engineering Education

1. PI, Collaborative Research: Engineering Ethics Education for Social Justice, DUE-1933652, 1933657, \$299,307, National Science Foundation, 1/15/20-12/31/22
2. co-PI, Research: Understanding Ambiguity in Engineering Problem Solving, EEC-1824610, \$249,385, National Science Foundation, 9/15/18-8/31/20; additional REU supplement awarded for \$20,500
3. PI, The In/authentic Experiences of Black Engineers, \$399,907, National Science Foundation, EEC-1827377, 8/1/18-7/31/21; additional supplement awarded for \$78,932
4. PI, Critical Thinking in Engineering, \$269,996, EEC-1159016, National Science Foundation, 5/1/12-4/30/16
5. PI, Implementing Guided Inquiry in Diverse Institutions, \$456,592, National Science Foundation, DUE-1121111, 1/1/12-12/31/15
6. PI, REU Site: Infrastructure Materials, DMR-1062674, \$300,000, National Science Foundation, 3/1/11-2/28/14
7. PI, Empirical Study on Emerging Research: The Role of Epistemological Beliefs and Cognitive Processing on Engineering Students' Ability to Solve Ambiguous Problems, DRL-0909976, \$805,158, National Science Foundation, 8/15/09-8/14/12
8. PI, Guided Inquiry Activities for Introduction to Materials, DUE-0633073, NSF, \$148,955, 1/1/07-12/31/09
9. PI, Critical Thinking in Engineering: An Exploratory Study, NSF (through grant to Colorado School of Mines), \$2,000, 11/1/04-7/1/05
10. co-PI, Project Based Introductory to Materials Engineering Modules, DUE-0341633, NSF, \$349,978, 5/1/04-4/30/07
11. PI, Materials Science and Engineering for Teachers, NASA, \$24,803, 1/1/02-12/31/02
12. co-investigator, SUCCEED Faculty Development Campus Implementation Team, NSF, \$21,000, 1/1/01-12/31/01
13. PI, Summer Technology Workshop: Training the Future Workforce, NASA, \$12,000, 1/1/01-12/31/01
14. PI, Materials Science and Engineering for Teachers, Technological Research and Development Authority, \$59,603, 1/4/00-1/3/01

15. PI, Seminar Workshops on Materials Science & Technology, National Science Foundation, \$130,000, 4/1/98-3/31/01

Research Grant Activities in Materials Science and Engineering

1. PI, "Highly Accelerated Lifetime Tests for Externally Applied Bond Critical Fiber Reinforces Polymer (FRP) Infrastructure Materials", \$300,000, Florida Department of Transportation, 3/10/11-4/1/14
2. co-investigator, SI-2010-0011 Structural Retrofit for Extreme Winds of Aged Wood Residential Roofs Using Spray-Applied Adhesives, \$200,000, National Oceanic and Atmospheric Administration, 9/15/09-9/14/11
3. co-PI, Top-Emitting White LEDs with Ultrahigh Light Extraction Efficiency, Department of Energy, \$1,050,000, 8/15/09-8/14/12
4. co-PI, Long-Term Performance of Epoxy Adhesive Anchor Systems, National Cooperative Highway Research Program, \$500,000, 7/1/09-6/30/12
5. co-PI, Development of a Test Method to Determine the Ability of Adhesive Anchors to Resist Sustained Tensile Load, National Cooperative Highway Research Program, \$100,000, 1/15/08-1/14/09
6. PI, Kinetic Control of Epoxy Morphology and its Effect on Moisture Diffusion, Petroleum Research Fund, \$90,000, 9/1/07-8/31/09
7. PI, Role of Chemical Bonding on Durability of Epoxy Adhesion to Mortar, NSF, \$200,000, 6/1/07-5/31/10
8. co-PI, Prototype for Commercial Development of Biomimetic Bone-Like Composites for Orthopedic Applications, RDI, \$91,195, 5/1/07-4/30/08
9. co-PI, Design Guidelines for Durability of Bonded CFRP Repair/Strengthening of Concrete, National Cooperative Highway Research Program, \$222,803, 3/8/05-3/7/08
10. co-PI, NIRT: Nanostructured Composites Mimicking Bone, NSF, \$1,150,000, 8/1/04-7/31/08
11. co-investigator, Polymer Light Emitting Display Using a Transparent Thin Film Transistor Array, Army Research Laboratory, \$205,281, 9/1/02-8/31/04
12. PI, Nanostructured Composites via Biomimetic Processing, National Science Foundation, \$200,000, 5/1/00-4/30/02
13. co-Investigator, Materials and Devices for Optical Sources and Protection of Optical Sensors, Army Research Office, \$12,500,000 10/1/99-11/1/03
14. co-investigator, Electro-active Coatings and Shutters for Protection of Sensors, Army Research Office, \$1,040,000, 12/16/98-12/15/00
15. PI, Symposium on "Molecularly Ordered Networks", Army Research Office, \$7,000, 4/1/99-9/30/99
16. PI, Structure Property Relationships in Liquid Crystalline Thermosets, Army Research Office, \$500,000, 3/1/98-2/28/03
17. PI, Materials Processing in Magnetic Fields: High Strength Polymers, National High Magnetic Field Laboratory, \$112,714, 01/01/97-06/30/99
18. PI, Synthesis and Phase Behavior of Liquid Crystalline Thermosets, American Chemical Society, \$20,000, 9/1/97-8/31/99

Los Alamos National Laboratory

PI for a total of approximately \$1,300,000 in research funds on projects related to liquid crystalline thermosets, polymer nanocomposites based on liquid crystals, processing of polymers, and magnetic field effects on polymers.

Refereed Publications in Engineering Education

1. Dietz, G. A., Brown, R., Douglas, E. P., McCray, E. D., & Richardson, P. G. (n.d.). Manifestations of racism in the engineering workplace. *Studies in Engineering Education*, in review.
2. Dietz, G. A., Douglas, E. P., McCray, E. D., Mejia, J., Pawley, A. L., & Revelo, R. (n.d.). Learning from anti-racist theories to reframe engineering education research on race. *Journal of Women and Minorities in Science and Engineering*, in review.
3. Frank, D. Z., Williams, D. N., Douglas, E. P., & Crane, C. D. (2021). Investigating culturally-contextualized making with the Navajo nation: Diné motivations for making. *Journal of Engineering Education*. 110 (4), 840-860. <https://doi.org/10.1002/jee.20423>
4. Frank, D. Z., Williams, D. N., Douglas, E. P., & Crane, C. D. (2021). Investigating culturally-contextualized making with the Navajo nation: Designing a Diné makerspace. *Journal of American Indian Education*, 60(1-2), in press.
5. Frank, D. Z., Douglas, E. P., Williams, D. N., & Crane, C. D. (2020). Investigating culturally-contextualized making with the Navajo Nation: Broadening the normative making mentality. *Engineering Studies*, 12(3), 177-194. doi:10.1080/19378629.2020.1821694
6. Douglas, E. P., Miller, M. D., Koro-Ljungberg, M., Wells, T., Raymond, T., Waters, C., & Hughes, W. L. (2018). Guided inquiry learning across educational contexts. *International Journal of Engineering Education*, 34(1), 171-186.
7. Koro-Ljungberg, M., Douglas, E. P., McNeill, N., Therriault, D. J., Lee, C. S., & Malcolm, Z. T. (2017). Academic problem-solving and students' identities as engineers. *The Qualitative Report*, 22(2), 456-478.
8. Douglas, E. P., Vargas, J., & Sotomayor, C. (2016). Student construction of knowledge in an active learning classroom. *International Journal of Engineering Education*, 32(6), 2395-2400.
9. McNeill, N., Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., & Krause, I. (2016). Undergraduate students' beliefs about problem-solving. *Journal of Engineering Education*, 105(4), 560-584.
10. Douglas, E. P. (2015). Engineering as a space of white privilege. *Understanding & Dismantling Privilege*, V(1), 36-44.
11. Koro-Ljungberg, M., Douglas, E. P., McNeill, N., Therriault, D. J., & Malcolm, Z. (2013). Re-conceptualizing and de-centering think-aloud methodology in qualitative research. *Qualitative Research*, 13(6), 735-753.
12. Lee, C. S., McNeill, N. J., Douglas, E. P., Koro-Ljungberg, M., & Therriault, D. J. (2013). Indispensable resource? A phenomenological study of textbook use in engineering problem solving. *Journal of Engineering Education*, 102(2), 269-288.

13. Douglas, E. P., & Chiu, C.-C. (2013). Implementation of process oriented guided inquiry learning (POGIL) in engineering. *Advances in Engineering Education*, 3(3).
14. Douglas, E. P., Koro-Ljungberg, M., McNeill, N., Malcolm, Z., & Therriault, D. (2012). Moving beyond formulas and fixations: Solving open-ended engineering problems. *European Journal of Engineering Education*, 37(6), 627-651.
15. Douglas, E. P., Koro-Ljungberg, M., & Borrego, M. (2010). Challenges and promises of overcoming epistemological partiality: Advancing engineering education through diverse ways of knowing. *European Journal of Engineering Education*, 35(3), 247-257.
16. Borrego, M., Douglas, E. P., & Amelink, C. T. (2009). Quantitative, qualitative, and mixed methods research in engineering education. *Journal of Engineering Education*, 98(1), 53-66.
17. Koro-Ljungberg, M., & Douglas, E. P. (2008). State of qualitative research in engineering education: Meta-analysis of JEE articles, 2005-2006. *Journal of Engineering Education*, 97, 163-175.
18. Douglas, E. P. (2001). Teaching general chemistry through materials science. *Journal of Materials Education*, 23, 89-94.
19. Dauphin-Jones, D., Holloway, P. H., & Douglas, E. P. (1999). Materials science and engineering curriculum development workshop. *Journal of Materials Education*, 21, 79-84.

Refereed Publications in Materials Science and Engineering

1. Blackburn, B. P., Tatar, J., Douglas, E. P., & Hamilton, H. R. (2015). Effects of hygrothermal conditioning on epoxy adhesives used in FRP composites. *Construction & Building Materials*, 96, 679-689.
2. Li, Y., & Douglas, E. P. (2013). Effects of various salts on structural polymorphism of reconstituted type I collagen fibrils. *Colloids and Surfaces B: Biointerfaces*, 112, 42-50.
3. Lee, S., Wrzesniewski, E., Cao, W., Xue, J., & Douglas, E. P. (2013). Printed microlens arrays for enhancing light extraction from organic light-emitting devices. *IEEE Journal of Display Technology*, 9(6), 497-503.
4. Stewart, A., Schlosser, B., & Douglas, E. P. (2013). Surface modification of cement pastes by silane coupling agents. *ACS Applied Materials and Interfaces*, 5(4), 1218-1225.
5. Choi, S., Maul, S., Stewart, A., Hamilton III, H. R., & Douglas, E. P. (2013). Effect of silane coupling agent on the durability of epoxy adhesion for structural strengthening applications. *Polymer Engineering and Science*, 53(2), 283-294.
6. Wrzesniewski, E., Eom, S.-H., Cao, W., Hammond, W. T., Lee, S., Douglas, E. P., & Xue, J. (2012). Enhancing light extraction in top-emitting organic light-emitting devices using molded polymer microlens arrays. *Small*, 8(17), 2647-2651.
7. Choi, S., Phantu, A., & Douglas, E. P. (2012). Evaluation of complex hygrothermal behavior of epoxy-amine systems. *Journal of Applied Polymer Science*, 125(5), 3778-3787.
8. Stewart, A., & Douglas, E. P. (2012). Accelerated testing of epoxy-FRP composites for civil infrastructure applications: Property changes and mechanisms of degradation. *Polymer Reviews*, 52(2), 115-141.
9. Choi, S., Gartner, A. L., Van Etten, N., Douglas, E. P., & Hamilton, H. R. (2012). Durability of concrete beams externally reinforced with carbon fiber-reinforced polymer (CFRP)

- composites exposed to various environments. *Journal of Composites for Construction*, 16, 10-20.
10. Li, Y., Thula, T., Jee, S., Perkins, S. L., Aparicio, C., Douglas, E. P., & Gower, L. B. (2012). Biomimetic mineralization of woven bone-like nanocomposites: Role of collagen cross-links. *Biomacromolecules*, 13(49-59).
 11. Choi, S., Janisse, A., Liu, C., & Douglas, E. P. (2011). Effect of water addition on the cure kinetics of an epoxy-amine thermoset. *Journal of Polymer Science, Polymer Chemistry*, 49(21), 4650-4659.
 12. Gartner, A., Douglas, E. P., Dolan, C. W., & Hamilton III, H. R. (2011). Small beam bond test method for CFRP composites applied to concrete. *Journal of Composites for Construction*, 15, 52-61.
 13. Choi, S., & Douglas, E. P. (2010). Complex hygrothermal effects on the glass transition of an epoxy-amine thermoset. *ACS Applied Materials & Interfaces*, 2, 934-941.
 14. Jee, S. S., Culver, L., Li, Y., Douglas, E. P., & Gower, L. B. (2010). Biomimetic mineralization of collagen via an enzyme-aided PILP process. *Journal of Crystal Growth*, 312, 1249-1256.
 15. Monroe, M. R., Li, Y., Ajinkya, S. B., Gower, L. B., & Douglas, E. P. (2009). Directed collagen patterning on gold-coated silicon substrates via micro-contact printing. *Materials Science & Engineering C*, 29, 2365-2369.
 16. Li, Y., Asadi, A., Monroe, M. R., & Douglas, E. P. (2009). pH effects on collagen fibrillogenesis in vitro: Electrostatic interactions and phosphate binding. *Materials Science and Engineering C*, 29, 1643-1649.
 17. Jia, W., Guo, F., Douglas, E. P., & Sun, W. (2008). Two-photon absorption and degenerate four-wave mixing studies of sulfide semiconductor nanoparticles in polymeric solutions. *Journal of Nanoscience and Nanotechnology*, 8, 1364-1370.
 18. Dai, L. J., Douglas, E. P., & Gower, L. B. (2008). Compositional analysis of a polymer-induced liquid-precursor (PILP) amorphous CaCO₃ phase. *Journal of Non-Crystalline Solids*, 354(17), 1845-1854.
 19. Kim, Y. Y., Douglas, E. P., & Gower, L. B. (2007). Patterning inorganic (CaCO₃) thin films via a polymer-induced liquid-precursor process. *Langmuir*, 23(9), 4862-4870.
 20. Olszta, M. J., Cheng, X. G., Jee, S. S., Kumar, R., Kim, Y. Y., Kaufman, M. J., . . . Gower, L. B. (2007). Bone structure and formation: A new perspective. *Materials Science & Engineering R-Reports*, 58, 77-116.
 21. Douglas, E. P. (2006). Structure-property relationships in liquid crystalline thermosets. *Polymer Reviews*, 46, 127-141.
 22. Cho, S., Douglas, E. P., & Lee, J. Y. (2006). Transition diagrams for a liquid crystalline thermoset containing a rigid-rod epoxy. *Polymer Engineering and Science*, 46(5), 623-629.
 23. Cho, S. H., Douglas, E. P., & Lee, J. Y. (2006). Synthesis and thermal properties of liquid crystalline thermoset containing rigid-rod epoxy. *High Performance Polymers*, 18, 83-99.
 24. Luo, S. C., & Douglas, E. P. (2006). Ruptured conjugated polymer thin films formed during spin coating. *Journal of Polymer Science Part B-Polymer Physics*, 44(1), 79-84.
 25. Y Li, Y. J., Kwon, Y. W., Jones, M., Heo, Y. W., Zhou, J., Luo, S. C., Holloway, P. H., Douglas, E., Norton, D. P., Park, Z., Li, S. (2005). Progress in semiconducting oxide-based thin-film transistors for displays. *Semiconductor Science and Technology*, 20(8), 720-725.

26. Luo, S. C., Craciun, V., & Douglas, E. P. (2005). Instabilities during the formation of electroactive polymer thin films. *Langmuir*, 21(7), 2881-2886.
27. Luo, S. C., Chung, H. H., Pashuck, E. T., Douglas, E. P., & Holloway, P. H. (2005). Formation of bubbles on electrical contacts to polymer light-emitting diode devices. *Thin Solid Films*, 478(1-2), 326-331.
28. Jia, W. L., Douglas, E. P., Guo, F. G., & Sun, W. F. (2004). Optical limiting of semiconductor nanoparticles for nanosecond laser pulses. *Applied Physics Letters*, 85(26), 6326-6328.
29. Jia, W. L., & Douglas, E. P. (2004). Solution behavior of styrene-methacrylic acid random ionomers by viscometry and fluorometry. *Journal of Macromolecular Science-Physics*, B43(5), 963-977.
30. Jia, W. L., & Douglas, E. P. (2004). Characterization and size control of cadmium sulfide/cadmium disulfide nanoparticles within random ionomer solutions. *Journal of Materials Chemistry*, 14(4), 744-751.
31. Feng, J., Burger, K. R., & Douglas, E. P. (2004). Water vapor transport in liquid crystalline and non-liquid crystalline epoxies. *Journal of Materials Science*, 39, 3413-3423.
32. Zhao, H. Y., Jia, W. L., & Douglas, E. P. (2003). Synthesis and characterization of Cd_yZn_{1-y}S nanoparticles in salt-induced block copolymer micelles. *Journal of Materials Science Letters*, 22(3), 205-207.
33. Olszta, M. J., Douglas, E. P., & Gower, L. B. (2003). Scanning electron microscopic analysis of the mineralization of type I collagen via a polymer-induced liquid precursor (PILP) process. *Calcified Tissue International*, 72(5), 583-591.
34. Olszta, M. J., Odom, D. J., Douglas, E. P., & Gower, L. B. (2003). A new paradigm for biomineral formation: Mineralization via an amorphous liquid phase precursor. *Connective Tissue Research*, 44, 326-334.
35. Ambrogi, V., Carfagna, C., Giamberini, M., Amendola, E., & Douglas, E. P. (2002). Liquid crystalline vinyl ester resins for structural adhesives. *Journal of Adhesion Science and Technology*, 16(1), 15-32.
36. Zhao, H. Y., & Douglas, E. P. (2002). Preparation of corona-embedded CdS nanoparticles. *Chemistry of Materials*, 14(3), 1418-1423.
37. Cho, S. H., & Douglas, E. P. (2002). Gelation and development of liquid crystalline order during cure of a rigid rod epoxy. *Macromolecules*, 35(11), 4550-4552.
38. Robinson, E. J., Douglas, E. P., & Mecholsky, J. J. (2002). The effect of stoichiometry on the fracture toughness of a liquid crystalline epoxy. *Polymer Engineering and Science*, 42(2), 269-279.
39. Zhao, H. Y., Douglas, E. P., Harrison, B. S., & Schanze, K. S. (2001). Preparation of CdS nanoparticles in salt-induced block copolymer micelles. *Langmuir*, 17(26), 8428-8433.
40. Gavrin, A. J., & Douglas, E. P. (2001). Isothermal curing of acetylene functionalized liquid crystalline thermoset monomers. *Macromolecules*, 34(17), 5876-5884.
41. Gavrin, A. J., Curts, C. L., & Douglas, E. P. (1999). High temperature stability of a novel phenylethynyl liquid crystalline thermoset. *Journal of Polymer Science Part a-Polymer Chemistry*, 37(22), 4184-4190.
42. Lincoln, D. M., & Douglas, E. P. (1999). Control of orientation in liquid crystalline epoxies via magnetic field processing. *Polymer Engineering and Science*, 39(10), 1903-1912.
43. Langlois, D. A., Benicewicz, B. C., & Douglas, E. P. (1998). Liquid crystalline bispropargyl thermosets. *Chemistry of Materials*, 10(11), 3393-3399.

44. Benicewicz, B. C., Smith, M. E., Earls, J. D., Priester, R. D., Setz, S. M., Duran, R. S., & Douglas, E. P. (1998). Magnetic field orientation of liquid crystalline epoxy thermosets. *Macromolecules*, 31(15), 4730-4738.
45. Hjelm, R. P., Douglas, E. P., & Benicewicz, B. C. (1995). The solution structure of liquid crystal polymers with small liquid crystal thermoset maleimides and nadimides. *International Journal of Thermophysics*, 16(2), 309-317.
46. Douglas, E. P., Langlois, D. A., & Benicewicz, B. C. (1994). Synthesis, phase behavior, and curing studies of bisacetylene rigid rod thermosets. *Chemistry of Materials*, 6(11), 1925-1933.
47. Douglas, E. P., Waddon, A. J., & Macknight, W. J. (1994). Viscoelastic and morphological study of ionic aggregates in ionomers and ionomer blends. *Macromolecules*, 27(15), 4344-4352.
48. Sakurai, K., Douglas, E., & Macknight, W. J. (1993). Spectroscopic study of zinc neutralized sulfonated polystyrenes and blends with poly[ethyl acrylate-co-(4-vinylpyridine)]. *Macromolecules*, 26(1), 208-212.
49. Sakurai, K., Douglas, E. P., & Macknight, W. J. (1992). Spectroscopic study of an ionic blend made from the acid form of sulfonated polystyrene and poly[ethyl acrylate-co-(4-vinylpyridine)]. *Macromolecules*, 25(18), 4506-4510.
50. Douglas, E. P., Sakurai, K., & Macknight, W. J. (1991). Thermal analysis and optical microscopy of modified polystyrene poly(ethyl acrylate) blends containing specific interactions. *Macromolecules*, 24(25), 6776-6781.

Refereed Proceedings in Engineering Education

1. Douglas, E. P. & Holbrook, J. B. (2020). *Engineering ethics education for social justice*. Paper presented at the Frontiers in Education Conference, online.
2. Douglas, E. P., Dietz, G. A., & McCray, E. D. (2020). *Whiteness and race in the engineering workplace*. Paper presented at the Frontiers in Education Conference, online.
3. Douglas, E. P., Goetz, N., Therriault, D. J., & Berry, M. B. (2020). *Characterization of problem types in a statics textbook*. Paper presented at the Frontiers in Education Conference, online.
4. Berry, M. B., Douglas, E. P., Therriault, D. J., & Waisome, J. A. M. (2020). *WIP: Understanding ambiguity in engineering problem solving*. Paper presented at the ASEE Annual Conference, online.
5. Rohde, B. B., & Douglas, E. P. (2020). *WIP: Motivations and outcomes of an undergraduate teaching assistantship program*. Paper presented at the ASEE Annual Conference, online.
6. Dietz, G. A., Douglas, E. P., & McCray, E. D. (2020). *WIP: An exploration of the in/authentic experiences of engineers*. Paper presented at the ASEE Annual Conference, online.
7. Berry, M., Douglas, E. P., & Therriault, D. J. (2019). *Understanding ambiguity in engineering problem solving*. Paper presented at the ASEE Annual Conference, Tampa, FL.
8. Dietz, G. A., Douglas, E. P., & McCray, E. D. (2019). *The in/authentic experiences of Black engineers*. Paper presented at the ASEE Annual Conference, Tampa, FL.
9. Dietz, G. A., Douglas, E. P., & McCray, E. D. (2019). *Critical theories for unmasking the*

- personal and structural racialized experiences of engineers*. Paper presented at the ASEE Annual Conference, Tampa, FL.
10. Bauschpies, W., Douglas, E. P., Holbrook, J. B., Lambrinidou, Y., & Lewis, E. Y. (2018). *Reimagining ethics education for peace engineering*. Paper presented at the World Engineering Education Forum, Albuquerque, NM.
 11. Dupuy, F., Douglas, E. P., & Richardson, P. G. (2018). *Isolation, microaggressions, and racism: Black engineers in technology companies*. Paper presented at the ASEE Annual Conference, Salt Lake City.
 12. Douglas, E. P. (2017). *Beyond the interpretive: Finding meaning in qualitative data*. Paper presented at the ASEE Annual Conference, Columbus, OH.
 13. Douglas, E. P., Richardson, P. G., & Dupuy, F. (2017). *WIP: Racialized experiences of Black engineers*. Paper presented at the ASEE Annual Conference, Columbus, OH.
 14. Frank, D., Crane, C., Douglas, E. P. (2016). *Participatory action research as an approach to performing research in engineering education with Native American communities*, Paper presented at the ASEE Southeast Section Conference, Tuscaloosa, AL.
 15. Douglas, E.P., Jordan, S.S., Lande, M., & Bumbaco, A.E. (2015). *Artifact elicitation as a method of qualitative inquiry in engineering education*. Paper presented at the ASEE Annual Conference, Seattle, WA.
 16. Bumbaco, A.E., & Douglas, E.P. (2015). *A thematic analysis comparing critical thinking in engineering and humanities undergraduates*. Paper presented at the ASEE Annual Conference, Seattle, WA.
 17. Hicks, N., & Douglas, E. P. (2015). *An analysis of engaged thought through the lens of undergraduate research*. Paper presented at the ASEE Annual Conference, Seattle, WA.
 18. Hicks, N., Bumbaco, A. E., & Douglas, E. P. (2014). *Critical thinking, reflective practice, and adaptive expertise in engineering*. Paper presented at the ASEE Annual Conference, Indianapolis, IN.
 19. Bumbaco, A. E., & Douglas, E. P. (2014). *A thematic analysis on critical thinking in engineering undergraduates*. Paper presented at the ASEE Annual Conference, Indianapolis, IN.
 20. Douglas, E. P., Raymond, T. M., Waters, C., Hughes, W. L., Koro-Ljungberg, M., & Miller, M. D. (2014). *Use of Process Oriented Guided Inquiry Learning in introduction to materials*. Paper presented at the ASEE Annual Conference, Indianapolis, IN.
 21. Douglas, E. P. (2012). *Work in progress - What is critical thinking?* Paper presented at the Frontiers in Education Conference, Seattle, WA.
 22. Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., Lee, C. S., McNeill, N., & Malcolm, Z. T. (2012). *Discourses and social worlds in engineering education: Preparing problem-solvers for engineering practice*. Paper presented at the American Society for Engineering Education Annual Conference, San Antonio, TX.
 23. McNeill, N., Koro-Ljungberg, M., Douglas, E. P., & Therriault, D. J. (2012). *Institutional discourses in engineering education and practice*. Paper presented at the American Society for Engineering Education Annual Conference, San Antonio, TX.
 24. Douglas, E. P., & Chiu, C.-C. (2012). Process-oriented guided inquiry learning in engineering. *Procedia - Social and Behavioral Sciences*, 56, 253-257.
 25. Douglas, E. P. (2012). Defining and measuring critical thinking in engineering. *Procedia - Social and Behavioral Sciences*, 56, 153-159.

26. Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., Lee, C., Malcolm, Z., & McNeill, N. (2011). *Work in progress: The role of working memory and epistemic beliefs on open-ended problem solving*. Paper presented at the Frontiers in Education Conference, Rapid City, SD.
27. Douglas, E. P. (2011). *Student construction of knowledge in an active learning classroom*. Paper presented at the American Society for Engineering Education Annual Conference, Vancouver, Canada.
28. Douglas, E. P., Koro-Ljungberg, M., McNeill, N., Malcolm, Z., & Therriault, D. (2011). *Moving beyond formulas and fixations: Exploring approaches to solving open-ended engineering problems*. Paper presented at the American Society for Engineering Education Annual Conference, Vancouver, Canada.
29. Therriault, D. J., Lee, C. S., Douglas, E. P., & Koro-Ljungberg, M. (2011). *Open-book problem-solving in engineering: An exploratory study*. Paper presented at the American Society for Engineering Education Annual Conference, Vancouver, Canada.
30. Douglas, E. P., McNeill, N. J., Koro-Ljungberg, M., & Therriault, D. J. (2011). *Dealing with ambiguity in open-ended engineering problems*. Paper presented at the Research in Engineering Education Symposium, Madrid, Spain.
31. Douglas, E. P., & Chiu, C.-C. (2009). *Work in progress - Use of guided inquiry as an active learning technique in engineering*. Paper presented at the Frontiers in Education Conference, San Antonio, TX.
32. Douglas, E. P., & Chiu, C.-C. (2009). *Use of guided inquiry as an active learning technique in engineering*. Paper presented at the Research on Engineering Education Symposium, Palm Cove, Australia.
33. Douglas, E. P. (2009). *The practice of critical thinking among engineering students*. Paper presented at the American Society for Engineering Education Annual Conference, Austin, TX.
34. Douglas, E. P. (2008). *The practice of critical thinking among engineering students: Preliminary data and analysis*. Paper presented at the Research in Engineering Education Symposium, Davos, Switzerland.
35. Douglas, E. P. (2008). *Guided inquiry materials for introduction to materials*. Paper presented at the American Society for Engineering Education Annual Conference, Pittsburgh, PA.
36. Gleixner, S., Douglas, E., & Graeve, O. (2007). *PRIME modules: Using modern technologies to teach introduction to materials engineering*. Paper presented at the American Society for Engineering Education Annual Conference, Honolulu, HI.
37. Douglas, E. P. (2007). *Effects of sex and ethnicity on performance on the Materials Concept Inventory*. Paper presented at the American Society for Engineering Education Annual Conference, Honolulu, HI.
38. Gleixner, S., Douglas, E., & Graeve, O. (2006). *Project-based introductory to materials engineering modules on biomaterials, solid oxide fuel cells, non-volatile memory, and fiber reinforced plastics*. Paper presented at the American Society for Engineering Education Annual Conference, Chicago, IL.
39. Douglas, E. P. (2006). *Critical thinking skills of engineering students: Undergraduate vs. graduate students*. Paper presented at the American Society for Engineering Education Annual Conference, Chicago, IL.

40. Gleixner, S., Moll, A., Douglas, E., Lackritz, H., Demsetz, L., & Graeve, O. (2005). *Development of project-based introductory to materials engineering modules*. Paper presented at the American Society for Engineering Education Annual Conference, Portland, OR.
41. Douglas, E. P. (2001). *Teaching general chemistry through materials science*. Paper presented at the Materials Research Society Meeting, Boston, MA.
42. Douglas, E. P. (2001). *Materials chemistry for freshmen*. Paper presented at the American Society for Engineering Education Annual Conference, Albuquerque, NM.

Refereed Proceedings in Materials Science and Engineering

1. Hamilton, H. R., Dolan, C. W., Tanner, J. E., & Douglas, E. P. (2011). *Testing protocol for bonded CFRP durability*. Paper presented at the 10th International Symposium on Fiber Reinforced Polymer Reinforcement for Concrete Structures, Tampa, FL.
2. Stewart, A., Lambert, J.-F., Jaber, M., Gervais, C., Hamilton III, H. R., & Douglas, E. P. (2010). *Durability of FRP and epoxy bonded to concrete: Chemical bonding aspects*. Paper presented at the Structural Faults and Repair, Edinburgh, Scotland.
3. Choi, S., Stewart, A., Liu, C., & Douglas, E. P. (2010). *Characterization of epoxies used in civil engineering applications*. Paper presented at the ANTEC, Society of Plastics Engineers, Orlando, FL
4. Douglas, E. P., Choi, S., Hamilton III, H. R., Gartner, A. L., Van Etten, N., & Dolan, C. W. (2009). *The role of chemical bonding on durability of FRP-reinforced concrete*. Paper presented at the 9th International Symposium on Fiber Reinforced Polymer Reinforcement for Concrete Structures, Sydney, Australia.
5. Jee, S. S., Li, Y., Douglas, E. P., & Gower, L. B. (2008). *Mimicking the nanostructure of bone using a polymer-induced liquid precursor (PILP) mineralization process*. Paper presented at the 2nd International Conference on Ceramics, Verona, Italy.
6. Olszta, M. J., Douglas, E. P., & Gower, L. B. (2003). *Intrafibrillar mineralization of collagen using a liquid-phase mineral precursor*. Paper presented at the Materials Research Society Meeting, San Francisco, CA.
7. Feng, J., & Douglas, E. P. (2002). *Permeability of a liquid crystalline epoxy*. Paper presented at the Materials Research Society Meeting, Boston, MA.
8. Zhao, H., & Douglas, E. P. (2001). *Salt-induced block copolymer micelles as nanoreactors for the formation of CdS nanoparticles*. Paper presented at the Materials Research Society Meeting, Boston, MA.
9. Lincoln, D. M., & Douglas, E. P. (1999). *Effect of processing variables on the magnetic field orientation of liquid crystalline thermosets*. Paper presented at the Materials Research Society Meeting, San Francisco, CA.
10. Smith, M. E., Douglas, E. P., Benicewicz, B. C., Earls, J. D., & Priester Jr., R. D. (1996). *High modulus liquid crystalline thermosetting resins through novel processing techniques*. Paper presented at the Materials Research Society Meeting, San Francisco, CA.

Non-Refereed Publications and Proceedings in Engineering Education

1. McNeill, N. J., Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., & Krause, I. (2017). Problem solving in class and the workplace. *Prism*, 26(5), 39.

2. Baillie, C., & Douglas, E. P. (2014). Confusions and conventions: Qualitative research in engineering education. *Journal of Engineering Education*, 103(1), 1-7.
3. Lee, C. S., McNeill, N. J., Douglas, E. P., Koro-Ljungberg, M., & Therriault, D. J. (2013). A lack of depth. *Prism*, 23(1), 45.

Non-Refereed Publications and Proceedings in Materials Science and Engineering

1. Stewart, A., & Douglas, E. P. (2009). Quantitative analysis of surface functionality of epoxies. *Polymeric Materials: Science and Engineering*, 101, 1671-1672.
2. Choi, S., & Douglas, E. P. (2009). Evaluation of anomalous hygrothermal effects on physical properties of amine/epoxy thermosets. *Polymeric Materials: Science and Engineering*, 101, 1664-1665.
3. Liu, C., & Douglas, E. P. (2009). Effect of kinetic parameters on the heterogeneity of cured epoxies. *Polymeric Materials: Science and Engineering*, 101, 1662-1663.
4. Li, Y., Catania, C. E., & Douglas, E. P. (2008). Fibrillogenesis of collagen in electrolyte solutions: Effect of salt type and concentration. *Polymer Preprints*, 49(1), 842-843.
5. Asadi, A., Li, Y., & Douglas, E. P. (2008). Crosslinking of collagen scaffolds with 1-ethyl-3-(3-dimethylaminopropyl) carbodiimide. *Polymer Preprints*, 49(1), 1115-1116.
6. Monroe, M., Li, Y., & Douglas, E. P. (2008). Directed collagen assembly on gold-silicon substrates via microcontact printing. *Polymer Preprints*, 49(1), 1119-1120.
7. Kim, Y.-Y., Douglas, E. P., & Gower, L. B. (2007). Patterned mineral films using the polymer-induced liquid precursor process. *Polymeric Materials: Science and Engineering*, 96.
8. Olszta, M. J., Cheng, X., Jee, S. S., Kumar, R., Kim, Y.-Y., Kaufman, M. J., Douglas, E. P., & Gower, L. B. (2007). Bone-like nanocomposites: Implications for bone formation in vivo. *Polymeric Materials: Science and Engineering*, 96.
9. Li, Y., Asadi, A., Monroe, M. R., & Douglas, E. P. (2007). Effect of electrostatic interactions on collagen fibrillogenesis. *Polymeric Materials: Science and Engineering*, 96.
10. Li, Y., Asadi, A., Monroe, M. R., & Douglas, E. P. (2007). Study of interactions between anionic surfactants and collagen. *Polymeric Materials: Science and Engineering*, 96.
11. Olszta, M. J., Cheng, X., Jee, S. S., Kumar, R., Kim, Y.-Y., Munisamy, S., Culver, L., Douglas, Elliot P., & Gower, L. B. (2006). Organic-inorganic composites mimicking the nanostructured architecture of bone. *Polymeric Materials: Science and Engineering*, 94, 105-106; **Invited**
12. Luo, S.-C., Craciun, V., & Douglas, E. P. (2005). Dynamic instabilities during formation of light-emitting polymer thin films. *Polymeric Materials: Science and Engineering*, 92, 606-607.
13. Jia, W., & Douglas, E. P. (2003). Size control of cadmium sulfide nanoparticles within random ionomer solutions. *Polymeric Materials: Science and Engineering*, 88, 90-91.
14. J Feng, J., & Douglas, E. P. (2003). Plasticization of liquid crystalline and non-liquid crystalline epoxies. *Polymeric Materials: Science and Engineering*, 88, 14-15.
15. Jia, W. L., & Douglas, E. P. (2002). Semiconductor nanoparticles synthesized within random copolymer micelles. *Polymeric Materials: Science and Engineering*, 86, 150-151.
16. Gavrin, A. J., & Douglas, E. P. (2000). Synthesis of novel liquid crystalline thermosets (LCTs) and determination of their transition diagrams. *Polymeric Materials: Science and Engineering*, 82, 346-347.

17. Douglas, E. P., Bervaldi, T., & Gavrin, A. J. (1999). Isothermal degradation of a novel liquid crystalline thermoset. *Polymer Preprints*, 40(2), 516-517.
18. Douglas, E. P. (1999). Magnetic field orientation of liquid-crystalline thermosets: Orientation kinetics. *Polymer Preprints*, 40(2), 498-499.
19. Lincoln, D. M., & Douglas, E. P. (1999). *Magnetic fields for processing of epoxy thermosets*. Paper presented at the 6th International Conference on Composites Engineering, Orlando, FL.
20. Benicewicz, B. C., Langlois, D. A., Smith, M. E., Gavrin, A. J., & Douglas, E. P. (1997). Bisacetylene liquid crystalline thermosets with flexible tails. *Polymer Preprints*, 38(2), 307-308.
21. Benicewicz, B. C., Smith, M. E., Earls, J. D., Priester Jr., R. D., & Douglas, E. P. (1997). Novel routes to high strength light weight materials: Magnetic field processing of liquid crystalline thermosets. *ChemTech*, 27(8), 44-48.
22. Smith, M. E., Benicewicz, B. C., & Douglas, E. P. (1996). Effect of high magnetic fields on orientation and properties of liquid crystalline thermosets. *Polymer Preprints*, 37(1), 50-51; **Invited presentation**
23. Langlois, D. A., Smith, M. E., Benicewicz, B. C., & Douglas, E. P. (1996). Phase behavior of liquid crystalline thermosets. *Polymeric Materials: Science and Engineering*, 74, 135-136.
24. Hjelm, R. P., Douglas, E. P., & Benicewicz, B. C. (1994). The solution structure of a liquid crystal polymer with small liquid crystal thermosets. *Polymeric Materials: Science and Engineering*, 71, 287-288.
25. Douglas, E. P., Langlois, D. A., & Benicewicz, B. C. (1993). Liquid crystalline bisacetylene thermosets. *Polymer Preprints*, 34(2), 702-703; **Invited presentation**
26. Douglas, E. P., Sakurai, K., & Macknight, W. J. (1992). Aggregation phenomena in ionomeric blends. *Polymer Preprints*, 33(2), 587-588.
27. Sakurai, K., Douglas, E., & Macknight, W. J. (1992). Spectroscopic study of zinc neutralized sulfonated polystyrenes and blends with poly[ethyl acrylate-co-(4-vinylpyridine)]. *Polymer Preprints*, 33(2), 563-564.

Books and Book Chapters in Engineering Education

1. Koro-Ljungberg, M., Douglas, E.P., Carlson, D., & Therriault, D.J. (2015). An unfinished dialogue about problematizing knowledge production in the peer review process. In N. K. Denzin & M. D. Giardina (Eds.), *Qualitative inquiry and the politics of research* (pp. 27-50). Walnut Creek, CA: Left Coast Press, Inc.
2. Douglas, E. P. (2014). *Materials science and engineering: A guided inquiry*. Upper Saddle River, NJ: Pearson Education.
3. Chism, N. V. N., Douglas, E., & Hilson Jr., W. J. (2008). *Qualitative research basics: A guide for engineering educators: Rigorous Research in Engineering Education*, available at cleerhub.org.
4. Douglas, E. P., Dubon, O. D., Isaacs, J. A., Knowlton, W. B., & Whittingham, M. S. (Eds.). (2002). *The Undergraduate Curriculum in Materials Science and Engineering, MRS Proceedings, Vol. 760E*. Warrendale, PA: Materials Research Society.

Books and Book Chapters in Materials Science and Engineering

1. Douglas, E. P. (2007). Liquid crystalline thermosets. In J. I. Kroschwitz (Ed.), *Concise encyclopedia of polymer science and technology* (3rd ed.). New York: John Wiley & Sons.
2. Douglas, E. P. (2005). Processing of polymers in magnetic fields. In H. Wada & H. J. Schneider-Muntau (Eds.), *Materials analysis and processing in magnetic fields* (pp. 310-320). River Edge, NJ: World Scientific Publishing Co.
3. Douglas, E. P. (2003). Liquid crystalline thermosets. In J. I. Kroschwitz (Ed.), *Encyclopedia of polymer science and technology* (3rd ed., Vol. 3, pp. 139-159). New York: John Wiley & Sons.
4. Douglas, E. P., Smith, M. E., Benicewicz, B. C., Earls, J. D., & Priester Jr., R. D. (1997). Processing of polymers in high magnetic fields. In H. J. Schneider-Muntau (Ed.), *High magnetic fields: Applications, generation, materials* (pp. 31-40). River Edge, NJ: World Scientific Publishing Co.
5. Langlois, D. A., Smith, M. E., Benicewicz, B. C., Hjelm Jr., R. P., & Douglas, E. P. (1997). Properties of liquid crystal thermosets and their nanocomposites. In R. R. Luise (Ed.), *Applications of high temperature polymers* (pp. 79-96). New York: CRC Press.
6. Benicewicz, B. C., Douglas, E. P., & Hjelm Jr., R. P. (1993). Molecular composites from liquid crystalline polymers and liquid crystalline thermosets. In C. Carfagna (Ed.), *Liquid crystalline polymers, Proceedings of the international workshop on liquid crystalline polymers* (pp. 87-94): Pergamon Press.

Patents

1. Xue, J., & Douglas, E. P. (2013). Top-emission organic light-emitting devices with microlens arrays. US Patent No. 8,373,341.
2. Xue, J., & Douglas, E. P. (2011). Inkjet printing of microlenses for photonic applications. US Patent No. 8,040,058.
3. Gower, L. B., Olszta, M. J., Douglas, E. P., Munisamy, S., & Wheeler, D. L. (2009). Method for treating a bone defect with an organic/inorganic composite. US Patent No. 7,547,449.
4. Gower, L. B., Olszta, M. J., Douglas, E. P., Munisamy, S., & Wheeler, D. L. (2009). Process for making organic/iorganic composites. US Patent No. 7,544,496.
5. Gower, L. B., Olszta, M. J., Douglas, E. P., Munisamy, S., & Wheeler, D. L. (2009). Biomimetic organic/inorganic composites. US Patent No. 7,514,249.
6. Gower, L. B., Olszta, M. J., Douglas, E. P., Munisamy, S., & Wheeler, D. L. (2009). Process for making organic/inorganic composites. US Patent No. 7,514,248.
7. Douglas, E. P., Smith, M. E., Benicewicz, B. C., & Douglas, E. P. (1998). High magnetic field processing of liquid crystalline polymers. US Patent No. 5,840,376.
8. Benicewicz, B. C., Douglas, E. P., & Hjelm Jr., R. P. (1996). Thermoset molecular composites. US Patent No. 5,575,949.

9. Douglas, E. P., Langlois, D. A., & Benicewicz, B. C. (1995). Bis-propargyl thermosets. US Patent No. 5,475,133.

Workshops Presented

1. Douglas, E. P., & Kusmaul, C. (2018). *Process oriented guided inquiry learning*. University of Illinois Urbana Champaign, Urbana, IL.
2. Douglas, E. P. (2014). *Process oriented guided inquiry learning*. University of Syracuse, Syracuse, NY.
3. Beddoes, K. D., Douglas, E. P., & Bumbaco, A. E. (2014). *The role of peer review in the development of engineering education research*. American Society for Engineering Education Annual Conference, Indianapolis, IN.
4. Douglas, E. P. (2013). *Getting started in engineering education*. Research in Engineering Education Pre-Conference Workshop, Kuala Lumpur, Malaysia.
5. Douglas, E. P. (2013). *Understanding qualitative research*. Research in Engineering Education Pre-Conference Workshop, Kuala Lumpur.
6. Douglas, E. P., Whitnell, R., Riter, R., Lubecke, A., Frost, L., & Koenig, R. (2013). *POGIL southeast regional workshop*. Eckerd College, St. Petersburg, FL.
7. Douglas, E. P., & Ford, G. (2013). *Process oriented guided inquiry learning*. University of Florida, Gainesville, FL.
8. Julian, D., & Douglas, E. P. (2013). *Landing on your feet in a flipped classroom*. CALS Teaching Enhancement Symposium, Gainesville, FL.
9. Julian, D., Pringle, R., Douglas, E. P., & Putz, F. E. (2012). *The flipped classroom*. CALS Teaching Enhancement Symposium, Gainesville, FL.
10. Douglas, E. P. (2012). *Techniques for engaging students in deep learning*. Higher Education Leadership Academy, Kuala Lumpur, Malaysia.
11. Douglas, E. P. (2012). *Research design in qualitative research*. Universiti Teknologi Malaysia, Johor Bharu, Malaysia.
12. Douglas, E. P., & Frost, L. (2011). *Process oriented guided inquiry learning*. Brevard Community College, Cocoa, FL.
13. Douglas, E. P. (2011). *Improving student engagement and outcomes using process oriented guided inquiry learning (POGIL)*. Boise State University, Boise, ID.
14. Douglas, E. P. (2010). *Engineering education research design*. Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
15. Douglas, E. P. (2010). *Writing for high impact publication in STEM education*. Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
16. Douglas, E. P., & Lively, J. (2010). *Process oriented guided inquiry learning*. University of Florida, Gainesville, FL.
17. Douglas, E. P., & Streveler, R. (2010). *Understanding qualitative research*. Frontiers in Education Conference, Arlington, VA.
18. Douglas, E. P., & Streveler, R. (2010). *Understanding qualitative research*. Valparaiso University, Valparaiso, IN.
19. Douglas, E. P. (2010). *Process oriented guided inquiry learning*. POGIL Southeast Regional Meeting, Williamsburg, VA.

20. Douglas, E. P. (2009). *Process oriented guided inquiry learning*. American Society for Engineering Education Annual Conference, Austin, TX.
21. Douglas, E. P., & Bressette, A. (2008). *Process oriented guided inquiry learning*. Georgia Southern University, Statesboro, GA.

Presentations and Meeting Abstracts in Engineering Education
Includes only those presentations not already listed in the Proceedings sections

1. Berger, C. A., Berger, E. J., Douglas, E. P., Norris, P. M. (2020). *Building a research scholarship program*. **Invited panelist** at the American Society of Engineering Education Annual Conference, virtual conference.
2. Douglas, E. P. (2020). *Implicit bias and privilege*. **Invited presentation** at the Department of Agricultural & Biological Engineering, University of Florida, Gainesville, FL.
3. Holbrook, J. B., Douglas, E. P., Lewis, E. Y., & Bauschpries, W. (2020). *Justice in engineering (ethics) education*. Panel presentation at the Association for Practical and Professional Ethics International Conference, Atlanta, GA.
4. Berger, C. A., Berger, E. J., Douglas, E. P., Norris, P. M. (2019). *Building a research scholarship program*. **Invited panelist** at the American Society of Engineering Education Annual Conference, Tampa, FL.
5. Holbrook, J. B., Lewis, E. Y., Bauschpries, W., Lambrinidou, Y., Douglas, E. P., & Pauli, B. (2019). *Engineering, science, and technology ethics in community-engaged research*. Panel presentation at the Association for Practical and Professional Ethics International Conference, Baltimore, MD.
6. Douglas, E. P. (2018). *Educating the next generation of green chemists and engineers*. **Invited keynote** at Green Chemistry/Engineering and Technologies for Sustainable Development, Lakeland, FL.
7. Douglas, E. P. (2018). *ABET assessment and evaluation*. **Invited panelist** at the American Society of Engineering Education Annual Conference, Salt Lake City, UT.
8. Douglas, E. P. (2018). *Engineering problem solving: Students' approaches, beliefs, and identities*. **Invited presentation** at the University of Michigan, Ann Arbor, MI.
9. Douglas, E. P. (2017). *Starting a revolution: Beyond curriculum reform*. **Invited presentation** at the North American Materials Education Symposium, Cambridge, MA.
10. Douglas, E. P. (2016). *Engineering problem-solving: Students' approaches, beliefs, and identities*. **Invited presentation** at Texas A&M University, College Station, TX.
11. Bumbaco, A.E., & Douglas, E.P. (2015). *Problem solving and critical thinking: Are they the same?* Paper presented at the ASEE Southeast Regional Conference, Gainesville, FL.
12. Hicks, N., & Douglas, E.P. (2015). *Effects of mentorship style on student experience of undergraduate research*. Paper presented at the ASEE Southeast Regional Conference, Gainesville, FL.
13. Douglas, E. P. (2014). *Students' approaches to problem-solving in engineering*. **Invited presentation** at the University of Syracuse, Syracuse, NY.
14. Douglas, E. P. (2014). *Engineering problem-solving: Students' approaches, beliefs, and identities*. **Invited presentation** at the University of Georgia, Athens, Georgia.

15. Douglas, E. P., Koro-Ljungberg, M., Miller, D., Hughes, W., Raymond, T., & Waters, C. (2014). *Use of Process Oriented Guided Inquiry Learning for introduction to materials*. Poster presented at the POGIL National Meeting, St. Louis, MO.
16. Douglas, E. P. (2014). *Engineering as a space of white privilege: A personal reflection*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
17. Bumbaco, A. E., & Douglas, E. P. (2014). *Process journals in use*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
18. Bumbaco, A. E., & Douglas, E. P. (2014). *Using assignments during interviews on an abstract concept*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
19. Koro-Ljungberg, M., Douglas, E. P., & Therriault, D. J. (2014). *Challenges of interdisciplinary research across ideological and methodological contexts*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
20. Douglas, E. P., Koro-Ljungberg, M., Miller, D., Hughes, W., Raymond, T., & Waters, C. (2014). *Use of Process Oriented Guided Inquiry Learning for introduction to materials*. Poster presented at the 5th North American Materials Education Symposium, Urbana, IL.
21. Douglas, E. P., Vargas, J., & Sotomayor, C. (2013). *Student construction of knowledge in an active learning classroom*. Presentation at the Research in Engineering Education Symposium, Kuala Lumpur, Malaysia.
22. Douglas, E. P., Vargas, J., & Sotomayor, C. (2013). *A grounded theory of student learning in a POGIL classroom*. Poster presented at the POGIL National Meeting, St. Louis, MO.
23. Douglas, E. P. (2013). *The role of epistemology in funded research projects*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
24. Douglas, E. P., Koro-Ljungberg, M., Miller, D., Hughes, W., Raymond, T., & Waters, C. (2013). *Implementation of POGIL across institutional contexts*. Poster presented at the NSF Transforming Undergraduate Education in STEM Conference, Washington, DC.
25. Douglas, E. P., Koro-Ljungberg, M., Miller, D., Hughes, W., Raymond, T., & Waters, C. (2012). *Implementation of POGIL across institutional contexts*. Poster presented at the POGIL National Meeting, St. Louis, MO.
26. Douglas, E. P. (2012). *Introduction to materials science and engineering: A guided inquiry*. **Invited presentation** at the POGIL National Meeting, St. Louis, MO.
27. Douglas, E. P., & Bumbaco, A. E. (2012). *The stagnant pools of manuscript review*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
28. Douglas, E. P. (2012). *Effective teaching in STEM education*. **Invited presentation** at the Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
29. Douglas, E. P. (2012). *Effective teaching in STEM education*. **Invited presentation** at the Universiti Teknologi Malaysia International Campus, Kuala Lumpur, Malaysia.
30. Douglas, E. P. (2012). *Guided inquiry learning in the materials engineering classroom*. **Invited presentation** at the University of Virginia, Charlottesville, VA.
31. Douglas, E. P., Koro-Ljungberg, M., Therriault, D. J., Lee, C., Malcolm, Z., & McNeill, N. (2011). *The role of epistemological beliefs and cognitive processing on engineering students' ability to solve ambiguous problems*. **Invited panelist** at the NSF REESE PI Meeting, Arlington, VA.

32. Douglas, E. P., Koro-Ljungberg, M., Therriault, D., McNeill, N., Lee, C., & Malcolm, Z. (2011). *Engineering problem-solving: Process, identity, and cognitive factors*. Poster presented at the NSF REESE PI Meeting, Arlington, VA.
33. Douglas, E. P. (2011). *What is critical thinking? A constructivist approach*. **Invited presentation** at the American Institute of Chemical Engineers, Minneapolis, MN.
34. Douglas, E. P. (2011). *POGIL in engineering*. Presentation at the 43rd IUPAC World Chemistry Congress, San Juan, Puerto Rico.
35. Douglas, E. P., Koro-Ljungberg, M., McNeill, N., Malcolm, Z., & Therriault, D. (2011). *Moving beyond formulas and fixations: Exploring approaches to solving open-ended engineering problems*. Presentation at the American Society for Engineering Education Annual Conference, Vancouver, Canada.
36. Martin, J. P., & Douglas, E. P. (2011). *A dialogue on phenomenology*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
37. Douglas, E. P. (2011). *What is in your mind regarding qualitative research? Elliot thinks about epistemology*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
38. Koro-Ljungberg, M., Douglas, E. P., McNeill, N., Therriault, D., & Malcolm, Z. (2011). *Layered data collection methods*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
39. Koro-Ljungberg, M., Douglas, E. P., Malcolm, Z., & Therriault, D. (2011). *Think-aloud protocols applied in qualitative research contexts*. Paper presented at the American Education Research Association Annual Conference, New Orleans, LA.
40. Douglas, E. P. (2011). *Guided inquiry learning in the materials engineering classroom*. **Invited presentation** at the Materials Research Society Meeting, San Francisco, CA.
41. Douglas, E. P. (2011). *Problem-solving in engineering*. **Invited presentation** at Purdue University, West Lafayette, IN.
42. Douglas, E. P., & Chiu, C.-C. (2011). *Guided inquiry activities for introduction to materials*. Poster presentation at the NSF Transforming Undergraduate Education in STEM Conference, Washington, DC.
43. Douglas, E. P. (2010). *STEM education research*. **Invited presentation** at the Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
44. Douglas, E. P. (2010). *Effective teaching in engineering*. **Invited presentation** at the Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
45. Douglas, E. P. (2010). *Getting started in engineering education*. **Invited presentation** at the Universiti Teknologi Malaysia, Johor Bahru, Malaysia.
46. Douglas, E. P. (2010). *Methodological houses built on sand: Epistemological consistency in qualitative research*. **Invited presentation** at Qualitative Research at UF: Conversations and Connections, Qualitative Research Community, Gainesville, FL.
47. Koro-Ljungberg, M., Douglas, E. P., Therriault, D., & Malcolm, Z. (2010). *Thinking out loud in a constructivist research context: Conceptual considerations and research examples*. Presentation at the 11th Advances in Qualitative Methods Conference, Vancouver, Canada.
48. Douglas, E. P. (2010). *Beyond POGIL: Being an effective teacher*. **Plenary lecture** at the POGIL Southeast Regional Meeting, Williamsburg, VA.

49. Kessler, M., Rover, D., Constant, K., Wankat, P., Douglas, E. P., & Estell, J. (2010). *Work/life balance for new engineering educators*. **Invited panelist** at the American Society for Engineering Education Annual Conference, Louisville, KY.
50. Krause, S., Douglas, E. P., Waters, C., Prince, M., & Harding, T. (2010). *Innovative pedagogies for teaching introductory materials courses*. **Invited panelist** at the American Society for Engineering Education Annual Conference, Louisville, KY.
51. Douglas, E. P. (2010). *POGIL in engineering*. **Invited presentation** at the POGIL National Meeting, St. Louis, MO.
52. Douglas, E. P., & Shephard, T. (2010). *Student learning in the POGIL classroom*. Poster presentation at the POGIL National Meeting, St. Louis, MO.
53. Douglas, E. P., Koro-Ljungberg, M., & Borrego, M. (2010). *Methodological houses built on sand*. Presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
54. Douglas, E. P., & Chiu, C.-C. (2010). *The use of guided inquiry: Creating an active learning context for professional training*. Presentation at the American Education Research Association Annual Conference, Denver, CO.
55. Douglas, E. P., Koro-Ljungberg, M., & Therriault, D. (2010). *Solving ambiguous engineering problems*. Poster presentation at the NSF Research and Evaluation on Education in Science and Engineering Meeting, Arlington, VA.
56. Douglas, E. P., Koro-Ljungberg, M., & Borrego, M. (2009). *Epistemological and methodological diversity in engineering education: Challenges and promises*. Invited presentation at Clemson University, Clemson, SC.
57. Chiu, C.-C., & Douglas, E. P. (2009). *Use of guided inquiry as an active learning technique in engineering*. Presentation at the American Chemical Society National Meeting, Washington, DC.
58. Douglas, E. P., & Chiu, C.-C. (2009). *Implementation of POGIL in engineering*. Poster presentation at the POGIL National Meeting, St. Paul, MN.
59. Douglas, E. P., Koro-Ljungberg, M., & Borrego, M. (2009). *Challenges and promises of introducing epistemological diversity to communities with one dominant research paradigm*. Presentation at the American Education Research Association Annual Conference, San Diego, CA.
60. Gleixner, S., Douglas, E. P., & Graeve, O. (2008). *Engineering project laboratory modules for an introduction to materials course*. Poster presentation at the American Society for Engineering Education Annual Conference, Pittsburgh, PA.
61. Douglas, E. P. (2008). *Guided inquiry activities for the engineering classroom*. Poster presentation at the American Society for Engineering Education Annual Conference, Pittsburgh, PA.
62. Douglas, E. P. (2008). *POGIL activities for materials engineering*. **Invited presentation** at the POGIL National Meeting, Arlington, TX.
63. Douglas, E. P. (2008). *POGIL - Process oriented guided inquiry learning*. **Invited presentation** at the Florida ACS Section Annual Meeting and Exposition, Orlando, FL.
64. Graeve, O., Gleixner, S., & Douglas, E. P. (2007). *Design and development of a teaching module in nanotechnology*. Presentation at the 5th Latin American and Caribbean Conference for Engineering and Technology, Tampico, Mexico.
65. Douglas, E. P. (2007). *POGIL activities for materials engineering*. **Invited presentation** at the POGIL National Meeting, St. Louis, MO.

66. Gleixner, S., Graeve, O., & Douglas, E. P. (2007). *Project-based modules for teaching materials chemistry*. Presentation at the American Chemical Society National Meeting, Chicago, IL.
67. Douglas, E. P. (2006). *Critical thinking in professional schools: An exploratory study comparing undergraduate and graduate engineering students*. Presentation at the American Education Research Association Annual Conference, San Francisco, CA.
68. Douglas, E. P. (2006). *Critical thinking in engineering: An educational research study*. Presentation at the University of Florida, Gainesville, FL.
69. Douglas, E. P. (2004). *The student-centered classroom*. Presentation at the University of Florida, Gainesville, FL.
70. Douglas, E. P. (2002). *A two course sequence in introduction to materials*. Presentation at the Materials Research Society Meeting, Boston, MA.
71. Douglas, E. P., & Mecholsky Jr., J. J. (2002). *Excitement is the key to learning about materials*. Presentation at the Materials Research Society Meeting, Boston, MA.
72. Carter, R., & Douglas, E. P. (2002). *Effective teaching methods for engineering education: A pilot study*. Presentation at the American Society for Engineering Education Annual Conference, Montreal, Canada.
73. Douglas, E. P. (2001). *Teaching general chemistry through materials science*. Presentation at the American Chemical Society National Meeting, Chicago, IL.
74. Douglas, E. P. (2001). *A comprehensive approach to classroom teaching: Does it work?* Presentation at the American Society for Engineering Education Annual Conference, Albuquerque, NM.
75. Douglas, E. P. (2000). *What's the use of lectures?* Panelist at the University of Florida, Gainesville, FL.
76. Douglas, E. P. (2000). *Techniques for effective lecturing*. Presentation at the University of Florida, Gainesville, FL.
77. Douglas, E. P., & Holloway, P. H. (1999). *Curriculum development workshop for high school and community college educators*. Presentation at the American Chemical Society National Meeting, New Orleans, LA.
78. Dauphin-Jones, D., Holloway, P. H., & Douglas, E. P. (1998). *Materials science and engineering curriculum development workshop*. Presentation at the Materials Research Society Meeting, Boston, MA.

**Presentations and Meeting Abstracts in Materials Science and Engineering
Includes only those presentations not already listed in the Proceedings sections**

1. Douglas, E. P., Hamilton III, H. R., Choi, S., & Stewart, A. (2011). *The role of chemical bonding on the durability of the epoxy-cement interface*. Poster presentation at the NSF Civil, Mechanical and Manufacturing Innovation Engineering Research and Innovation Conference, Atlanta, GA.
2. Douglas, E. P. (2010). *Characterization of polymer materials used in infrastructure applications*. **Keynote lecture** at the Society of Plastics Engineers Annual Technical Conference, Orlando, FL.
3. Stewart, A., & Douglas, E. P. (2010). *Surface interactions between laponite and epoxy*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.

4. Liu, C., & Douglas, E. P. (2010). *Factors affecting the heterogeneity in unmodified epoxy resin*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.
5. Choi, S., & Douglas, E. P. (2010). *Evaluation of complex hygrothermal behaviors in an epoxy-amine thermoset*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.
6. Choi, S., & Douglas, E. P. (2010). *Evaluation of complex hygrothermal behaviors in an epoxy-amine thermoset*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.
7. Douglas, E. P. (2010). *Long-term performance of epoxies in civil engineering applications*. **Invited presentation** at Iowa State University, Ames, IA.
8. Douglas, E. P., Hamilton III, H. R., Cook, R., Davis, T., Choi, S., Stewart, A., & Liu, C. (2010). *Durability and cure behavior of composites for infrastructure applications*. **Invited presentation** at the Polymer Composite Matrix Science Workshop, New Orleans, LA.
9. Douglas, E. P. (2009). *FRP in infrastructure applications: Current materials challenges*. **Invited presentation** at ISIS Canada, Winnipeg, Canada.
10. Douglas, E. P. (2009). *Polymers in infrastructure applications*. **Invited presentation** at Engineering Plastics 2009, Dalian, China.
11. Douglas, E. P., & Stewart, A. (2009). *Quantitative analysis of surface functionality of commercial epoxies*. Poster presentation at the NSF Civil, Mechanical and Manufacturing Innovation Engineering Research and Innovation Conference, Honolulu, HI.
12. Douglas, E. P. (2009). *Epoxies in infrastructure applications*. **Invited presentation** at the University of Iowa, Iowa City, IA.
13. Douglas, E. P. (2008). *Materials at interfaces: A tool for controlling materials behavior*. **Invited presentation** at the Universitat Pierre et Marie Curie, Paris, France.
14. Rogers, B. L., Li, Y., Jee, S. S., Gower, L. B., Schwartz, Z., & Boyan, B. D. (2008). *Composite materials consisting of hydroxyapatite impregnated collagen matrices affect osteoblast behavior*. Presentation at the Society for Biomaterials Meeting on Translational Research, Atlanta, GA.
15. Li, Y., Catania, C., & Douglas, E. P. (2008). *Fibrillogenesis of collagen in electrolyte solutions: Effect of salt type and concentration*. Poster presentation at the Gordon Conference on Biomineralization, New London, NH.
16. Douglas, E. P. (2008). *Effects of moisture on epoxies for infrastructure applications*. **Invited presentation** at the National Institute of Standards and Technology, Gaithersburg, MD.
17. Li, Y., Catania, C., & Douglas, E. P. (2008). *Molecular effects of salts on collagen self-assembly into fibrils*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.
18. Choi, S., van Etten, N., Hamilton III, H. R., & Douglas, E. P. (2008). *Effect of various environmental exposure conditions on concrete beams externally reinforced with pre-cured FRP laminates*. Poster presentation at the Center for Macromolecular Science and Engineering, Gainesville, FL.
19. Douglas, E. P., Hamilton III, H. R., Choi, S., & Gartner, A. (2008). *Role of chemical bonding on epoxy adhesion to mortar*. Poster presentation at the NSF Civil, Mechanical and Manufacturing Innovation Engineering Research and Innovation Conference, Knoxville, TN.

20. Catania, C., Li, Y., & Douglas, E. P. (2007). *Effect of ion type on the ability of collagen to form fibrils*. Poster presentation at the INSPIRE Conference, Cleveland, OH.
21. Monroe, M., Li, Y., & Douglas, E. P. (2007). *Directed collagen patterning on gold-silicon substrates via microcontact printing*. Poster presentation at the INSPIRE Conference, Cleveland, OH.
22. Asadi, A., Li, Y., & Douglas, E. P. (2007). *Crosslinking of collagen for use as a biomaterial*. Presentation at the INSPIRE Conference, Cleveland, OH.
23. Douglas, E. P. (2007). *New materials via a biomimetic mineralization process*. **Invited presentation** at Case Western Reserve University, Cleveland, OH.
24. Douglas, E. P. (2007). *Assembly of collagen scaffolds for bone tissue engineering*. **Invited presentation** at the University of Southern Mississippi, Hattiesburg, MS.
25. Olszta, M. J., Jee, S. S., Douglas, E. P., & Gower, L. B. (2006). *Microscopic characterization of biomimetic hard tissues and their biological counterparts*. Presentation at the Materials Research Society Meeting, Boston, MA.
26. Douglas, E. P. (2006). *From ionomers to bone: Seventeen years of polymer research*. Poster presentation at the Symposium Honoring William J. MacKnight, Amherst, MA.
27. Douglas, E. P. (2006). *Advanced composites: From epoxy to bone*. **Invited presentation** at the Symposium Honoring William J. MacKnight, Amherst, MA.
28. Olszta, M. J., Cheng, X., Jee, S. S., Kumar, R., Kim, Y.-Y., Culver, L., Douglas, E. P., & Gower, L. B. (2006). *Organic-inorganic composites mimicking the nanostructured architecture of bone*. Poster presentation at the Gordon Conference on Composites, Ventura, CA.
29. Douglas, E. P. (2005). *Processing of polymers in magnetic fields*. **Invited presentation** at Pacifichem 2005, Honolulu, HI.
30. Douglas, E. P. (2005). *Materials for advanced composites: From epoxy to bone*. **Invited presentation** at Georgia Tech, Atlanta, GA.
31. Douglas, E. P. (2005). *Novel composite materials*. **Invited presentation** at Tokyo Metropolitan University, Tokyo, Japan.
32. Douglas, E. P. (2005). *Structure and properties of liquid crystalline epoxies*. **Invited presentation** at the National Institute for Materials Science, Tsukuba, Japan.
33. Douglas, E. P. (2004). *Processing of polymers in magnetic fields*. **Invited presentation** at the International Workshop on Materials Analysis and Processing in Magnetic Fields, Tallahassee, FL.
34. Luo, S.-C., Chung, H.-H., Douglas, E. P., & Holloway, P. (2004). *Degradation mechanism studies in polymer light-emitting diode by optical microscopy and auger electron spectroscopy*. Poster presentation at the Florida Chapter of the AVS Science and Technology Society, Florida Society for Microscopy, and Florida Section of the American Ceramic Society 2004 Annual Joint Symposium, Orlando, FL.
35. Olszta, M. J., Munisamy, S., Douglas, E. P., & Gower, L. B. (2003). *Biomimetic mineralization of collagen with calcium phosphate by a polymer-induced liquid-precursor (PILP) process*. Presentation at the Materials Research Society Meeting, Boston, MA.
36. Olszta, M. J., Munisamy, S., Douglas, E. P., & Gower, L. B. (2003). *Mimicking the nanostructured architecture of bone*. Presentation at the Materials Research Society Meeting, Boston, MA.
37. Douglas, E. P. (2003). *Structure-property relationships of liquid crystalline epoxies*. **Invited presentation** at the College of William and Mary, Williamsburg, VA.

38. Olszta, M. J., Munisamy, S., & Douglas, E. P. (2003). *Biomimetic mineralization of type-I collagenous matrices*. Presentation at the Materials Research Society Meeting, San Francisco, CA.
39. Wolinsky, J., Gower, L. B., & Douglas, E. P. (2003). *Mapping of liquid crystalline textures in type 1 collagen solutions*. Presentation at the American Chemical Society National Meeting, New Orleans, LA.
40. Olszta, M. J., Kim, D., Douglas, E. P., & Gower, L. B. (2002). *Biomimetic mineralization of type-I collagen*. Presentation at the United Engineering Foundation Biominerals Conference, Destin, FL.
41. Gutierrez, J., & Douglas, E. P. (2002). *Liquid crystalline and non-crystalline epoxy resin moisture sorption*. Presentation at the American Chemical Society National Meeting, Orlando, FL.
42. Murphy, R. J., & Douglas, E. P. (2002). *Effect of epoxy length vs. liquid crystallinity of liquid crystalline epoxy thermosets*. Presentation at the American Chemical Society National Meeting, Orlando, FL.
43. Olszta, M. J., Kim, D., Douglas, E. P., & Gower, L. B. (2001). *Biomimetic mineralization of type-I collagen*. Presentation at the Materials Research Society Meeting, Boston, MA.
44. Cho, S., Feng, J., Robinson, E. J., & Douglas, E. P. (2001). *Structure and properties of liquid crystalline epoxies*. **Invited presentation** at the Materials Research Society Meeting, Boston, MA.
45. Olszta, M. J., Kim, D., Douglas, E. P., & Gower, L. B. (2001). *Biomimetic mineralization of type-I collagen*. Presentation at the 7th International Conference on the Chemistry and Biology of Mineralized Tissues, Ponte Vedra Beach, FL.
46. Olszta, M. J., Kim, D., Douglas, E. P., & Gower, L. B. (2001). *Biomimetic mineralization of collagen for nanostructured composites*. Presentation at the Gordon Conference on Solid State Studies in Ceramics, Meriden, NH.
47. Douglas, E. P. (2001). *Materials in society: Past and present*. **Invited presentation** at the University of Alabama, Tuscaloosa, AL.
48. Robinson, E. J., Feng, J., Cho, S., Mecholsky Jr., J. J., & Douglas, E. P. (2000). *Liquid crystalline epoxies*. Poster presentation at the International Congress of Pacific Basin Rim Societies, Honolulu, HI.
49. Gavrin, A. J., & Douglas, E. P. (2000). *Cure behavior of liquid crystalline thermosets*. Poster presentation at POLY Millennial 2000, Waikoloa, HI.
50. Douglas, E. P. (2000). *Materials in society: Past and present*. **Invited presentation** at the University of Alabama, Tuscaloosa, AL.
51. Douglas, E. P. (2000). *Liquid crystalline thermosets*. **Invited presentation** at the Massachusetts Institute of Technology, Cambridge, MA.
52. Douglas, E. P. (1999). *Magnetic fields for processing of epoxy thermosets*. Presentation at the 6th International Conference on Composites Engineering, Orlando, FL.
53. Gavrin, A. J., & Douglas, E. P. (1999). *Effects of molecular structure on physical and liquid crystalline transformations in liquid crystalline thermosets (LCT's)*. Poster presentation at the Materials Research Society Meeting, San Francisco, CA.
54. Gavrin, A. J., Curts, C. L., & Douglas, E. P. (1999). *Bisacetylene liquid crystalline thermosets: Phase behavior and thermal stability*. Poster presentation at the International Conferences on Polymer Characterization, POLYCHAR-7, Denton, TX.

55. Lincoln, D. M., & Douglas, E. P. (1999). *A statistical design analysis of magnetic field processing of liquid crystalline thermosets*. Presentation at the International Conferences on Polymer Characterization, POLYCHAR-7, Denton, TX.
56. Douglas, E. P. (1998). *Magnetic fields for polymer processing*. **Invited presentation** at the National Institute of Standards and Technology, Gaithersburg, MD.
57. Douglas, E. P. (1998). *Synthesis, structure, and processing of liquid crystalline thermosets*. **Invited presentation** at the Florida Advanced Materials Chemistry Conference, Palm Coast, FL.
58. Gavrin, A. J., & Douglas, E. P. (1998). *Liquid crystalline thermosets with flexible wings*. Presentation at the American Physical Society Meeting, Los Angeles, CA.
59. Lincoln, D. M., Douglas, E. P., Setz, S. M., Earls, J. D., & Priester Jr., R. D. (1998). *Magnetic field processing of liquid crystalline thermosets*. Presentation at the American Physical Society Meeting, Los Angeles, CA.
60. Douglas, E. P. (1997). *Novel bisacetylene liquid crystalline thermosets*. **Invited presentation** at the Army Research Laboratory, Aberdeen, MD.
61. Douglas, E. P. (1997). *Synthesis, structure, and processing of liquid crystalline thermosets*. **Invited presentation** at Wright-Patterson Air Force Base, Dayton, OH.
62. Douglas, E. P. (1997). *Synthesis, structure, and processing of liquid crystalline thermosets*. **Invited presentation** at Florida State University, Tallahassee, FL.
63. Douglas, E. P., Smith, M. E., Benicewicz, B. C., Earls, J. D., Priester Jr., R. D., Langlois, D. A., & Hjelm Jr., R. P. (1996). *Synthesis, phase behavior, and processing of liquid crystalline thermosets*. **Invited presentation** at the Gordon Conference on High Performance Thermosets, Plymouth, NH.
64. Benicewicz, B. C., Smith, M. E., & Douglas, E. P. (1996). *Recent developments in liquid crystalline thermosets*. Presentation at the American Chemical Society National Meeting, New Orleans, LA.
65. Douglas, E. P., Smith, M. E., Benicewicz, B. C., Earls, J. D., & Priester Jr., R. D. (1996). *Processing of polymers in high magnetic fields*. **Invited presentation** at the International Workshop on High Magnetic Fields: Industry, Materials and Technology, Tallahassee, FL.
66. Langlois, D. A., Smith, M. E., Benicewicz, B. C., & Douglas, E. P. (1995). *Liquid crystal thermosets*. Poster presentation at the Symposium on Thermosetting Polymers, Princeton, NJ.
67. Langlois, D. A., Smith, M. E., Hjelm Jr., R. P., Benicewicz, B. C., & Douglas, E. P. (1995). *Properties of liquid crystal thermosets*. **Invited presentation** at High Temperature Polymers: Advances and Application, Clearwater Beach, FL.
68. Smith, M. E., Benicewicz, B. C., Hjelm Jr., R. P., & Douglas, E. P. (1994). *Molecular composites from liquid crystal polymers and liquid crystal thermosets*. **Invited presentation** at the Materials Research Society Meeting, Boston, MA.
69. Douglas, E. P., Langlois, D. A., & Benicewicz, B. C. (1993). *Comparison of curing kinetics for liquid crystalline and non-liquid crystalline thermosets*. Poster presentation at the 2nd North American Research Conference on the Science and Technology of Thermoset Materials, Hilton Head, SC.
70. Douglas, E. P., Sakurai, K., & MacKnight, W. J. (1992). *Aggregation phenomena in ionomeric blends*. Poster presentation at the ACS Workshop on Ion-Containing Polymers, Asilomar, CA.

71. Douglas, E. P., Sakurai, K., & MacKnight, W. J. (1991). *Thermal analysis and optical microscopy of modified polystyrene/poly(ethyl acrylate) blends containing specific interactions*. Poster presentation at the Gordon Conference on Ion-Containing Polymers, New London, NH.

Andrea M. Goncher

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Education

Virginia Tech, USA

Ph.D. Engineering Education, College of Engineering, 2012

University of Pittsburgh, USA

M.S. Industrial Engineering, Swanson School of Engineering, 2008

Duquesne University, USA

M.S. Education, School of Education, 2006

B.S. Physics, Bayer School of Natural and Environmental Sciences, Cum Laude, 2005

B.A. Mathematics, McAnulty College of Liberal Arts, 2005

Professional Licensure

MIEAust CPEng NER

Chartered Professional Engineer, Leadership & Management

Research Interests

Systems and Design Learning— Facilitating student development through design thinking and human-centered engineering

Text and Learning Analytics— Using student data to improve conceptual understanding and personalize learning

Experience

Academic Appointments

University of Florida, Gainesville, Florida, USA

Instructional Assistant Professor in Engineering, College of Engineering, Department of Engineering Education (2019- present)

Charles Sturt University, Bathurst, New South Wales, Australia

Lecturer in Engineering, Faculty of Business, Justice, and Behavioral Sciences, Engineering (2015- 2019)

Queensland University of Technology, Brisbane, Queensland, Australia

Postdoctoral Research Fellow in Engineering Education, School of Electrical Engineering and Computer Science (2013- 2015)

Research Appointments

Virginia Tech, Blacksburg, VA, USA

Graduate Research Assistant, Department of Biological Systems Engineering (2012)

Graduate Research Assistant, Department of Engineering Education (2008 - 2012)

University of Pittsburgh, Pittsburgh, PA, USA

Graduate Research Assistant, Learning Research and Development Center and the Swanson School of Engineering University of Pittsburgh in collaboration with the Center for e-Design (2007-2008)

PPG Industries Technology Center, Cheswick, PA, USA

Research Assistant, Glass Coatings Research and Development (2004-2005)

Duquesne University, Pittsburgh, PA, USA

Undergraduate Laboratory Research Assistant, Madura Computational Chemistry Laboratory (2002-2004)

Teaching Appointments

Queensland University of Technology, Brisbane, QLD, Australia

Guest Lecturer, QUT School of Engineering Systems, (2014-2015)

Virginia Tech, Blacksburg, VA, USA

Graduate Teaching Assistant, Department of Engineering Education, Virginia Tech, (2008, 2011)

Bethel Park Senior High School, Bethel Park, PA, USA

Physics Instructor (2006)

Funded Research and Programs

Co-Principal Investigator: Dr Lalantha Senevirathna and Dr Andrea Goncher. *Ensuring Household Access to Safe Drinking Water Through the Empowerment of Women in Rural Cambodia*; Institute of Land, Water, and Society; \$12,000, awarded 2018.

Principal Investigator: Dr Andrea Goncher and CSU Global. New Colombo Plan Scholarships: *Human Centred Design and Development Engineering, Engineers Without Borders Design Summit, Cambodia*; Australian Department of Foreign Affairs and Trade; \$120,000, awarded 2016.

Principal Investigator: Dr Andrea Goncher, Prof Wageeh Boles, Dr Dhammika Jayalath and A/Prof Dann Mallet, Electrical Engineering and Computer Science. *Pilot Development of Text-enriched Concept Inventories: using text analysis to diagnose student misconceptions*; Learning and Teaching Unit Queensland University of Technology; \$14,983, awarded 2014.

Collaborator: Dr Natalie Scala, Dr Stella Tomasi, A/Prof Karen Bursic, and Dr Andrea Goncher. *Motivation and Self-Efficacy with Interdisciplinary Analytical Topics: A Comparison Between Business and Engineering Students*. CBE 2014 Summer Program, Towson University; \$3000, awarded 2014.

National and International Professional Service

IEEE TALE 2018, An International Conference on Engineering, Technology, and Education

Publications

Book Chapters

Hingle, A., **Goncher, A.**, Johri, A., & Case, J. (forthcoming). The Role and Use of Theories in Engineering Education Research. In A. Johri & B. Olds (Eds.), *Handbook of Engineering Education Research*.

Goncher, A.M. & Cameron, S. (2021). Chapter 11: Approaches for Attracting, Retaining, and Progressing Women in Australian Undergraduate Engineering.” Hyun Kyoung Ro; Frank Fernandez; Brittany House (Eds.). In *Gender Equity in STEM in Higher Education: International Perspectives on Policy, Institutional Culture, and Individual Choice. Routledge Research in STEM Education*.

Journal Articles

Senevirathna, S. T. M. L. D., **Goncher, A.**, Hollier, A. (2019.) Assessment of drinking water quality in regional New South Wales, Australia. *Journal of Water Supply: Research and Technology-Aqua* 1; 68 (8): 708–717. doi: <https://doi.org/10.2166/aqua.2019.103>

Cunningham-Nelson, S., Mukherjee, M., **Goncher, A.**, & Boles, W. (2018). Text analysis in education: a review of selected software packages with an application for analysing students’ conceptual understanding. *Australasian Journal of Engineering Education*, 1-15.
<https://doi.org/10.1080/22054952.2018.1502914>

Goncher, A. M., & Boles, W. (2017). Enhancing the effectiveness of concept inventories using textual analysis: investigations in an electrical engineering subject. *European Journal of Engineering Education*, 1-12. <https://doi.org/10.1080/03043797.2017.1410523>

Scala, N. M., Tomasi, S., **Goncher, A.**, & Bursic, K. M. (2017). Motivation and Analytics: Comparing Business and Engineering Students. *INFORMS Transactions on Education*, 19(1), 1-11.
<https://doi.org/10.1287/ited.2017.0187>

Goncher, A., Chan, J., & Schunn, C. D. (2017). Measuring design innovation for project-based design assessment: considerations of robustness and efficiency. *Revista Bitácora Urbano Territorial*, 27(4), 19-30. <https://doi.org/10.15446/bitacora.v27n4Esp.68959>

Goncher, A.M., Jayalath, D., & Boles, W. (2016). Insights into students' conceptual understanding using textual analysis: A case study in signal processing. *IEEE Transactions on Education*, 59(3), 216-223.
doi:10.1109/TE.2016.2515563

Goncher, A., & Johri, A. (2015). Contextual Constraining of Student Design Practices. *Journal of Engineering Education*, 104(3), 252–278. doi:10.1002/jee.20079

Goncher, A., & Johri, A. (2015). When Good Intentions Fail: How an ‘Authentic’ Design Problem Prompted Made Up Solutions. *JEE Selects, ASEE Prism*, 25(3).

Conference Papers

Goncher, A.M., Mendoza, J., Li, M. (2021). WIP: Assessing baseline systems thinking in an introductory engineering design course. *ASEE Annual Meeting Conference Proceedings (ASEE 2021)*.

Virguez, Dickrell, P., **Goncher, A.** (2020, June). Structure of a Human-Centered & Societal-Based First-Year Makerspace Design Course. *ASEE Annual Meeting Conference Proceedings (ASEE 2020)*.

Virguez, L., Dickrell, P. and **Goncher, A.,** (2020, June) Utility Value of an Introductory Engineering Design Course: An evaluation among course participants. *ASEE Annual Meeting Conference Proceedings (ASEE 2020)*.

Senevirathna, L., **Goncher, A.** Morgan, J. (2018, December) Computer-assisted personalized approach for CSU Engineering topic assessment. *Proceedings of 29th Annual Conference of the Australasian Association for Engineering Education (AAEE 2018)*.

Cunningham-Nelson, S., **Goncher, A.,** Mukherjee, M. Boles, W. (2018, December). Regular and Automatic Feedback of Concepts as Formative Assessment. *Proceedings of 29th Annual Conference of the Australasian Association for Engineering Education (AAEE 2018)*.

Brakell, K., Cameron, S., Devitt, J., & **Goncher, A.** (2018, December). Special Session—Practice-Based Simulation to Develop Students into Engineering Cadets. Paper presented at the 2018 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE).

Chakraborty, S., Ros, M., Cheng, E., **Goncher, A.,** & Vial, A. (2018, December). Panel Session—Women in Engineering Networking Panel. Paper presented at the 2018 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE).

Cunningham-Nelson, S., **Goncher, A.,** & Boles, W. (2018, December). *Categorising Student Responses for Feedback Based on Multiple Choice and Text Responses*. Paper presented at the 2018 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE).

Cunningham-Nelson, S., Mohammadi-Aragh, M. J., **Goncher, A.,** & Boles, W. (2018, December). *Panel Session-Providing Automated and Individually Tailored Assessment Feedback*. Paper presented at the 2018 IEEE International Conference on Teaching, Assessment, and Learning for Engineering (TALE).

Goncher, A. (2018, June). Utilizing Reflective Practice to Develop Agency in Goal Setting and Achievement in Workplace Learning Environments. Paper presented at 2018 ASEE Annual Conference & Exposition, Salt Lake City, Utah. <https://peer.asee.org/31219>

Goncher, A. & Devitt, J. (2017, December). Development of Global Competencies through Humanitarian Engineering Experiences. *Proceedings of 28th Annual Conference of the Australasian Association for Engineering Education (AAEE 2017)*. Huda, N., Inglis, D., Tse, N. & Town, G. (eds.). Sydney: Macquarie University, p. 881-888.

Cunningham-Nelson, S., **Goncher, A.**, Mukherjee, M. Boles, W. (2017, December). Pointers to Conceptual Understanding. *Proceedings of 28th Annual Conference of the Australasian Association for Engineering Education (AAEE 2017)*. Huda, N., Inglis, D., Tse, N. & Town, G. (eds.). Sydney: Macquarie University, p. 687-695.

Sevilla, K., **Goncher, A.** & Morgan, J. R. (2017, December). The self-directed learning readiness survey as a predictor of success in a problem-based learning environment. *Proceedings of the 28th Annual Conference of the Australasian Association for Engineering Education (AAEE2017)*. Huda, N., Inglis, D., Tse, N. & Town, G. (eds.). Sydney: Macquarie University, p. 867-872.

Goncher, A. and Boles, W. (2016, December). Development of an Assessment System Using Vector Analysis. *Proceedings of the 27th Annual Conference of the Australasian Association for Engineering Education (AAEE2016)*, Smith, Scott, Lim, Yee Yan, Bahadori, Alireza, Lake, Neal, Padilla, Ricardo, Andrew, Rose, et al. (Eds.) Southern Cross University, Coffs Harbour, Queensland, Australia.

Cunningham-Nelson, S., **Goncher, A.**, Boles W. (2016, December). A three-year longitudinal textual analysis investigation of students' conceptual understanding: Lessons learnt and implications for teaching. *Proceedings of the 27th Annual Conference of the Australasian Association for Engineering Education (AAEE2016)*, Smith, Scott, Lim, Yee Yan, Bahadori, Alireza, Lake, Neal, Padilla, Ricardo, Andrew, Rose, et al. (Eds.) Southern Cross University, Coffs Harbour, Queensland, Australia.

Goncher, A., Venters, C., Boles W., Jayalath, D., McNair, L., Paretti, M. (2015, December). Using Reflective Writing and Textual Explanations to Develop and Evaluate Students' Conceptual Knowledge. *Proceedings of the 26th Annual Conference of the Australasian Association for Engineering Education (AAEE2015)*. Victoria, Australia: School of Engineering, Deakin University, Victoria, Australia, Vol. 26th.

Boles, W., **Goncher, A.**, Jayalath, D. (2015, December). Categorising Conceptual Assessments under the Framework of Bloom's Taxonomy. *Proceedings of the 26th Annual Conference of the Australasian Association for Engineering Education (AAEE2015)*. Victoria, Australia: School of Engineering, Deakin University, Victoria, Australia, Vol. 26th.

Boles, W., **Goncher, A.**, and Jayalath, D. (2015, June). Uncovering Misconceptions through Text Analysis. *Research in Engineering Education Symposium REES 2015*, Research in Engineering Education Symposium, Dublin Institute of Technology, Dublin, Ireland.

Scala, N., Tomasi, S., **Goncher, A.**, and Bursic, K. (2015, June). Studying Data Analytics: Comparing Engineering and Business Students. *Industrial and Systems Engineering Research Sessions*, Nashville, TN, USA.

Goncher, A., Boles, W. and Jayalath, D. (2014, December). Using automated text analysis to evaluate students' conceptual understanding. *Proceedings of the 25th Annual Conference of the Australasian Association for Engineering Education (AAEE2014)*. Palmerston North, New Zealand: Massey University.

Boles, W. and **Goncher, A.** (2014, December). Navigating Pathways for Academic Staff Development: Implications for Institutions and Academic Ranks. *Proceedings of the 25th Annual Conference of the Australasian Association for Engineering Education (AAEE2014)*. Palmerston North, New Zealand: Massey University.

Goncher, A., Boles, W., & Jayalath, D. (2014, October). Using textual analysis with concept inventories to identify root causes of misconceptions. Paper presented at the 2014 IEEE Frontiers in Education Conference (FIE) Proceedings.

Goncher, A., Johri, A., and Boles, W. (2013, December). Student focus and prioritization of design parameters in first-year engineering design projects. *Proceedings of the 24th Annual Conference of the Australasian Association for Engineering Education (AAEE2013)*. Lemckert, C., Jenkins, G. & Lang-Lemckert, S. (eds.). Queensland, Australia: Griffith University.

Goncher, A., & Johri, A. (2011, June). The Identification and Emergence of Constraints in Engineering Design Projects. Paper presented at 2011 ASEE Annual Conference & Exposition, Vancouver, BC. <https://peer.asee.org/18469>

Goncher A., Kothaneth S. and Johri A. (2010, September). Team Communication and Innovative Design Practices: The Effect of Team Adoption and Implementation of the Tablet PC. *Proceedings of the 54th Human Factors and Ergonomics Conference*, San Francisco. pp. 1971-1975.

Goncher, A., Johri, A. and Sharma, A. (2010, October). Use-Value and Functionality versus Aesthetics and Experience: Inculcation of Design Ideologies in Engineering and Industrial Design Students. *Proceedings of ASEE/IEEE Frontiers in Education*, Washington, D.C. pp. T4H1-T4H3.

Goncher, A. (2009, October). Design Creativity under Constraints: The Effect of Design Problem and Design Space on Constraints in Design Creativity and Learning among Engineering Students Learning. *Proceedings of Creativity and Cognition 2009*, ACM Press, Berkeley, CA, pp. 327-328.

Goncher, A., Johri, A., Kothaneth, S., and Lohani, V. (2009, October). Exploration and Exploitation in Engineering Design: Examining the Effects of Prior Knowledge on Creativity and Technology Use. *Proceedings of ASEE/IEEE Frontiers in Education Conference*, San Antonio, TX. p.M1J-1-M1J-7.

Goncher, A., and Madura, J. D. (2005, March). Ab initio and DFT survey of solvated acetonitrile anion lithium complexes with the addition of five and six-membered carbon ring structures". *Proceedings of the 229th American Chemical Society National Meeting*, San Diego, CA. CHED 696.

Goncher, A., Kulkarni, V. V., Fleming, F., and Madura, J. D. (2004, March). Solvent effects on acetonitrile anion: Ab-initio modeling and DFT survey. *Proceedings of the 227th American Chemical Society National Meeting*, Anaheim, CA. CHED 785.

Goncher, A., Miller, J. J., and Weismann, T. (2003, September). Neville Chemical Company: Chemistry Education. *Proceedings of the 226th American Chemical Society National Meeting*, New York, NY.

Goncher, A., Madura, J.D., and Fleming, F. F. (2003, March). Ab initio and DFT survey of solvated acetonitrile anion lithium complexes. *Proceedings of the 225th American Chemical Society National Meeting*, New Orleans, LA.

Presentations

Goncher, A. Hollier, A., Barkworth, B., Zanutto, E., Thompson, J., & Senevirathna, STMLD. (2018, November) *Why students refuse to use school water fountains in regional Australia?* International Conference on the Challenges in Environmental Science and Engineering, Bangkok, Thailand.

Goncher, A. (2016, October). *Adaptive Learning Solutions: Using text analytics to enhance and personalise learning in engineering education.* Charles Sturt University, Bathurst, NSW, Australia.

Goncher, A. (2016, June). *Development of assessment systems using text analysis.* EngFest, Charles Sturt University, Bathurst, NSW, Australia.

Goncher, A. (2014, May). *An overview of student perceptions of engineering design across curricula and institutions.* Guest Seminar in Civil Engineering, University of Queensland, Brisbane, QLD, Australia.

Goncher, A. & Johri, A. (2011, May). *What types of constraints lead to innovative design solutions? The effect of client project constraints in authentic design experiences.* Poster presented at Harvey Mudd Design Workshop, Harvey Mudd College, Claremont, CA.

Schunn, C.D., Lovell, M.R., Wang, Y. & **Goncher, A.** (2008, June). *Tools and artifacts in innovative design.* Poster presented at National Science Foundation Industry/ University Cooperative Research Center for e-Design IAB Meeting, Pittsburgh, PA.

Goncher, A. & Madura, J. D. (2005, May). *Regional business opportunities in supercomputing.* (SC)² Seminar: Regional Business Opportunities in Supercomputing, Waynesburg College, Waynesburg, PA.

Student Supervision

Charles Sturt University, Bathurst, NSW, Australia

- Dr Miquel Arnaiz Gonzalez, WASH and Development Engineering research assistant
- Emma Zanutto, Engineering Education research student
- Ronald Lake, Engineering Education research student

Queensland University of Technology, Australia

- Sam Cunningham-Nelson, Electrical Engineering and Computer Science PhD student
- Lance Devine, Graduate Student, Electrical Engineering and Computer Science

- Joshua Morotti, VRES Undergraduate Student, Electrical Engineering and Computer Science
Virginia Tech, USA
- Lina Grada, Undergraduate Industrial Design
- Erin Campbell, Undergraduate Engineering

Leadership and Service

Professional Organizations

- Engineers Australia, EA Central West, *2016- present*
- Charles Sturt Community of Practice Learning and Teaching Innovative Assessment
2015- 2019
- ASEE, American Society for Engineering Education
- IEEE, Institute of Electrical and Electronics Engineers
- HERN, Higher Education Research Network, Australia
- STEM Education Research Network, Queensland University of Technology, Australia
2013-2015
- Virginia Tech, Engineering Education Student Ambassador, *2010-2011*
- ASEE Virginia Tech Student Chapter, *Secretary; 2010-2011 term*
- ASEE Virginia Tech Student Chapter, *Information Resource Officer; 2009-2010 term*

Service

Power of Engineering Volunteer

- Power of Engineering Event for High School Girls in STEM education. 2016- 2019.

Service Committee Chair

- Zonta International, International Women's Service Organization. 2015- 2018.

Educational Committee Chair

- Zonta International, International Women's Service Organization. 2013- 2015.

Judge

- FIRST Lego League, Robotics Program, Competition. 2008-2011.

Ad-hoc Reviewer

- Journal of Engineering Education, *JEE*
- IEEE Transactions on Education
- Advances in Engineering Education
- ASME Journal of Mechanical Design
- Australasian Association for Engineering Education, *AAEE*
- IEEE Frontiers in Engineering Education, *FIE*
- ACM Conference on Human Factors in Computing Systems
- American Society for Engineering Education Annual Conference, *ASEE*

Academic Honors and Awards

Journal of Engineering Education (JEE) Star Review Award, 2020.

Engineers without Borders (EWB) Australia Humanitarian Engineering Design Summit Academic Fellow, 2016-2017

Harvey Mudd Design Workshop NSF Fellowship, 2011.

John Alexander Mendoza García, Ph.D.

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+1(352) 294-0485 / +1(352) 2140812 Gainesville, FL. 32605

[LinkedIn](#), [Web Page](#)

EDUCATION

Ph.D. Purdue University (USA) 2016 Engineering Education
MS. Universidad de los Andes (Colombia) 2004 Systems and Computing Engineering*
BS. Universidad Nacional de Colombia 1997 Systems and Computing Engineering*

* Original name in Spanish: Ingeniería de sistemas y computación

RELEVANT PROFESSIONAL APPOINTMENTS

Dates	Title	University/Company
2017-present	Instructional Assistant Professor. Department of Engineering Education. HW College of Engineering.	University of Florida
2016 – 2017	Postdoctoral Researcher in the School of Engineering Education. College of Engineering.	Purdue University
2013-2015	Instructor of Record - First-Year Engineering Program. School of Engineering Education.	Purdue University
2012 - 2013	Advisor (Instructor), Global Alternative Power Solutions team. Engineering Projects in Community Service – EPICS Program.	Purdue University
2005 – 2011	Instructor, promoted to Assistant Professor in 2008. Service-Learning Program coordinator, Professional Internships coordinator, Capstone projects coordinator. Tenure-track. Systems Engineering Department.	Pontificia Universidad Javeriana, Bogotá-Colombia.
2004-2005	Professor Category III (like Lecturer). Systems Engineering School.	Universidad Católica de Colombia
1997 – 2003	Industry experience: Information Systems Engineer, multiple companies	Mazda Colombia; Informática Siglo 21; Unisys de Colombia

HONORS AND AWARDS

University of Florida. 2020. Exemplary Online Award for Large Enrollment Strategies. Center of Teaching Excellence. Gainesville, Florida.

University of Florida. 2020. Rising Star Award. Center of Teaching Excellence. Gainesville, Florida.

University of Florida. 2019. Runner-up. Exceptional Course Development Award. University of Florida Information Technology. Gainesville, Florida.

Purdue University. 2015. College of Engineering Summer Research Grant. June-August 2015. West Lafayette, IN.

Purdue University. 2014. School of Engineering Education. Program Nominee for Bilsland dissertation fellowship. West Lafayette, IN.

American Society for Engineering Education ASEE. 2012. Outstanding paper award honorable mention. Illinois / Indiana Sectional conference. Valparaiso, IN.

Universidad de los Andes. 2004. Honors Degree. Magister en Ingeniería de Sistemas y Computación. Bogotá, Colombia.

Universidad de los Andes. 08/2001 – 12/2003. University Enterprise Program* – Fellowship recipient. Bogotá, Colombia
(*Original name in Spanish: Programa Universidad Empresa - PROGUE)

Unisys Colombia. 1997. Excellence Performance Award. Bogota, Colombia.

John Alexander Mendoza García, Ph.D.

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SUMMARY OF RESEARCH INTEREST

I am seeking to understand the development of professionals skills like the Ability to Address Complex Socio-Technical Systems”, Systems-Thinking, Problem-Solving, and Design Thinking.

In my dissertation I developed the construct for the “Ability to address complex socio-technical systems” to comprise all the knowledge and skills that are required by engineering professionals to succeed when developing engineering solutions that satisfy the needs, expectations, and interests of different stakeholders. Currently, I am investigating how to foster in students systems thinking, while understanding how to support students while they develop their problem-solving skill.

GRANT WRITING AS FIRST AUTHOR

Awarded

1. Purdue Early Care Education Center – “Kids are the future” – Endowment. 2016-2017. \$3000.
2. Purdue Graduate School – Span Plan Adult student services. Cecelia Zissis Graduate Student Scholarship recipient, Spring 2015. Support for the tuition of fall 2015 and spring 2016 for non-traditional students. \$1000.
3. Purdue Graduate Student Government – PGSG. Child grant. Fall 2015. Support for daycare / pre-school of graduate students’ children. \$1000.
4. Purdue Graduate Student Government – PGSG. General research grant. Fall 2015. Support for various activities related to dissertation work. In my case, I asked for funding for the payment of transcriptions. \$500.
5. College of Engineering, Travel Grant. Fall 2014. Support for conference attendance. I used it to attend Frontiers in Education Conference 2014. \$500.

Submitted, not awarded.

1. VentureWell Faculty Grant program. Spring 2021 Sustainable Design grant Cycle. Introducing Systems Thinking and Sustainable Design into Team-Based Engineering Design. \$20,000.
2. Systems Engineering Research Center – A Learning-Theory-Based Assessment Instrument to Measure the Ability to Address Complex Socio-Technical Systems. \$20,000. Jan 2017. Incubator research proposal.
3. National Science Foundation – REES Division. Project title. Identifying the variation in ways to deal with problems in complex systems. PI. Dr. Monica Cardella. 2014. \$50,000.
4. Systems Engineering Research Center. Project title: Developing an empirical framework for characterizing levels of systems thinking. PI. Dr. Monica Cardella. 2014. \$20,000.
5. National Academy of Education/Spencer dissertation fellowship program in education research. 2014. \$55,000.

PEER-REVIEWED PUBLICATIONS ([google scholar](#))

Journal papers

1. Taleyarkhan, M. Chandan, D., **Mendoza-Garcia, J.**, Magana, A. (2018) Investigating the impact of using a CAD simulation tool on students’ learning of design thinking., *Journal of Science Education and Technology*. 27:334. <https://doi.org/10.1007/s10956-018-9727-3>
2. Marbouti F, **Mendoza-Garcia, J.**, Diefes-Dux, H., Cardella, M. (2017). Written feedback provided by engineering students, undergraduate teaching assistants, and educators on design project work. *European Journal of Engineering Education*

Peer Reviewed Conference Proceedings

1. **Mendoza-Garcia, J.** (2021). Re-designing a large enrollment online course using a learner-centered approach. Accepted for publication. ASEE Annual Conference and Exposition. Virtual Online.
2. Goncher, A., **Mendoza-Garcia, J.**, Li, M. (2021). WIP: Assessing baseline systems thinking in an introductory engineering design course. Review in progress. ASEE Annual Conference and Exposition. Virtual Online.

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3. **Mendoza-Garcia, J.**, Cardella, M.E., Oakes, W.E. (2020) Blended Phenomenography: An alternative to investigate learning. ASEE Annual Conference and Exposition. Paper presented at 2020 ASEE Virtual Annual Conference Content Access, Virtual Online. 10.18260/1-2—34219.
4. **Mendoza-Garcia, J.**, Maness, H. (2019) Work in Progress: From face to face to online learning. ASEE Annual Conference and Exposition, Tampa
5. Liu, G., Tolbert, D., **Mendoza-Garcia, J.**, Roshan-Sriram, A. Cardella, M. (2016) Quantitative Information Acquisition and Utilization for First-Year Engineering Students. Design in Engineering Education division. ASEE Annual Conference and Exposition, New Orleans, Louisiana.
6. Taleyarkhan, M., **Mendoza-Garcia, J.**, Magana, A. Chandan Dasgupta. (2016) Investigating the impact of an educational CAD modeling tool on student design thinking. First Year Engineering Division. ASEE Annual conference and exposition. New Orleans, Louisiana.
7. Dringenberg, E., **Mendoza-Garcia J.**, Tafur, M., Fila, N, Hsu, M. (2015) Using Phenomenography: What are Key Considerations when Selecting a Specific Research Approach. Engineering Research Methods Division. ASEE Annual conference and exposition. Seattle, WA. Available at: <https://peer.asee.org/25012>
8. **Mendoza-Garcia J.**, Cardella M., Oakes W. (2014). Various ways of experiencing dealing with complex problems. Frontiers in Education. Madrid, Spain. Available at: http://ieeexplore.ieee.org/xpls/abs_all.jsp?arnumber=7044347&tag=1
9. **Mendoza-Garcia J.**, Cardella M. (2014) Using Alien-Centered Design for teaching iteration in the design process in undergraduate design courses. Madrid, Spain.
10. **Mendoza-Garcia J.**, Cardella M., Zoltowski C., Oakes, W. (2013) Understanding the motivation of instructors to get involved in service learning environments. Frontiers in Education. Oklahoma City, OK.
11. **Mendoza-Garcia, J.** (2013) Developing an instrument to assess student’s prior knowledge and possible interest in Public Policy courses. (2012) Public Policy Division. American Society for Engineering Education. National conference. Atlanta, GA.
12. **Mendoza-Garcia, J.** (2013) Identifying reflective practice in one engineering design meeting. American Society for Engineering Education Illinois / Indiana Sectional conference. Angola, IN.
13. **Mendoza-Garcia, J.**, Ngambeki, I., Behbehani, L., Evangelou, D., Rao, S. Cox, M. (2012) Defining the knowledge and skills that enable Engineers to participate in public policy. Public Policy Division. American Society for Engineering Education. National Conference. San Antonio, TX. June.
14. **Mendoza-Garcia, J.**, Grundman, L., Wang, J., Purzer, S. (2012) Students’ modeling through visual and verbal representations. American Society for Engineering Education Illinois / Indiana Sectional conference. Valparaiso, IN.
15. **Mendoza-Garcia, J.**, Ngambeki, I., Behbehani, L., Evangelou, D., Rao, S. Cox, M. (2012). A literature review of the knowledge and skills that enable engineers to participate in public policy. IL/IN Sectional conference. Valparaiso, IN.
16. Fiorillo, G. **Mendoza-Garcia J**, Fajardo S, Dorado R, Acevedo J, Perez BC. (2010) La ingeniería para el desarrollo regional sostenible: Alianza Universidad y Sociedad. Caso de estudio Fundación Amparo. University and Society Alliance. Santa Marta. Colombia.
17. Gomez A., **Mendoza-Garcia J.**, Fiorillo G., Acevedo J., Perez B. (2009) Social Project based learning. An strategy to perform Social Responsibility at the University. Annual meeting of engineering faculties – ACOFI. Santa Marta. Colombia P. 173. ISBN: 978-958-680-062-4. Original Title: Aprendizaje Basado en Proyectos Sociales: Estrategia para ejercer Responsabilidad Social Universitaria.
18. **Mendoza-Garcia J.** (2008). A proposal for Social Internships from Systems Engineering. Annual meeting of engineers faculties - ACOFI. Cartagena, Colombia.. P.57. ISBN: 978-958-680-058-7 Original title: Una Propuesta de Prácticas Sociales desde Ingeniería de Sistemas. Reunión Nacional de Facultades de Ingeniería - ACOFI. Cartagena, Colombia.
19. **Mendoza-Garcia J.** (2007). UE Alliance: Creating learning environments between University and industry. III meeting of Professional Internships. University of the North. Barranquilla, Colombia. Original title: Alianza UE: Generando espacios de Aprendizaje entre la Universidad y la Empresa. III Encuentro Nacional de Prácticas Profesionales. Universidad del Norte. Barranquilla. 2007.
20. **Mendoza-Garcia J.** (2006) Critical Analysis of the change management process in the graduation projects at the Systems Engineering Program. Learned lessons. II meeting of Systemic Latinoamerican practices. Latinoamerican Systemic Alliance – ALAS. Coruniversitec. Ibagué. Colombia. Original title: Análisis Crítico del Manejo del Cambio en el Proceso de Trabajos de Grado para la Carrera de Ingeniería de Sistemas de la Pontificia Universidad

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Javeriana. Lecciones aprendidas. II Encuentro de Prácticas Latinoamericanas en Sistémica. Alianza Latinoamericana de Sistémica – ALAS. Coruniversitec. Ibagué.

TEACHING EXPERIENCE

University of Florida

Curriculum Design/Redesign

Course	Level	Date
6940 Supervised Teaching course for graduate students	Graduate	Spring & Fall 2018
CGS2531 - Problem Solving Using Computer Software	Undergraduate	Spring 2018 to Fall 2019
EGN2020C - Engineering Design for Society	Undergraduate	Fall 2017 & Spring 2018

Professional Development Workshops Taught

Place	Title	Date	# of Attendees	# Hours
Annual meeting of the American Society for Engineering Education, 2017	Educators' constructive feedback on students' design work	June 2017	12	2
International Council for Systems Engineering -International Workshop. 2017	Educators' constructive feedback on students' design work	January 2017	16	2

Courses Taught at Graduate Level – Master's

Pontificia Universidad Javeriana

Systems and Computing Engineering Department

Instructor of Record

Title	Date	# of stud	# Weeks
Social responsibility for Information and Communications Technologies Module	Fall 2010, Fall 2009	26, 14	3, 3

Courses Taught at Undergraduate Level

University of Florida

Department of Engineering Education

Instructional Assistant Professor

Course	Term	Enroll #	Req yes/no	Candidate Overall		Department Overall		College Overall	
				Instructor	Course	Instructor	Course	Instructor	Course
CGS2531	Sum21	173		4.42	4.24	4.29	4.16	4.28	4.19
CGS2531	Spr21	494		4.31	4.15	4.38	4.20	4.21	4.13
CGS2531	Fall20	574		4.34	4.14	4.24	4.09	4.21	4.11
CGS2531	Sum20	186		4.68	4.42	4.40	4.32	4.28	4.23
CGS2531	Spr20	470		4.44	4.22	4.36	4.15	4.21	4.11
CGS2531	Fall19	494		4.30		4.17		4.03	
CGS2531	Fall19	494		4.34	4.12	4.27	4.12	4.12	4.00

John Alexander Mendoza García, Ph.D.

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Course	Term	Enroll #	Req yes/no	Candidate Overall		Department Overall		College Overall	
CGS2531	Sum19	159		3.92	3.86	4.39	4.25	4.39	4.25
CGS2531	Spr19	398		3.50	3.60	4.32	4.11	4.32	4.11
CGS2531	Fall18	403		3.51		4.32		4.22	
CGS2531	Sum18	130		3.66		4.50		4.43	
CGS2531	Spr18	561		2.83		3.96		4.07	
COP2271	Spr21	16		4.39	4.36	4.38	4.20	4.21	4.13
COP2271	Fall20	39		4.10	3.95	4.24	4.09	4.21	4.11
COP2271	Spr20	42		4.02	3.97	4.36	4.15	4.21	4.11

Purdue University. West Lafayette. IN, USA

First Year Engineering Program

Course's Title	Date	# of students
Transforming ideas to innovation I. Mandatory. 2 credits.	Fall 2014	240
Transforming ideas to innovation I.	Fall 2013	118
Transforming ideas to innovation II. Mandatory. 2 credits	Spring 2014	240

Engineering Projects in Community Service – EPICS. Students from different years.

Advisor (instructor)

Course's Title	Date	# of students
Team Global Alternative Power Solutions – GAPS. 1 or 2 credits.	Spring 2013	18
Team Global Alternative Power Solutions – GAPS. 1 or 2 credits.	Fall 2012	18

MENTORING OF GRADUATE AND UNDERGRADUATE STUDENTS

Mentoring of Graduate Students (Not advisor)

University of Florida

Year	Mentee's Name
2019	Gretchen Dietz

Purdue University

Year	Mentee's Name
2016	Manaz Taleyarkan
2015	Michael Sparapany

Mentoring of Undergraduate students

University of Florida

Year	Mentee's Name
2021	Kimberly Slinkosky
2020	Matthew Jagnarine, Matthew Nguyen, Madeline Farina, Lucas Mir, Dominique Barnes, Ariana Shavanaz.

John Alexander Mendoza García, Ph.D.

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Year	Mentee's Name
2019	Estefany Marin, Kayla England
2018	Estefany Marin

Advisor of undergraduate students' graduation projects (required for graduation) – Pontificia Universidad Javeriana

Year	Name	Title
2009	Mauricio Nieto	Strategies for use and appropriation of the national information and identification system of cattle by ranchers in the mid-Magdalena. (Original name: Estrategias para el uso y apropiación del sistema nacional de identificación e información del ganado bovino para los ganaderos del Magdalena Medio).
2008	Claudia Rodríguez	A curricular alternative for information technology literacy for children, adolescents and adults in a situation of social vulnerability. (original name: Una Alternativa Curricular para el Entrenamiento en Tecnologías de Información de Niños, Adolescentes Y Adultos en Situación de Vulnerabilidad Social).
2007	Alexandra Castillo and Lina Ávila.	Curriculum redesign for the development of basic competences in information technology for high School students at Monteblanco School. (Original name: Rediseño de Currículo que Fortalezca el Desarrollo de Competencias Básicas en Tecnología Informática en Estudiantes de Media Vocacional en la Institución Educativa Monteblanco).

TEACHING EXPERIENCE BEFORE MOVING TO USA

Pontificia Universidad Javeriana

Curriculum Design/Redesign

Course	Level	Date
Graduation Project	Undergraduate	2008

Professional Development Workshops Taught

Place	Title	Date	# of Attendees	# Hours
Pontificia Universidad Javeriana. Bogotá, Colombia. Solo Instructor.	Introduction to the definition of Content, Assessment and Pedagogy from the learning goals ¹ .	Summer 2014	10	16

John Alexander Mendoza García, Ph.D.

Pronouns: hi/him/his. Email: jmendozagarcia@ufl.edu Last update: Nov 2021

Courses Taught at Graduate Level – Master’s
Pontificia Universidad Javeriana
Systems and Computing Engineering Department
Instructor of Record

Title	Date	# of stud	# Weeks
Social responsibility for Information and Communications Technologies Module	Fall 2010, Fall 2009	26, 14	3, 3

Pontificia Universidad Javeriana. Bogotá, Colombia. South America.
Systems Engineering Department

Systems Engineering and Computing Department

Service Learning Project (Proyecto Social Universitario). Required. 2 credits. Senior students. # of students: Spring-2006: 44. Fall-2006: 34. Spring-2007: 32. Summer-2007: 20. Fall-2007: 20. Spring-2008: 20. Summer-2008: 9. Fall-2008: 23. Spring-2009: 13. Summer-2009: 16. Fall-2009: 10. Spring-2010: 16. Summer-2010: 23. Fall-2010: 9.

Professional Internships. Optional. 6 credits. Senior students. # of students: Spring-2007: 20. Fall-2007: 18. Spring-2008: 16. Fall-2008: 18. Spring-2009: 19. Fall-2009: 8. Spring-2010: 9. Fall-2010: 10. Spring 2011: 11.

Systems thinking spring 2007 to fall 2010. Required. 3 credits. First-year students. # of students: Spring-2007:14. Fall-2007: 25. Spring-2008: 9. Fall-2008: 18. Spring-2009: 13. Fall -2009: 18. Spring-2010: 17. 2011-1: 10

Introduction to systems engineering and computing. Required. 2 credits. First Year Students. # of students: Spring-2006: 25 students. Fall-2006: 14 students. Spring 2007: 20 students.

Seminar in Research Methodologies. Required. 2 credits. Sophomore and Senior students. # of students: Fall-2008: 25. Spring-2009: 22. Fall-2009:15 18. Spring-2010: 23.

Universidad Católica de Colombia. Bogotá, Colombia. South America.

School of Systems Engineering and Computing

Introduction to systems engineering: Required. First-year students. # of students: Spring-2005: 70.

General systems theory. Required. First-year students. # of students: Fall-2004: 49. Spring-2005: 41.

Community informatics. Optional. Senior Students. # of students: Fall-2004: 22. Spring-2005: 28.

Universidad de La Salle. Bogotá, Colombia. South America.

School of Accounting

Systems thinking. Required. Sophomore students. # of students: Fall-2004: 43.

Advisor of undergraduate students’ graduation projects (required for graduation) – Pontificia Universidad Javeriana

Year	Name	Title
2009	Mauricio Nieto	Strategies for use and appropriation of the national information and identification system of cattle by ranchers in the mid-Magdalena. (Original name: Estrategias para el uso y apropiación del sistema nacional de identificación e información del ganado bovino para los ganaderos del Magdalena Medio).

John Alexander Mendoza García, Ph.D.

Pronouns: hi/him/his. Email: jmendozagarcia@ufl.edu Last update: Nov 2021

Year	Name	Title
2008	Claudia Rodríguez	A curricular alternative for information technology literacy for children, adolescents and adults in a situation of social vulnerability. (original name: Una Alternativa Curricular para el Entrenamiento en Tecnologías de Información de Niños, Adolescentes Y Adultos en Situación de Vulnerabilidad Social).
2007	Alexandra Castillo and Lina Ávila.	Curriculum redesign for the development of basic competences in information technology for high School students at Monteblanco School. (Original name: Rediseño de Currículo que Fortalezca el Desarrollo de Competencias Básicas en Tecnología Informática en Estudiantes de Media Vocacional en la Institución Educativa Monteblanco).

SERVICE IN COMMITTEES AS EVALUATOR

Committee member in a doctoral dissertation

Year	Name	Title
2017	Francisco Javier Buitrago Flórez	Designing, implementing, and evaluating a first step approach for Computational Thinking development in novice students.

Committee member of undergraduate students' graduation projects at Pontificia Universidad Javeriana, Colombia.

Year	Name	Title
2007	Angela Cubillos	Analysis and Design of a Knowledge Management system for the Project Management Area (Original title: Análisis y Diseño de un Sistema de Gestión del Conocimiento para el Área de Gerencia de Proyectos).
2007	Javier Martínez	Informatic consulting room: a tool to facilitate the right development of the Service Learning Projects. (Original title: Consultorio informático: Herramienta para un buen desarrollo de los Proyectos Sociales Universitarios).
2008	Rafael Gil	Visual Web Application to support decision making in students' course selection process in a flexible curriculum. Case of study: Systems Engineering Students at Pontificia Universidad Javeriana. (Original title: Aplicación Web de visualización y apoyo a toma de decisiones en el proceso de elección de asignaturas de un currículo flexible. Caso de estudio: Estudiantes de Ingeniería de Sistemas de la Pontificia Universidad Javeriana).

Committee member of undergraduate students' graduation projects at Universidad Católica de Colombia

Year	Name	Title
2004	John Prieto	Community Informatics: State of the art. (Original title: Estado del arte de la informática Comunitaria en Colombia)

John Alexander Mendoza García, Ph.D.

Pronouns: hi/him/his. Email: jmendozagarcia@ufl.edu Last update: Nov 2021

Year	Name	Title
2004	Mónica Perdomo	Information system for the world for childhood Project. (Original title: Sistema de información para el proyecto mundos para la niñez).

ADMINISTRATIVE EXPERIENCE AS LEADER

Pontificia Universidad – Systems Engineering and Computing. Javeriana: Fall 2005 – Summer 2011

Coordinator	Goals	Selected achievements
Service Learning Program	Finding opportunities for community engagement and student's learning from real problem-solving.	<ul style="list-style-type: none"> • Part of the team who developed the engineering school social project. • Part of the team who brought to the university the 4th National meeting of professional internships. • Creation and promotion of the Engineering School social fair. • Development of policies and strategies for social internships in Systems Engineering for community engagement and student's involvement with the communities. • Increased students' contact and awareness of the community they served.
Graduation Project (Like Capstone design projects)	Defined policies regarding projects that can be accepted as graduation projects, provided students' possible project advisors, managed the advisors' hiring processes, provided the means for students to submit, defend and deposit their final documents.	<ul style="list-style-type: none"> • Participative design of policies and minimum requirements regarding the three graduation Projects' types with research groups, faculty, department, and program directors, and external advisors and entrepreneurs. • Improved organizational climate regarding graduation projects. • Redesign of the criteria for choosing projects receiving honorable mention at the graduation ceremony. • Got funding for gifts and snacks for project evaluators. • Enhance visibility of graduation projects by increasing the number of external evaluators for graduation projects' proposals and defenses.
Professional Internships.	Filling great companies' internships positions with excellent students	Definition of policies for companies and students regarding internships. Created and sustain the career fair. Adoption of activities for preparing students for internships interview processes.

PERSONNEL SUPERVISION

2018 - present

Approximately twenty undergraduate peer mentors (or UTAs) per year work for me in the courses CGS2531 - Problem Solving Using Computer Software, and COP2271 – Programming for Engineers – MATLAB.

2013 - 2015

I supervised in total five (5) Graduate Teaching Assistants and 25 Undergraduate Teacher Assistants while at the First-Year Engineering Program at Purdue University (1 Graduate Teaching Assistant, and 5 undergraduate Teaching Assistants per section).

John Alexander Mendoza García, Ph.D.

Pronouns: hi/him/his. Email: jmendozagarcia@ufl.edu Last update: Nov 2021

2006-2011

I supervised two Adjunct instructors each academic session that helped me to stewardship students while developing the service learning projects (In total the equivalent of 28 instructors).

I also supervised one student per semester that supported the administrative work required for my position (The equivalent of 17 students).

UNIVERSITY SERVICE

University of Florida, Department of Engineering Education (former Institute for Excellence in Engineering Education) 2017 - Current

Outreach activities, students mentoring, Quest Assessment Task force, departmental committees, and other regular departmental duties.

Purdue University

Spring 2015

Exam proctoring of students with special needs.

Pontificia Universidad Javeriana

2005 – 2011

Academic advisor, recruitment, and outreach activities, contributor of department and the school's strategic planning, and mentor of students' organizations.

GUEST SPEAKER

1. Debunking the Hidden Curriculum in Online STEM Courses: A depiction of three Latinx Engineering Educators. MS&T21: Materials Science & Technology. In the symposium Online Teaching Best Practices for the COVID Era and Beyond. Oct 2021.
2. The challenge of creating solutions in socio-technical environments. What abilities do engineers need for a successful intervention? International Symposium of Industrial Engineering. Universidad El Bosque. Bogota, Colombia. March 7, 2017
3. A phenomenographic study on the ability to address complex socio-technical systems. (Jan 28 – Systems Science Working Group, Jan 31 – Competency Working Group, 2017). International Workshop – IW2017. International Council of Systems Engineering – INCOSE. Los Angeles, CA.
4. A phenomenographic study on the ability to address complex socio-technical systems. (Nov 7, 2016). International Council of Systems Engineering – INCOSE. Crossroads of America Chapter. Indianapolis, IN.
5. Identifying the various ways people engage in systems thinking when addressing two problems in complex systems. (Jan 2015). International Council of Systems Engineering - INCOSE. International Workshop. Los Angeles, CA.

MEMBERSHIPS

Member, ASEE - American Society for Engineering Education (2011-)

Member and contributor. International Council for Systems Engineering INCOSE (2015 - 2017)

Member, ACOFI - Colombian Association of Engineering Schools (2006 - 2011)

PROFESSIONAL ACTIVITIES

International Council for Systems Engineering - INCOSE (2015 - 2017)

Board of directors, Academic Forum. Systems Engineering for all Engineers 2016.

REVIEWER / SESSION MODERATOR SERVICE

2021 – Journal of Women and Minorities in Science and Engineering. Reviewer.

2012 – current: American Society for Engineering Education. ASEE. Conference Reviewer

2017 – Computer Applications in Engineering Education Journal

2013, 2015. Frontiers in Education. Conference reviewer and session moderator.

John Alexander Mendoza García, Ph.D.

Pronouns: hi/him/his. Email: jmendozagarcia@ufl.edu Last update: Nov 2021

OUTREACH

2019 – Leader of STEAM night at C.W. Norton Elementary School, Gainesville, FL.

2018 – Founder of STEAM night at C.W. Norton Elementary School, Gainesville, FL.

2014 - 2017 – Evaluation of Toys for the Engineering Gift Guide. INSPIRE – Institute for Precollege Engineering. Purdue University.

INDUSTRY EXPERIENCE - COLOMBIA

Company	Role	Dates	Description
Akkwa Group	Organizational consultant	Aug 2002 – May 2003	Soft Systems Intervention.
Mazda - Compañía Colombiana automotriz	Information systems engineer (as Graduate student).	Aug 2001 - May 2003	Testing and Support of software applications. Return of technology investment studies
Informática Siglo 21	Information systems consultant	Jan 2001 – Aug 2001	Participated in two finalized software front-end projects on time with excellent customer satisfaction.
Unisys Colombia	Information systems consultant	Jan 1997 - Aug 2000	Participated in 5 different projects. Three on software development, one in testing, and one in help desk.

Sindia M. Rivera-Jiménez, Ph.D.

Instructional Assistant Professor, Department of Engineering Education
& Affiliate Faculty, Chemical Engineering Department, University of Florida
E-Mail: rivera.jimenez@eng.ufl.edu Office: 352-846-1974

EMPLOYMENT HISTORY

August 2016 –Present	Instructional Assistant Professor Department of Engineering Education, University of Florida Affiliate Appointments: Chemical Engineering Department
August 2016 –August 2017	Assistant Director IPPD (Assistant Engineer) Engineering Innovation Institute, University of Florida
January 2016-July 2016	Adjunct Faculty Coordinator Natural Science Department-Chemistry, Santa Fe College
August 2012-July 2016	Assistant Professor (Full-time) Natural Science Department-Chemistry, Santa Fe College
August 2011-May 2012	Assistant Professor, Food Science and Technology University of Puerto Rico at Mayagüez

AWARDS AND HONORS

2021	Inaugural recipient of the IDEAL Star Award , American Institute of Chemical Engineers (AIChE)
2019	Undergraduate Adviser and Mentor of the Year Award , Herbert Wertheim College of Engineering, University of Florida
2019	Student Chapter Advisor Honor Roll , American Institute of Chemical Engineers (AIChE)

EDUCATION

July 2011	Doctor of Philosophy in Chemical Engineering University of Puerto Rico at Mayagüez Graduate Fellowships: Sloan Foundation Ph.D. Fellowship, NASA Puerto Rico Space Grant Consortium (PRSGC) Fellowship Puerto Rico Industrial Development Company (PRIDCO) Scholarship
May 2005	Bachelor of Science in Chemical Engineering Certificate minor in Environmental Engineering University of Puerto Rico at Mayagüez

CERTIFICATIONS AND CONTINUING EDUCATION

2021	Great Teaching Certificate , UF Center for Teaching Excellence
2019	Train-the-trainer Certificate , Training for Action: Challenging Implicit Bias, American Society for Engineering Education (ASEE)
2016	Empowering Woman in Technology Startups (EWITS) Program Certificate , UF Innovate, University of Florida
2015	Course Reviewer Certification , Quality Matters
2012	Safe Food Quality Certification , University of Puerto Rico-Mayagüez
2005	Wastewater and Drinking Water Treatment Plant Operator Certification , Abbot Laboratories
2004	Chemical Process Safety and Environmental Risk , University of Delaware

PATENTS APPLICATIONS

1. US 1008635. "Adsorption material for removing chemical compounds from water and method of making the same". October 2, 2018.
2. US 61/316,924 (Application). "Process for the removal of personal care and pharmaceutical products from water via complexation-based adsorption using transition metal based silica mesoporous materials with dense walls and large pore volume." March 24, 2010.
3. US 20070053818 "Nitrogen Oxides Storage Catalysts Containing Cobalt." July 21, 2005.

PUBLICATIONS

PEER REVIEWED JOURNALS:

1. Tay, Z. W.; Saviwala, S.; Hensley, D. W.; Fung, K. L. B.; Colson, C.; Fellows, B. D.; Zhou, X.; Huynh, Q.; Lu, Y.; Zheng, B.; Chandrasekharan, P.; Rivera-Jimenez, S. M.; Rinaldi-Ramos, C. M.; Conolly, S. M. Superferromagnetic Nanoparticles Enable Order-of-Magnitude Resolution & Sensitivity Gain in Magnetic Particle Imaging. *Small Methods* **2021**, 5 (11), 2100796. <https://doi.org/10.1002/smtd.202100796>.
2. Rivera-Jimenez S. M., Lehner M.M., Cabrera-Lafaurie W.A., Hernández-Maldonado, A.J, The removal of naproxen, salicylic acid, clofibrac acid, and carbamazepine by water phase adsorption onto inorganic-organic pillared bentonites intercalated with transition metal cations. *Environmental Engineering Science*. **2011**, 28, (3) 171-182.
3. Rivera-Jiménez, S.M., Méndez-González, S., Hernández-Maldonado, A.J., Metal (M=Co²⁺, Ni²⁺ and Cu²⁺) Grafted Mesoporous SBA-15: Effect of Transition Metal Incorporation and pH Conditions on the Adsorption of Naproxen from Water. *Microporous and Mesoporous Materials*. **2010**, 132, (3), 470-479.
4. Rivera-Jimenez, S.M., Hernandez-Maldonado, A. J., Nickel (II) grafted MCM-41: A novel sorbent for the removal of Naproxen from water. *Microporous and Mesoporous Materials* **2008**, 116, (1-3), 246-252.
5. Vijay, R.; Hendershot, R. J., Rivera-Jimenez, S. M., Rogers, W. B.; Feist, B. J., Snively, C. M., Lauterbach, J., Noble metal free NOx storage catalysts using cobalt discovered via high-throughput experimentation. *Catalysis Communications* **2005**, 6, (2), 167-171.

PEER-REVIEWED CONFERENCE PROCEEDINGS:

1. Joshi, S., & Rhoads, B., & Jaeger-Helton, K., & Rivera-Jiménez, S. M. (2021, July), *Making it Work in the Virtual Capstone Climate and Beyond: Project-based Perspectives Across a Variety of Programs and Universities* Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference. <https://strategy.asee.org/37475>
2. Saleem, A., & Rivera-Jimenez, S. M., & Villanueva, I. (2021, July), *Work in Progress: Early Exploration of Engineering Students' Perspectives about Diversity, Equity, and Inclusion in an Introductory Materials Science and Engineering Course* Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference. <https://peer.asee.org/38145>
3. Rivera-Jiménez, S., & Alford, D., & Virguez, L. (2019, June), *Fostering a Chemical Engineering Mind-set: Chemical Process Design Professional Development Workshops for Early Undergraduate Students* Paper presented at 2019 ASEE Annual Conference & Exposition, Tampa, Florida. 10.18260/1-2—32855
4. Rivera-Jiménez. S. and Stanfill, R.K., "Meeting new institutional goals by renovating a 20-year-old industry- sponsored capstone design course", American Society for Engineering Education, Zone 2 Conference, San Juan, Puerto Rico, March 2-5, 2017.
5. Rivera-Jiménez, S., "A Case Study on Ocean Acidification", National Socio-Environmental Synthesis Center, Jun 11, 2014. Open access: (<http://www.sesync.org/a-case-study-on-ocean-acidification-2013-19>).

ORAL PRESENTATIONS

INVITED PRESENTATIONS

1. Rivera-Jiménez, Towards Collaborative and Inclusive Learning Environments in Chemical Engineering Education, University of Connecticut, December 2021.
2. Rivera-Jiménez, Towards Collaborative and Inclusive Learning Environments in Chemical Engineering Education, University of Arkansas, March 2021.
3. Rivera-Jiménez Why Should I Care About Diversity in Engineering? University of Wisconsin-Stout, March 2021.

CONFERENCE PRESENTATIONS (*PRESENTING AUTHOR)

1. Rivera-Jiménez, S.M. * and Riley, D.* Liberating Learning: Social Justice In The Chemical Engineering Curriculum. AIChE National Conference, Fall 2021.
2. Rivera-Jiménez, S.M.* Exploring Social Perspectives Affecting Team Dynamics and Performance in Capstone Design. AIChE National Conference, Fall 2020.
3. Rivera-Jiménez, S.M.*, Alford, D. (ChemE undergrad)*, Virgüez, L., Work in Progress- Fostering a chemical engineering Mindset: Chemical process design professional development workshops for early undergraduate students. 126th ASEE Annual Conference. Tampa, Florida. June 15 - 19, 2019.
4. Hernandez A. (ChemE undergrad)* and Rivera-Jiménez, S., Increasing Chemical Engineering K-14 Outreach By Tackling Water Conservation Using Human-Centered Design. AIChE National Conference, Fall 2019.
5. Rivera-Jiménez, S. *, Alford, D. (ChemE undergrad)*, Virgüez, L., Can Enriched Extracurricular Activities Influence Early Undergraduate Students' Interest and Participation in Chemical Engineering Design Teams?. AIChE National Conference, Fall 2019.

6. Rivera-Jiménez, S.*, Presenting yourself to the world: Academic Portfolio as a Professional Brand. AIChE National Conference, Fall 2019.
7. Rivera-Jiménez, S.*, and Stanfill, K., Meeting new institutional goals by renovating a 20-year-old industry- sponsored capstone design course. ASEE Zone 2 Conference, San Juan, Puerto Rico, March 2-5, 2017.
8. Rivera-Jiménez, S and Hernández-Maldonado, A.J. Novel transition metal-carbon based mesoporous sorbents for the adsorption of Pharmaceutical and Personal Care Products from waters. Division of Environmental Chemistry at the ACS Spring Meeting, held in Anaheim, California, USA. March 2011.
9. Rivera-Jiménez, S and Hernández-Maldonado, A.J. Metal (M=Co²⁺, Ni²⁺ and Cu²⁺) Grafted Mesoporous SBA-15: Effect of Transition Metal Incorporation and pH Conditions on the Adsorption of Naproxen from Water. American Chemical Society (ACS) Spring 2010

GRANTS AND RESEARCH SUPPORT

- Research Initiation: Facilitating Professional Formation of Engineers through Strategic Agency of Engineering Faculty, **National Science Foundation**. Project Role: Rivera-Jiménez as PI. Duration: 2021-2024. Amount: \$ 200,000.
- Optimization studies of CO₂ Sequestration Process for Sustainable Large-Scale Algae Growth and its applications for top-value chemical production market, funded by Orlando Utilities Commission. Project Role: PI. Duration: 08/15/2018-08/14/2019. Amount: \$ 23,000 (**Industry Funded**)
- Bench-Scale Process Design for CO₂ Sequestration and Transportation for Sustainable Large-Scale Algae Growth, funded by Orlando Utilities Commission. Project Role: PI. Duration: 08/15/2017-08/14/2018. Amount: \$ 23,000 (**Industry Funded**)
- Sub-award. SBIR Phase 1: High Efficiency Post Combustion Carbon Capture System, funded by **Department of Energy**. Project role: sub-award PI. Duration: 5/22/2017 - 11/1/2017, Amount: \$10,504.00.
- Separation and Utilization of CO₂ from Flue Gas as a Sustainable Carbon Source for Large Scale Algae Growth using DOE Carbon Capture Simulation Tools, funded by Orlando Utilities Commission. Project Role: PI. Duration: 08/15/2016-08/14/2017. Amount: \$ 23,000 (**Industry Funded**)
- Automated Prospecting Analyzer, funded by The Mosaic Company. Project Role: PI. Duration: 08/15/2016-08/14/2017. Amount: \$ 23,000 (**Industry Funded**)

PROJECTS MENTORED

- **Project Title:** “Implementing Liberatory Pedagogies for Social Change in Engineering Through Scoping Reviews” Undergraduate student supervised: 8 (Fall 2021- Present)
- **Chemical Engineering Project. Title:** “Dynamic Simulation of the Unit Operation Continuous Distillation Experiment: Optimization and Controllability Studies using Experimental Data.” Collaborator: Dr. Lilo T. Funkenbusch. Master Student supervised: 1 (Spring 2020-Present)
- **Chemical Engineering Honor Thesis.** Title: “Economic analysis of carbon separation through a bubbling fluidized bed.” (Spring 2017)
- **Chemical Engineering Undergraduate Honor Thesis.** Title: “Heat Exchanger Model Optimization of Compressed Industrial Flue Gas to Improve Department of Energy’s Carbon Capture Simulation Tools (Spring 2017)
- **IPPD Undergraduate Project:** “Automated Prospecting Analyzer”, sponsored by The Mosaic Company (Fall 2016-Spring 2017)
- Description: Design and build an automated chemical prospecting analyzer from components to increase the efficiency and safety of mining core prospecting process.
- **IPPD Undergraduate Project:** “Separation and Utilization of CO₂ from Flue Gas as a Sustainable Carbon Source for Large Scale Algae Growth” (Fall 2016-Spring 2020) Description: Design an industrial CO₂ separation system using software developed by the U.S. Department of Energy National Energy Technology Lab (DOE NETL) to build a bench-scale system to demonstrate the process for applications on two 460 MW coal units in Central Florida. The outcomes of this project were adopted in the UF Chemical Engineering Unit Operation Lab to replace the ammonia-based chemical absorption module.

RESEARCH ACTIVITY AND EXPERIENCE

University of Florida, Gainesville, FL, Department of Engineering Education

August 2017-Present

- *Facilitating the professional formation of engineering students by fostering collaborative and inclusive environments.* A multi-institutional, mixed-method approach that explores engineering faculty teaching strategies toward implementing social perceptions in collaborative and inclusive environments.
- *Creating and implementing engineering design experiences for chemical engineering undergraduate students-* Develop and implemented new simulation problems using UniSim, HYSYS, and ASPEN Plus relevant to diverse industries and applications.

- *Human-centered design experiences for K-12 outreach activities.* Implement and assess a useful hands-on learning activity to local schools and recruit students into the chemical engineering program, particularly minority students. In this project, multiple education technology tools are used such as software, hardware, and processes to promote design thinking skills.

Chemical Engineering Department, University of Puerto Rico, Mayagüez

August 2007-July 2008

Advisor: Prof. Maria Curet-Arana and Prof. Arturo J. Hernández-Maldonado

Project Topic: *Molecular orbital studies on the complexation mechanism of Copper (II) onto organic modified SBA-15.* This project was focused on elucidating mechanisms pathways using theoretical calculations and experimental data. Basic computational experience was required such as computational chemistry fundamentals and Linux language for data compilation.

Chemical Engineering Department, University of Puerto Rico, Mayagüez

January 2007-July 2011

Advisor: Prof. Arturo J. Hernández-Maldonado

Project Topic: *Development of complexation-based materials for the selective adsorption of Pharmaceutical and Personal Care Products (PPCPs) from water streams.* Synthesis and modification of mesoporous pericrystalline siliceous material with organometallic complexes to test them as potential sorbent of pharmaceuticals and personal care products from water.

Chemical Engineering Department, University of Puerto Rico, Mayagüez

June-August 2009

Advisor: Prof. Arturo J. Hernández-Maldonado

Project Topic: *Incorporation of Transition Metals into Inorganic-Organic Pillared Clays for the Selective Adsorption of Naproxen from Water.* Exploratory project for the modification of naturally occurring clays with organic and transition metal species for the adsorption of pharmaceuticals from water. This project was assigned to be in parallel to my thesis work, and I was in charge of supervising an REU student from University of Massachusetts at Amherst.

Chemical Engineering Department, University of Wisconsin at Madison

June-August 2006

Advisor: Prof. James Dumesic

Project Topic: *Synthesis and characterization of surface modified materials for the conversion of biomass to fine materials*

Development of nanostructured materials for the conversion of fructose to commercial polymer precursors.

Chemical Engineering Department, University of Delaware

June-July 2004

Advisor: Prof. Jochen Lauterbach

Project Topic: *Synthesis, characterization and high throughput experimentation of automobile NOx storage reduction catalysts*

National Science Foundation REU to analyze different compositions of a catalyst for the degradation of NOx contaminants.

TEACHING EXPERIENCE

Process Economics and Optimization (ECH 4604) at UF every semester **Fall 2018-Present**. Introduction and application of the principles of process economics including specifications and costing of equipment, operations costing and economic evaluation of processes. Scholarly work on team dynamics, conflict resolution, inclusive leadership and unconscious bias. Created training for Aspen Plus and HYSYS.

Process Design (ECH4644) at UF every semester **Spring 2018-Present**. Preliminary design of convention chemical processes, including process specifications, siting and layout, equipment sizing, utility and manpower needs, safety and hazard analysis, environmental considerations and economic evaluation. Planning techniques for detailed engineering, construction and startup. Scholarly work on team dynamics, conflict resolution, inclusive leadership and unconscious bias. Created training for Aspen Plus, HYSYS, and UNiSim.

Material and Energy Balances (ECH 3504) at UF, **Spring 2018**. Formulation and solution of material and energy balances utilizing physical/chemical properties of matter as applied to analyzing unit operations systems. Use of modeling methods used widely throughout science and engineering to capture the behavior and dynamics of systems.

Chemical Kinetics and Reactor Design (ECH 4504) at UF, **Fall 2017**. This course prepares chemical engineering student with deep discipline knowledge, critical thinking, and problem-solving skills. Students in the class will interpret and apply chemical kinetic data to make educated decisions about reactor design. Problems in class will be have varied realistic constrains such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.

Integrated Product and Process Design (ENG 4912-4913) at UF, **Fall 2016-Spring 2017**. A two-semester course sequence in which multidisciplinary teams of engineering and business students' partner with industry sponsors to design and build authentic products and processes on time and within budget. Working closely with industry liaison engineers and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills.

Sales Engineer Seminar (EGN 4930) at UF, **Spring 2017-Fall 2017**. Intended for students interested in pursuing a career in sales engineering (required for students enrolled in the Sales Engineering Minor Program). Lectures and discussions on practice-oriented sales engineering topics such as technical sales (hardware, software and services), locating and identifying prospects, managing your time and territory, account management, legal and ethical issues in selling, international issues in selling, and managing a sales force.

College Chemistry I (CHM 2045), at SF, **Fall 2012- Fall 2016**. First semester of college chemistry. This course was for science major students that included lecture and laboratory.

Introduction to College Chemistry (CHM 1025) at SF, **Fall 2012- Fall 2016**. Introductory course and laboratory for science and non-science majors. Taught on: Fall 2012-Fall 2016

College Chemistry II (CHM 2046) at SF, **Fall 2012- Fall 2016**. Second semester of college chemistry for science major students and included lecture and laboratory.

Unit Operations for Food Processing (INQU 4077) at UPRM, Spring 2012. This undergraduate level course covered fundamental principles of mass and energy balances, thermodynamics, rheology and transport phenomena focused on the application of these principles to food processing operations. Special emphasis on the development of students' ability to quantitatively evaluate processing parameters and efficacy. The course includes peer-review reading assignments, problem sets, and practical experiments/demonstrations, two examinations and a final project.

Nanotechnology in Food and Agricultural Applications (CITA 5998). Master-level course on fundamental concepts on nanotechnology and applications in the food and agricultural sector. Taught on: Fall 2011

Food Processing Laboratory I (CITA 6603). at UPRM, Fall 2011. This master-level laboratory covered practical experimentation of food processing practices such as USDA standards, GMPs, post-harvest handling, storage, packaging, quality of food, water activity, rheology, food sterilization by thermal treatment, canning, preservation by cooling and freezing, among other topics. Students were required to submit report in a peer-review journal format and to keep and a laboratory notebook.

INSTITUTIONAL AND PROFESSIONAL SERVICE

Chair -Inclusion, Diversity, Equity, and Access (IDEA) Committee, Department of Engineering Education	Jun 2020-Present
Delegate - IDEA Committee, Herbert Wertheim College of Engineering.	Jan 2020-Present
Elected member - Societal Impact Operating Council, American Institute of Chemical Engineers (AIChE)	Jan 2020-Present
Member - Chief Diversity Officer Implicit Bias working group, University of Florida	Jun 2019-Present
Member - Bylaws Committee, Department of Engineering Education	Aug 2019-Present
Member - Communications and Webinar Committee. Education Division, AIChE	Nov 2019-Present
Member - Communications Committee. Diversity, Equity, and Inclusion Commission, ASEE	Jul 2019-Present
Member - Chemical Engineering Education Division, ASEE	Nov 2019-Present
Member - Undergraduate Curriculum Committee, Chemical Engineering Department	Jun 2018-Present
Board member - Design in Engineering Education Division, ASEE	Jul 2017-Present
Communications Chair . AIChE's Woman In Chemical Engineering	Nov 2017-Present
Advisor - UF AIChE Student Chapter ,	Aug 2017-Present
Advisor - UF Chemical Car, AIChE	Aug 2017-Dec 2021
Advisor - UF Society of Sales Engineers.	Aug 2016-Jul 2017

PUBLIC OUTREACH ACTIVITIES

Workshop Facilitator. Understanding Unconscious Bias in the Workplace. Co-presented with Cynthia Murphy-Ortega from Chevron. Offered during AIChE Conferences: Spring 2018, Fall 2019, Fall 2020, Spring 2021, Fall 2021. The event is co-sponsored by AIChE's Societal Impact Operating Council (SIOC), Women in Chemical Engineering (WIC) and AIChE Minorities Affairs Committee (MAC). Example of work [HERE](#).

Session Curator. ASEE Design in Engineering Education Division. Help coordinate, create visuals and curate content for the online panel Making it Work in the Virtual Capstone and Beyond.

SIOC-Fellows Task Force. Delegate for the task force to help AIChE's Fellows to work with the Societal Impact Operating Council in ways to implement initiatives across the professional organization towards diversity, equity, and inclusion. May 2020-Present.

Blog Content Creator. ASEE Commission for Diversity, Equity, and Inclusion Commission (CDEI). Created and coordinated a new spotlight series where we feature diverse role models and scholar doing engineering education work in DEI. Besides content, I managed the WordPress website post and art. Example of work [HERE](#).

K-12 Outreach for Underrepresented Communities. Work with chemical engineering undergraduates to expose K-12 students to the chemical engineering field by teaching them product design principles in human centered products. Particular focus in traditionally underrepresented communities in chemical engineering. Local news post [HERE](#).

Social Media Manager. AIChE's Education Division. Work with all committees in the education division to disseminate information in Twitter and LinkedIn. Creates art and engaged with the audience.

Webinar Coordinator. AIChE's Education Division. Work to coordinate speakers for the division virtual webinar series on topics related to chemical engineering education, accreditation, and diversity, equity, and inclusion.

Panelist. Developing Your Career: Tips for Women and URM Graduate Students and Beyond. Women in Chemical Engineering Division, AIChE, Fall 2019

Communications Chair. Women in Chemical Engineering (WIC). I worked to rebrand group newsletter and marketing materials. Please see Section 25 Appendix E for evidence and details. Example of Work [HERE](#).

Spring Program Chair. AIChE's Women Initiatives Committee, 2018 Spring Conference

Panel Moderator- Real Stories of Unconscious Bias in the Workplace, co-sponsored by AIChE Women in Chemical Engineering (WIC) and AIChE Minorities Affairs Committee (MAC), April 24, 2018, Spring Meeting and 14th Global Congress on Process Safety. Example of work [HERE](#).

Session Chair/co-Chair: Topics related to K-12 Session 2, 2017 American Society for Engineering Education Zone 2 Conference, San Juan, P.R., March 2-5, 2017.

Workshop Facilitator. *Chemistry for the engineer: Learn WHY behind safety rules*, University of Florida, Fall 2016.

Seminar Facilitator. *Introduction to Nanotechnology and applications in food and environmental sciences at UNESP*, Assis, Brasil, June, 2015.

Seminar Facilitator. *Teaching with case study: Sustainability and the Science method at the Instituto de Quimica*, UNESP, Araraquara, Brasil, June, 2015.

PROFESSIONAL AFFILIATIONS

2021-Present	American Educational Research Association
2021-Present	AERA-ICPSR PEERS Data Hub Member
2021-Present	NSF INCLUDES National Network Member
2017-Present	American Society for Engineering Education
1999-Present	American Institute of Chemical Engineers (AIChE)

Curriculum Vitae



Name Johannes (Hans) van Oostrom
Job Title Founding Chair and Associate Professor
Department of Engineering Education
Herbert Wertheim College of Engineering

Work PO Box 116561, Gainesville, FL 32611
Telephone 352-392-1345 (work) 352-258-4534 (cell)

E-mail oostrom@ufl.edu
Facebook <https://www.facebook.com/dr.van.oostrom>

Professional Summary

I am a program builder. Since 1998, I have worked on building the UF BME graduate program and served as the graduate coordinator for 7 years. Subsequently, I led the development of the BME undergraduate program, which admitted its first students in 2012 and served as the undergraduate coordinator for the first 2 years. As the Associate Chair for BME, I was intimately involved in administration, including management of personnel (staff *and* faculty), interacting with upper administration from the College, Provost's office, through President's Office, and helping manage the department budget. I am a compassionate advisor who makes the health and well-being of students my top priority, while at the same time stimulating and empowering them to reach their goals. I was awarded the 2014/15 University of Florida Faculty Advisor/Mentor award for this work. Currently as the Chair of the Department of Engineering Education, I am working on integrating the Attributes of a Gator Engineer (Creativity, Leadership, Integrity, Professional Excellence, and Service to the Global Community) into the curriculum and to develop additional hands-on activities for lower division engineering students.

Education

1993 **Ph.D. Electrical Engineering**
1988 **M.S. Electrical Engineering**

Professional Experience

2019 – present **Founding Chair and Associate Professor**
Department of Engineering Education, University of Florida

2016 – 2019 **Institute Director and Associate Professor**
Institute for Excellence in Engineering Education, University of Florida

2009 – 2016 **Associate Chair and Associate Professor**
Biomedical Engineering, University of Florida

2006 – 2009 **Associate Chair for Graduate Education**
Anesthesiology, University of Florida

2005 – 2009 **Associate Professor**
Anesthesiology, University of Florida

1998 – 2005 **Assistant Professor**
Anesthesiology, University of Florida

Professional Affiliations

2010 – present	IEEE Senior Member
2010 – present	American Society of Engineering Education (ASEE) Member
1993 – present	IEEE Engineering in Medicine and Biology (EMBS) Member
1993 – 2010	IEEE Member

Recognition

2015	University of Florida Faculty Adviser/Mentor of the Year
2015	College of Engineering Faculty Adviser/Mentor of the Year
2013	E4: Gator Engineering Lecture of the Year, Nominee

Service to the Profession

International/National

2009 – present	IEEE EMBS Infostructure Committee, Chair
2017 – 2019	IEEE EMBS, Student Activities Chair
2015 – 2017	ASEE-SE Biomedical Engineering Division, Secretary
2015-2016	IEEE EMBS Annual Conference, Orlando FL, Local Activities Chair
2015	Biomedical Engineering Society (BMES) Annual Meeting, Track Chair – Undergraduate Research Track
2013 – 2017	ASEE Biomedical Engineering Division, Member at Large
2010 – 2017	IEEE EMBS Gainesville Section Chapter, Chair

University of Florida

2018 – present	Chief Marshal for University Events
2016 – present	College ABET coordinator
2014 – present	UF Commencement Committee, Chair, Member (3 years)
2014 – present	Academic Policy Council, Chair, UCC representative (3 years)
2013 – present	University Curriculum Committee, Member, Co-chair (2 years)
2007 – 2017	College of Engineering Curriculum Committee, Member
2015 – 2017	UF Faculty Senate, Member
2015 – 2016	Presidential Inauguration Subcommittee
2013 – 2017	Engineering Faculty Council, Member, Chair (3 partial years), Secretary (1 year)
2013 – 2015	Infrastructure Council, Member
2012 – 2017	UF Faculty Senate, Member

Educational Development

Curriculum

2016 – present	Oversee the teaching and further development of college of engineering service courses, including a new freshmen design course. Co-developed and implemented BME undergraduate curriculum. Responsible for approvals up to the Board of Governors (Limited Access), admissions procedures, transfer students, obtaining funding for laboratories, and setting up and implementing SACS and ABET assessments
2010 – 2012	
2008	Responsible for major BME graduate program redesign by organizing

faculty retreat and completing resulting curricular and course approvals

Courses

BME5500 **Biomedical Instrumentation – developed, taught**
BME5401 **Physiology – developed, taught**
BME6936 **Graduate Seminar – developed, taught**
BME4409 **Quantitative Physiology – developed, taught – flipped classroom format with collaborative in-class exercises.**
CGS2531 **Problem solving using Computer Software – large online course (600 students per semester).**

Professional Development

2015 **ABET IDEAL Conference**
2015 **Michael Price – active learning workshop**
2015 **Eric Mazur – active learning workshop**
2014 **ABET Assessment Leadership Workshop**
2014 **25th International Conference on College Teaching and Learning, Ponte Vedra, FL – presented and participated**
2012 **Process Oriented Guided Inquiry Learning (POGIL) Workshop**

Conferences

2018 **American Society of Engineering Education, Salt Lake City, UT**
2018 **ABET Symposium, San Diego, CA**
2018 **KEEN 2018, Dallas, TX**
2017 **AAU Stem Conference, Washington, DC**
2017 **American Society of Engineering Education, Columbus, OH**
2017 **Applied Modeling in Acute Care Conference, Enschede, The Netherlands**
2017 **ASEE SE, San Juan, PR**
2016 **IEEE EMBS Conference, Orlando, FL**
2016 **American Society of Engineering Education, New Orleans, LA**
2016 **ABET Symposium, Hollywood, FL**

International Activities

2015 **Track chair for the Biomedical Engineering Society annual meeting – Undergraduate Research Track**
2015 **Program chair for the second annual Jan Beneken conference on Modeling and Simulation of Human Physiology, Nijmegen, The Netherlands**
2013 **Program co-chair for the first annual Jan Beneken conference on Modeling and Simulation of Human Physiology, Eindhoven, The Netherlands**
2013 **External (oral and written) reviewer on Ph.D. Committee. University of Porto, Portugal. Pedro Sá Couto. Mathematical Models for Educational Simulation of Materno-Fetal Oxygen Transport**
2011-2012 **BME leader of the CRISP dual degree program with the BME department at the Politecnico Milan, Italy. Organized course equivalents with Milan. Facilitated the exchange of 5 Italian students and 2 US students**
2009 **Presentation to MS program in Biomedical Engineering, University of Twente, The Netherlands. Simulation of Human Physiology**

Teaching Evaluations

Term	Course	Enrolled	Response Rate	Mean	College Mean
2016 Fall	CGS2531 Prob Solv Comp Softw	578	65.05%	4.63	4.23
2015 Fall	BME4409 Quant Physiology	37	37.84%	4.43	4.05
2014 Fall	BME4409 Quant Physiology	27	92.59%	4.71	4.16
2013 Fall	BME4409 Quant Physiology	26	46.15%	4.27	4.18
2013 Fall	BME5401 Biomed Engr & Phys 1	31	80.65%	4.25	4.18
2012 Fall	BME4409 Quant Physiology	20	70.00%	4.45	4.19
2012 Fall	BME5401 Biomed Engr & Phys 1	33	66.67%	4.18	4.19
2011 Fall	BME4409 Quant Physiology	4	50.00%	4.45	4.16
2011 Fall	BME5401 Biomed Engr & Phys 1	32	87.50%	4.56	4.16
2010 Fall	BME5401 Biomed Engr & Phys 1	22	81.82%	4.55	4.18

Publications

Peer-reviewed Journal Publications

- Peterson, M. J., Gravenstein, N., Schwab, W. K., van Oostrom, J. H., & Caruso, L. J. Patient repositioning and pressure ulcer risk-Monitoring interface pressures of at-risk patients. *Journal of Rehabilitation Research & Development*, 50(4). 2013
- Lansdorp B, van Putten M, de Keijzer A, Pickkers P, van Oostrom JH. A Mathematical Model for the Prediction of Fluid Responsiveness. *Cardiovascular Engineering and Technology*. 4(1). 53-62. 2013.
- Peterson MJ*, Schwab W, van Oostrom JH, Gravenstein N, Caruso LJ: Effects of turning on skin-bed interface pressures in healthy adults. *J Adv Nurs*. 66(7) 1556-1564. July 2010.
- Krueger C, van Oostrom JH, Shuster J. A longitudinal description of heart rate variability in 28-34-week-old preterm infants. *Biol Res Nurs*. 11(3):261-8. Jan 2010
- Gonzalez BY, van Oostrom JH: Using dice to explore the consequences of DNA mutations. *J Coll Sci Teach* 38(May/June):56-59, 2009.
- Peterson M*, Schwab W, McCutcheon K, van Oostrom JH, Gravenstein N, Caruso L: Effects of elevating the head of bed on interface pressure in volunteers. Implications for pressure ulcer formation. *Crit Care Med* 36: 3038-3042, 2008.
- van Oostrom JH, Kentgens S, Beneken JEW, Gravenstein JS: An integrated coronary circulation teaching model. *J Clin Monit Comput* 20:235-242, 2006.
- van Oostrom JH: Web-based data collection: security is only as good as the weakest link, letter. *Anesth Analg* 101:1888, 2005.
- van Oostrom JH, Mahla ME, Gravenstein D: The Stealth Station™ image guidance system may interfere with pulse oximetry. *Can J Anesth* 52:379-382, 2005.
- Magosso E[‡], Ursino M, van Oostrom JH: Opioid-induced respiratory depression: a mathematical model for fentanyl. *IEEE Trans Biomed Eng*

* Former PhD student

51:1115-1128, 2004.

11. Meka VV⁺, van Oostrom JH: A bellows-less lung system for the Human Patient Simulator. *Med Biol Comput Eng* 42:413-418, 2004.
12. van Oostrom JH, Melker RJ: Comparative testing of pulse oximeter probes. *Anesth Analg* 98:1354-1358, 2004.
13. van Oostrom JH, Melker RJ: Comparative testing of pulse oximeter probes, reply letter. *Anesth Analg* 99:1871, 2004.
14. Murray WB, Good ML, Gravenstein JS, van Oostrom JH, Brasfield WG: Learning about new anesthetics using a model-driven, full human simulator. *J Clin Monit Comput* 17:293-300, 2002.
15. Euliano TY, van Oostrom JH, van der Aa J: Waste cost monitor reduces wasted anesthetic gas. *J Clin Monit Comput* 15:287-293, 1999.
16. Beneken JEW, van Oostrom JH: Modeling in anesthesia. *J Clin Monit* 14:57-67, 1998.

Recent Grants

Awarded

2018

Digital Literacy Moonshot, \$1,000,000, Provost's office.

2015

BME Cell Engineering Lab funding, \$300,000, Provost's office. BME lead.

2010 – 2017

IEEE Fixed Fee contract, IEEE EMBS, \$120,000. PI

2012 – 2014

FHTCC: Analysis of a hybrid lung simulator, Florida High Tech Corridor Council. \$40,000. PI

2012 – 2014

Critical analysis of hybrid and mathematical models for educational simulation of pulmonary gas exchange, CAE Healthcare, Inc. \$32,037. PI

2011 – 2012

UCF-USF-UF BME Clustering Award, State of Florida, \$300,000. UF lead.

‡ Former post doc

+ Former MS student

CURRICULUM VITAE
IDALIS VILLANUEVA ALARCÓN, Ph.D.
(also known as Idalis Villanueva)
Email: i.villanueva@ufl.edu
Phone: (352)-448-9513

COUNTRY OF CITIZENSHIP: United States

EDUCATION

2009-2011	Post-Ph.D.	Analytical Cell Biology	National Institutes of Health
2007-2009	Ph.D.	Chemical & Biological Engineering	Univ. of Colorado-Boulder
2004-2007	M.S.	Chemical & Biological Engineering	Univ. of Colorado-Boulder
1998-2004	B.S.	Chemical Engineering	Univ. of Puerto Rico- Mayagüez

Dissertation Title: “The effects of biochemical & biomechanical cues on cartilage cells using synthetic, photopolymerizable hydrogels.” Advisor: S.J. Bryant

FACULTY APPOINTMENTS

University of Florida, Gainesville, FL

- 2020-present Associate Professor (tenure-accruing), Engineering Education
- 2021-present Affiliate Faculty (non-tenure track), Civil and Coastal Engineering; Environmental Engineering; Chemical Engineering; Electrical and Computer Engineering

Utah State University, Logan, UT

- 2013-2020 Assistant Professor (tenured), Engineering Education
- 2014-2020 Adjunct Faculty (non-tenure track), Biological Engineering

University of Maryland, College Park, MD

- 2011-2013 Lecturer (non-tenure track), Bioengineering

CERTIFICATIONS & PROFESSIONAL DEVELOPMENT

- Multicultural Mentoring Certificate, University of Florida, 2020-2021
- Camp Orientation Online Learning, 2020-2021
- Biometric Research & Education Credits, iMotions, 2017
- STEM Women of Color Leadership Academy; 8 continuing education credits, 2016
- Policy Analysis & Research Certificate, RAND Policy Institute, Santa Monica, CA, 2015
- SolidWorks Computer Aided Design, Bridgerland Technical College, Logan, UT, 2014
- Scientist Teaching Science Certificate, National Institutes of Health, Office of Intramural Training & Education, Bethesda, MD, 2010

U.S. PATENTS

- 12,616,113 (Filed 11/10/2009). Apparatus & Methods for Loading Soft Materials.
- *Provisional Patent* (Filed 01/24/2020). I. Villanueva, M.D. Khan, P. Vicioso, E. Marte, & J. Husman. (2019). A method to filter electrodermal activity through accelerometer data. Utah State University Invention ID D19024.

HONORS & AWARDS

1. National Science Foundation Summer Institute in Advanced Quantitative and Computational Methods for STEM education research (NSF SIARM for STEM) Fellow, 2021-2023

2. Institute of Critical Quantitative, Computational, & Mixed Methodologies Fellow, 2021-2022
3. National Science Foundation CAREER Award, 2017 - 2022
4. Best Paper Finalist, Applied Human Factors and Ergonomics (AHFE)/ Human Side of Service Engineering (HSSE) Conference (virtual), 2021.
5. WIED Best Diversity Paper Award, American Society of Engineering Education Virtual Conference, Women in Engineering Division (ASEE WIED), 2021
6. Undergraduate Faculty Mentor of the Year, Engineering Education Department, Utah State University, 2020
7. Presidential Early Career Awards for Scientists and Engineers (PECASE) Award, 2019
8. Utah State University Robins Award, Faculty Researcher of the Year, 2019
9. Research of the Year, College of Engineering, Utah State University, 2019
10. Co-Researcher of the Year, Engineering Education Department, Utah State University, 2019
11. Scholarly Consortium for Innovative Psychology in Education Founders Award, Most Creative and Interactive Conference Session, 2019
12. Society of Hispanic Professional Engineers (SHPE) Advisor Excellence Award for Region 3 (includes Colorado, Idaho, Kansas, Montana, New Mexico, North Dakota, Nebraska, South Dakota, Utah, Wyoming, and South Dakota), 2019
13. Distinguished Paper Award, Northern Rocky Mountain Educational Research Association, 2018
14. Best Diversity Paper Award, Engineering Ethics Division, American Society of Engineering Education, 2018
15. Journal of Engineering Education (JEE) Selects, an honor conferred to the best engineering education papers in engineering education; JEE is the premier journal of this discipline
16. Graduate Research Mentor of the Year, Engineering Education Department, Utah State University, 2018
17. Researcher of the Year, Engineering Education Department, Utah State University, 2018
18. American Association of Hispanics in Higher Education Fellow, 2018
19. Undergraduate Research Mentor of the Year, Engineering Education Department, Utah State University, 2017
20. Utah State University Sustainability Faculty Fellow in Planetary Thinking, 2016-2017
21. Center for Women & Gender Faculty Fellow, 2016
22. Research Catalyst SEED Grant Faculty Fellow, 2015
23. RAND Policy Institute Faculty Fellow, 2015
24. RGS Washington D.C. Faculty Fellow, Utah State University, 2014
25. QEM/CAREER Workshop Faculty Fellow, National Science Foundation, 2014
26. Best Paper Award, American Society of Engineering Education, Biomedical Engineering Division, 2013
27. Chesapeake Bay Project Faculty Fellow, University of Maryland-College Park, 2011-2013
28. Center for Teaching Excellence Faculty Fellow, University of Maryland-College Park, 2012-2013
29. SACNAS Leadership Institute Fellow, 2010
30. U.S. Department of Education Graduate Assistantship in Areas of National Need, University of Colorado-Boulder, Duration: July 2006-December 2008, Amount: \$12,000
31. Colorado Diversity Initiative Graduate Student Travel Grant, University of Colorado-Boulder, Duration: December 2006, December 2007, March 2008; Amount: \$3,000
32. NASA Harriett G. Jenkins Pre-doctoral Fellowship, University of Colorado-Boulder, Duration: July 2005-October 2008, Amount: \$66,000 over 3 years
33. Alliance for Graduate Education and the Professoriate Travel Grant, University of Colorado-Boulder, Duration: July 2007, Amount: \$1,500
34. Mini NASA Research Award through the Harriett G. Jenkins Fellowship, University of Colorado-

- Boulder, Duration: June 2006-August 2006, Amount: \$7,000
35. Academic Excellence in Science & Engineering Dean's Award, University of Puerto Rico at Mayagüez, 2004.
 36. Puerto Rico NASA Space Grant for Research in Engineering & Science, University of Puerto Rico-Mayagüez, Duration: 2003-2004, Amount: \$5,000
 35. American Institute of Chemical Engineers Student Poster Competition, 2nd place, San Francisco, California, 2003.
 36. HESS Foundation Scholarship for Academic Excellence, University of Puerto Rico-Mayagüez, 2002, Amount: \$500.

SCHOLARSHIP AND CREATIVE PUBLICATIONS

Senior/principal author(s) = Underline; Self = bold; Fellow = F; Graduate Student = G; Undergraduate Student=U; Other = O; Post-Doctoral Associate/Fellow = P; Resident=R

A. Refereed journal publications

2021

1. **I. Villanueva Alarcón** & J. Kesse^O. (2021). Quantifying the Intersectional Dynamics of Hidden Curriculum Pathways in Engineering. *Journal of Engineering Education*, (In Preparation).
2. **I. Villanueva Alarcón** & V. Sellers^P. (2021). More than Meets the Eye: Coping Self-Efficacy Strategies due to Situational Hidden Curriculum in Engineering. *Journal of Engineering Education* (In Preparation).
3. S. Jones, L.A. Putney, B. Campbell, & **I. Villanueva Alarcón**. (2021). I think I can, I hope I can: Professional efficacy, hope, and identity among undergraduate engineering students. *Contemporary Educational Psychology*, (In Preparation).
4. K. Cook-Chennault, T. Balar^G, & **I. Villanueva Alarcón**, “Usefulness of digital serious games in engineering: A case study for diverse undergraduate students,” *International Journal of Engineering Education*, (In Preparation).
5. K. Cook-Chennault, A. Shojaee^U, H. Woo Kim^U, & **I. Villanueva Alarcón**, “Your eyes do not lie – What does facial expression and eye motion tell us about educational games?” *IEEE Transactions on Education*, (In Preparation).
6. **I. Villanueva Alarcón** & J.A. Muñoz. “Exploring the Hidden Realities of Latinx Contingent Faculty in STEM”, *Journal of Latinos and Education* (under review).
7. M. Di Stefano, **I. Villanueva Alarcón**, B. McEaney, E. Marte^G& A. Esquinca. (2021). Exploring Science and Engineering Teaching in Bilingual and Dual Language Settings Through a Mixed-Methods Research Approach. *Bilingual Research Journal* (Second Revision).
8. J.A. Mejia, **I. Villanueva Alarcón**, R. Revelo, & J. Mejia. (2021). Legitimized Tongues: Breaking the Traditions of Silence in Mainstream Engineering Education Research. *Journal of Minorities in Science and Engineering*, (In-Press).
9. **I. Villanueva Alarcón**, R.J. Downey^P, Y. Choi^G, J. Bouwma-Gearhart, & L.S. Nadelson. (2021). Understanding the application of constructionism framework in engineering making spaces: An exploratory study. *International Journal of Academic Makerspaces and Making*, (In preparation).
10. M. Graham^P, J. Husman, **I. Villanueva Alarcón**, D. Christensen & R. Pekrun^O. (2021). The dynamic experience of taking an exam: Ever changing cortisol and confidence. *British Journal of Educational Psychology*, (Under Review).
11. J. Bouwma-Gearhart, Y.H. Choi^G, L.S. Nadelson, **I. Villanueva**, E. Soto^U, & C. Lenhart^G. (2021). Undergraduate Students Becoming Engineers: The Affordances of University-Based Makerspaces. *Sustainability* 13, 1670. <https://doi.org/10.3390/su13041670>.

12. Y.H. Choi^G, J. Bouwma-Gearhart, C.A. Lenhart^G, **I. Villanueva**, & L. Nadelson. (2021). Student Development at the Boundaries: Makerspaces as Affordances for Engineering Students' Development. *Sustainability* 13, 3058. <https://doi.org/10.3390/su13063058>.
13. **I. Villanueva Alarcón**, R.J. Downey^P, L.S. Nadelson, Y. Choi^P, J. Bouwma-Gearhart & C. Tanoue^U, & (2021). Understanding Equitable Access in Engineering Education Making Spaces. *Social Sciences*, 10, 384. <https://doi.org/10.3390/socsci10100384>.
14. **I. Villanueva Alarcón**, R.J. Downey^P, Y. Choi^G, J. Bouwma-Gearhart, & L.S. Nadelson. (2021). Light blue walls and tan flooring: A culture of belonging in engineering making spaces (or not?). *Education Sciences*, 11, 559, <https://doi.org/10.3390/educsci11090559>.

2020

15. L. Almeida^G, K. Becker, & **I. Villanueva**. (2020). Engineering communication in industry and cross-generational challenges: An exploratory study. *European Journal of Engineering Education*, p. 1-13, doi: 10.1080/03043797.2020.1737646.
16. C. Lenhart^G, J. Bouwma-Gearhart, **I. Villanueva**, K. Youmans^G, & L. Nadelson. (2020). Engineering faculty members' perceptions of university makerspaces: potential affordances for curriculum, instructional practices, and student learning. *International Journal of Engineering Education*, 36(4), p. 1-12.
17. **I. Villanueva**, M. Di Stefano^P, L. Gelles^G, K. Youmans^G, & A. Hunt^O. (2020). Development and Assessment of a Vignette Survey Instrument to Identify Responses due to Hidden Curriculum among Engineering Students and Faculty. *International Journal of Engineering Education*, 36 (5), p. 1549–1569.

2019

18. J. Muñoz & **I. Villanueva** (2019). Latino STEM Scholars, Barriers, and Mental Health: A Review of the Literature. *Journal of Hispanic Higher Education*, <https://doi.org/10.1177/1538192719892148>.
19. **I. Villanueva**, M. Di Stefano^P, L. Gelles^G, P. Vicioso^G, & S. Benson^O. (2019). A race re-imagined, intersectional approach to academic mentoring: Exploring the perspectives and responses of womxn in science and engineering research. *Contemporary Educational Psychology*, 59 (101786); <https://doi.org/10.1016/j.cedpsych.2019.101786>.
20. L. Gelles^G, **I. Villanueva**, M. Di Stefano^P. (2019). "Mentoring is ethical, right?": Women graduate students & faculty in science & engineering speak out. *International Journal of Gender, Science, & Technology, Special Issue in Gender & Intersectionality in Engineering*, 11 (1), 108-133; <http://genderandset.open.ac.uk/index.php/genderandset/article/view/578/1041>.
21. **I. Villanueva**, J. Husman, D. Christensen^G, K. Youmans^G, M.T.H. Khan^P, P. Vicioso^G, S. Lampkins^G, & M. Graham^G. (2019). A cross-disciplinary and multi-modal experimental design for studying near-real-time authentic examination experiences. *Journal of Visualized Experiments* (151) e60037, <https://doi.org/10.3791/60037>.
22. S. Jones, B. Campbell, & **I. Villanueva**. (2019). An investigation of self-efficacy and topic emotions in entry-level engineering design learning activities. *International Journal of Engineering Education*, 35 (1A), 15-24.

2018

23. J. Uziak, R. Barlow^G, **I. Villanueva**, O. Lawanto, & K. Becker. (2018). Development of an online certificate program in engineering education. Special Issue in "Educating Engineering Educators: Keeping Pace with Scientific-Technological Change & Socio-Economic Development, *International Journal of Engineering Education*, 34 (5), 1549-1561.
24. **I. Villanueva**, B. Campbell, A. Raikes^G, S. Jones, & L. Putney. (2018). A multi-modal exploration of engineering students' emotions and electrodermal activity in design activities. *Journal of Engineering Education*, 107 (3), p. 414-441; doi.org/10.1002/jee.20225.

25. **I. Villanueva**, T. Carothers^G, M. Di Stefano^P, & M.T.H. Khan^P. (2018). “There is never a break”: The hidden curriculum of professionalization for engineering faculty. *Education Sciences*, 8 (4), 157: 1-21; doi.org/10.3390/educsci8040157.
26. **J.A. Mejia**, **R. Revelo**, **I. Villanueva**, & **J. Mejia**. (2018). Critical theoretical frameworks in engineering education: an anti-deficit and liberative approach. *Education Sciences*, 8 (4), 158: 1-13; doi:10.3390/educsci8040158.
27. **I. Villanueva**, S. Jones, L. Putney, & B. Campbell. (2018). Puzzling the pieces: conceptual blocks of engineering student ideas in a service-learning project. *International Journal of Engineering Education*, 34 (1), pp. 56–68.

2017

28. **I. Villanueva** & M. Di Stefano^P. (2017). Narrative inquiry on the teaching of STEM to blind high school students, Special Issue In “Teaching and Learning in STEM Education”, *Education Sciences*, 7 (89),1-16.
29. **O. Lawanto**, **J. Uziak**, **I. Villanueva**, & M. Scheaffer^O. (2017). Continuing engineering education: A needs assessment for the introduction of a graduate certificate program. *Global Journal of Engineering Education*, 19 (3), 186-193.
30. **I. Villanueva** & **L. Nadelson**. (2017). Are we preparing the engineers of the future or the past? *International Journal of Engineering Education*, 33 (2A), 639–652.

2016

31. **I. Villanueva**, M. Valladares^G, & **W. Goodridge**. (2016). Use of galvanic skin responses, salivary biomarkers, and self-reports to assess undergraduate student performance during a laboratory exam activity. *Journal of Visualized Experiments*, 108, e53255, doi:10.3791/53255.
32. **B. Call**^G, **W. Goodridge**, **I. Villanueva**, **N. Wan**^G, & **K. Jordan**. (2016). Utilizing electroencephalography measurements for comparison of task-specific neural efficiencies: spatial intelligence tasks. *Journal Visualized Experiments*, 114, e53327, doi:10.3791/53327.
33. **N. Fang**, **O. Lawanto**, **W. Goodridge**, **I. Villanueva** & **K. Becker**. (2016). A research experience for undergraduates (REU) site program on engineering education research. *International Journal of Engineering Education*, 32 (5A), 1836–1846.

2014

34. **N.B. Pivovarova**, **R.I. Stanika**^P, **G. Kazanina**^O, **I. Villanueva**^P, & **S.B. Andrews**. (2014). The interactive roles of zinc and calcium in mitochondrial dysfunction and neurodegeneration. *Journal of Neurochemistry*, 128 (4), 592-602.

2012

35. **R.I. Stanika**^P, **I. Villanueva**^P, **G. Kazanina**, **N.B. Pivovarova** & **S.B. Andrews**. (2012). Comparative impact of voltage-gated calcium channels and NMDA receptors on mitochondria-mediated neuronal injury. *Journal of Neuroscience*, 32 (19), 6642-6650.

2010

36. **I. Villanueva**^G, **S.K. Gladem**^U, **J. Kessler**^U & **S.J. Bryant**. (2010). Dynamic loading stimulates chondrocyte biosynthesis when encapsulated in charged hydrogels prepared from poly(ethylene glycol) and chondroitin sulfate. *Matrix Biology*, 29(1), 51-62.

2009

37. **I. Villanueva**^G, **N.L. Bishop**^G, & **S.J. Bryant**. (2009). Medium osmolarity and PCM development improves chondrocyte survival when photoencapsulated in PEG hydrogels at low densities. *Tissue Engineering-Part A*, 15(10), 3037-3048;doi:10.0189/ten.TEA.2009.001.

38. **I. Villanueva**^G, C.A. Weigel^U, & **S.J. Bryant**. (2009). Cell-matrix interactions and dynamic mechanical loading influence chondrocyte gene expression & bioactivity in PEG-RGD hydrogels. *Acta Biomaterialia* 5(8), 2832-2846, doi:10.1016/j.actbio.2009.05.039.

2008

39. **I. Villanueva**^G, B. Klement^O, D. von Deutsch^O, D.M. Klaus^O, & **S.J. Bryant**. (2008). Crosslinking density alters early metabolic activities in chondrocytes encapsulated in poly(ethylene glycol) hydrogels and cultured in the rotating wall vessel. *Biotechnology & Bioengineering*, 102 (4), 1242-1250, doi: 10.1002/bit.22134.

40. **S. J. Bryant**, G.D. Nicodemus^G, & **I. Villanueva**^G. (2008). Designing 3D photopolymer hydrogels to regulate biomechanical cues and tissue growth for cartilage tissue engineering. *Pharmaceutical Research*, 25 (10), 2379-2386 (Invited Original Research Article), doi: 10.1007/s11095-008-9619-y.

41. **I. Villanueva**^G, D.S. Hauschulz^O, D. Mejic^O, & **S.J. Bryant**. (2008). Static and dynamic compressive strains influence nitric oxide production and chondrocyte bioactivity when encapsulated in PEG hydrogels of different crosslinking densities, *Osteoarthritis & Cartilage*, Volume, 16 (8), 909-918; doi:10.1016/j.joca.2007.12.003.

2007

42. **G.D. Nicodemus**^G, **I. Villanueva**^G, & **S.J. Bryant**. (2007). Mechanical stimulation of TMJ condylar chondrocytes encapsulated in PEG hydrogels, *Journal of Biomedical Materials Research Part A*, 83 (2), 323-331, doi:10.002/jbm.a.31251.

2006

43. **I. Villanueva**^G, B. Klement^O, D. von Deutsch^O, & **S.J. Bryant**. (2006). Effects of simulated microgravity on nitric oxide production and proteoglycan synthesis by chondrocytes encapsulated in 3D PEG hydrogels, *Gravitational and Space Biology Bulletin*, 20 (1).

B. Book and Book chapter publications

2022

1. **I. Villanueva Alarcón**, V. Sellers^P, R.M. Paul^G, & B. Smith. (2022). From Design to Delivery: How awareness of hidden curriculum transforms inclusive learning and teaching environments in engineering. *International Handbook of Engineering Education*; Aditya Johri (ed.), (In Preparation).
2. Establishing a Bilingual and Dual Language Program with a STEM focus. (2022). Velázquez Press. **M. Di Stefano**, **I. Villanueva Alarcón**, **E. Briton**^P (eds.)
3. **I. Villanueva Alarcón**. (2022). CTETE (Council for Technology & Engineering Teacher Education) yearbook, Standards for Technological Literacy: Lenses for Critiquing and Improving the Standards (Access and Equity Perspective). International Technology and Engineering Educators Association, (In Preparation).

2021

1. **M. Di Stefano**, **I. Villanueva**, & **A. Esquinca**. (2021). Reconceptualizing dual language teachers' education for STEM. *In Innovating Curricular and Pedagogical Designs in Bilingual Teacher Education: Bridging the Distance with P-12 Contexts*; C.R. Aquino-Sterling, M. Gort, & B.B. Flores (eds.), (forthcoming, in-press).
2. **I. Villanueva Alarcón** & V. Sellers^P. (2021). Faculty Development in the Third Space: Influence of Hidden Curriculum Amid Engineering Educators. *Handbook of STEM Faculty Development*. Sandy Linder, Cindy Lee, & Karen High (ed.), (First Revision).
3. **I. Villanueva Alarcón**, E. Marte Zorrilla^G, **J. Husman**, & M. Graham^P. (2021). Human-Technology Frontier: Measuring Student Performance-Related Responses to Authentic Engineering Education Activities

via Physiological Sensing. In: Leitner C., Ganz W., Satterfield D., Bassano C. (eds) Advances in the Human Side of Service Engineering. AHFE 2021. Lecture Notes in Networks and Systems, vol 266. Springer, Cham. https://doi.org/10.1007/978-3-030-80840-2_39

2020

1. **I. Villanueva**, L. Gelles^G, & M. Di Stefano^P. (2020). Chapter 14: Understanding ethical peer mentoring. *In* Navigating the Peer Mentoring Relationship: A Handbook for Women and other Underrepresented Populations in STEM; Amanda Rockinson-Szapkiw, Jillian Wendt, and Katie Wade-James (eds.). Kendall Hunt Publishing, <https://he.kendallhunt.com/product/navigating-peer-mentoring-relationship-handbook-women-and-other-underrepresented-populations>.

2018

1. **I. Villanueva**. (2018). The bigger picture: My journey to a purposeful life and career in academia. *In* K. Woznack, A. Charlebois, R. Cole, C. Marzabadi, & G. Webster (Eds.), Mom the Chemistry Professor, 2nd edition, (pp. 485-499), Springer International Publishing, https://doi.org/10.1007/978-3-319-78972-9_1.

C. Refereed published conference papers

2021

1. **H. Murzi**, **J.A. Mejia**, **I. Villanueva**, **S. Rivera-Jimenez**, **L. Virguez**, **R. Revelo** & **J. Mejia**. (2021). “Juntos pero no revueltos”: Debunking the aggregated lives of Latinx faculty in engineering. *Proceedings of the American Society of Engineering Education Annual Conference & Exposition, ECSJ Division (virtual)*, Long Beach, CA, June 27-30, 2021.
2. **V. Sellers**^P & **I. Villanueva**. (2020). What strategies do diverse women in engineering use to cope with situational hidden curriculum? *Proceedings of the American Society of Engineering Education Annual Conference & Exposition (virtual)*, Women in Engineering Division, Long Beach, CA, June 27-30, 2021, Paper ID #32762, 1-16. * selected for the WIED Best Diversity Paper in the ASEE Women in Engineering Division*
3. **A. Saleem**, **S. Rivera-Jimenez**, & **I. Villanueva**. (2021). Work in Progress: Early Exploration of Engineering Students' Perspectives about Diversity, Equity, and Inclusion in an Introductory Materials Science and Engineering Course, *Proceedings of the American Society of Engineering Education Annual Conference & Exposition (virtual)*, Long Beach, CA, June 27-30, 2021, Paper ID #34759, 1-9.
4. **K. Youmans**, **I. Villanueva**, **L. Nadelson**, **J. Bouwma-Gearhart**, **Y. Choi**^G, & **C. Lenhart**^G. (2021). Beyond Making: Application of Constructionist Learning Principles in Engineering Prototyping Centers. *Proceedings of the American Society of Engineering Education Annual Conference & Exposition (virtual)*, Long Beach, CA, June 27-30, 2021, Paper ID # 34374, 1-9.
5. **K. Cook-Chennault**, **I. Villanueva**, **A. Shojaee**^U, & **H.W. Kim**^U. (2021). Your eyes do not lie- What does facial expression and eye motion tell us about educational games? *44th International Convention on Information, Communication, and Electronic Technology, May 24-28, 2021, Opatija, Croatia* (In-Press).
6. **I. Villanueva Alarcón**, **E. Marte Zorilla**^G, **J. Husman**, & **M. Graham**^P. (2021). Human-Technology Frontier: Measuring Student Performance-Related Responses to Authentic Engineering Education Activities via Physiological Sensing. In: Leitner C., Ganz W., Satterfield D., Bassano C. (eds) Advances in the Human Side of Service Engineering. AHFE 2021. Lecture Notes in Networks and Systems, vol 266. Springer, Cham. https://doi.org/10.1007/978-3-030-80840-2_39 ** Best Paper Award Finalist**

2020

7. L. Nadelson, I. Villanueva, J. Bouwma-Gearhart, E. Soto^U, S. Lenhart^G, C. Lenhart^G, K. Youmans^G, & Y. Choi^G. (2020). Student Perceptions of and Learning in Makerspaces Embedded in their Undergraduate Engineering Preparation Programs. *American Society of Engineering Education* (Virtual Conference, June 22-26, 2020).
8. J. Huff, J. Lönngren, T. Adawi, N. Kellam, I. Villanueva. (2020). Special Session: Emotions in engineering education – A roadmap to possibilities in research and practice, 2020 IEEE Frontiers in Education Conference, October 21-24, 2020 (Virtual Conference due to COVID-19; originally scheduled for Upsala, Sweden).
9. L. Gelles^G & I. Villanueva. (2020). Co-constructing engineering doctoral identities through career prospects, 2020 IEEE Frontiers in Education Conference, October 21-24, 2020 (Virtual Conference due to COVID-19; originally scheduled for Upsala, Sweden).
10. K. Cook-Chennault & I. Villanueva. (2020). Exploring perspectives and experiences of diverse learners' acceptance of online educational engineering games as learning tools in the classroom, 2020 IEEE Frontiers in Education Conference, October 21-24, 2020 (Virtual Conference due to COVID-19; originally scheduled for Upsala, Sweden).

2019

11. L. Gelles^G, K. Youmans^G, I. Villanueva & M. Di Stefano^P. (2019). Hidden Curriculum Advocacy and Resources for Graduate Students in Engineering. CONECD Conference, Crystal City, VA, April 14-17, 2019.
12. L. Nadelson, I. Villanueva, J. Bouwma-Gearhart, K. Youmans^G, S. Lanci^O, & C.A. Lenhart^G. (2019). Knowledge in the making: what engineering students are learning in makerspaces. *American Society of Engineering Education*, Design in Engineering Education Division, June 15-19, 2019, Tampa, FL.
13. K. Cook-Chennault & I. Villanueva. (2019). Understanding pedagogically motivating factors for underrepresented and nontraditional students in online engineering learning modules. *American Society of Engineering Education*, June 15-19, 2019, Tampa, FL.
14. L.M. de Souza Almeida^G, K.H. Becker, & I. Villanueva. (2019). Understanding industry's expectations of engineering communication skills. *American Society of Engineering Education*, June 15-19, 2019, Tampa, FL.
15. D. Christensen^G, M.T.H. Khan, I. Villanueva, & J. Husman. (2019). Stretched Too Much? A Case Study of Engineering Exam-Related Predicted Performance, Electrodermal Activity, and Heart Rate, European Society of Engineering Education (SEFI), Budapest, Hungary, September 16-19, 2019.
16. L. Gelles^G, K. Youmans^G, & I. Villanueva. (2019). Sparking Action: How Emotions Fuel or Inhibit Advocacy around Hidden Curriculum in Engineering, European Society of Engineering Education (SEFI), Budapest, Hungary, September 16-19, 2019.
17. I. Villanueva, J.A. Mejia, & R. Revelo. (2019). Professional development of Latinx engineering faculty on hidden curriculum: an exploratory study. IEEE Frontiers in Education Conference, October 16-19, 2019, Cincinnati, OH.
18. M.T.H. Khan^P, P. Vicioso^G, I. Villanueva, & J. Husman. (2019). Exploring relationships between electrodermal activity, skin temperature, and performance during engineering exams, IEEE Frontiers in Education Conference, October 16-19, 2019, Cincinnati, OH.
19. K. Cook-Chennault & I. Villanueva. (2019). An initial exploration of the perspectives and experiences of diverse learners' acceptance of online educational games as learning tools in the classroom, IEEE Frontiers in Education Conference, October 16-19, 2019, Cincinnati, OH.

2018

20. K. Youmans^G, I. Villanueva, L. Nadelson, J. Bouwma-Gearhart, A. Lenz^G, & S. Lanci^O. (2018). Makerspaces vs. engineering shops: initial undergraduate student perspectives. *IEEE Frontiers in*

Education Conference, Paper ID #1570430903, October 2-6, 2018, San Jose, CA.

21. **I. Villanueva**, **J.A. Mejia**, & **R. Revelo**. (2018). Uncovering the hidden factors that could compromise equitable and effective engineering education, *IEEE Frontiers in Education Conference*, Paper ID #1570430439, October 2-6, 2018, San Jose, CA.

22. **D. Christensen**^G, **I. Villanueva**, & S. Benson^O. (2018). Understanding first-year engineering students' perceived ideal learning environments. *World Engineering Education Forum*, November 12-16, 2018, Albuquerque, NM.

23. K. Youmans^G, **I. Villanueva**, & J. Uziak. (2018). Global engineering leadership for societal impact: perspectives among engineering faculty worldwide. *World Engineering Education Forum*, November 12-16, 2018, Albuquerque, NM.

24. **I. Villanueva**, M. Di Stefano^P, L. Gelles^G, & K. Youmans^G. (2018). Hidden curriculum awareness: a qualitative comparison of engineering faculty, graduate students, and undergraduates. *World Engineering Education Forum*, November 12-16, 2018, Albuquerque, NM.

25. **K. Youmans**^G, **I. Villanueva**, **L. Nadelson**, **J. Bouwma-Gearhart**, A. Lenz^G, & S. Lanci^O. (2018). Engineering students' perceived value of makerspaces in relation to future career preparation. *International Symposium on Academic Makerspaces*, August 3-5, 2018, Stanford, CA.

26. **I. Villanueva**, W. Goodridge, & B. Call^G. (2018). An initial exploration of engineering students' emotive responses to mechanics and statics problems, *Proceedings of the American Society of Engineering Education Annual Conference & Exposition, Mechanical Engineering Division*, June 24-27, 2018, Salt Lake City, UT, Paper ID # 21881, p. 1-15.

27. **I. Villanueva**, L. Gelles^G, M. Di Stefano^P, B. Smith, R. Tull, S. Lord, L. Benson, A. Hunt, D. Riley & G. Ryan. (2018). What does hidden curriculum in engineering look like & how can it be explored? *Proceedings of the American Society of Engineering Education Annual Conference & Exposition, Minorities in Engineering Division*, June 24-27, 2018, Salt Lake City, UT, Paper ID # 21884, p. 1-16.

28. **L. Gelles**^G, **I. Villanueva**, & M. Di Stefano^P. Perceptions of ethical behavior in ethical mentoring relationships between women graduate students and faculty in science and engineering. (2018). *Proceedings of the American Society of Engineering Education Annual Conference & Exposition, Engineering Ethics Division*, June 24-27, 2018, Salt Lake City, UT, Paper ID # 21889, p. 1-20. * selected Best Diversity Paper in the ASEE Engineering Ethics Division*

29. **I. Villanueva**, **L. Nadelson**, **J. Bouwma-Gearhart**, K. Youmans^G, S. Lanci^O, & A. Lenz^G. (2018). Exploring students' and instructors' perceptions of engineering: case studies of professionally-focused and career exploration courses, *Proceedings of the American Society of Engineering Education Annual Conference & Exposition, Liberal Education/Engineering Studies Division*, June 24-27, 2018, Salt Lake City, UT, Paper ID # 21891, p. 1-14.

30. **S. Lanci**^O, **L. Nadelson**, **J. Bouwma-Gearhart**, **I. Villanueva**, K. Youmans^G, & A. Lenz^G. Developing a measure of engineering students' makerspace learning, perceptions and interactions. (2018). *Proceedings of the American Society of Engineering Education Annual Conference & Exposition*, June 24-27, 2018, Salt Lake City, UT, Paper ID # 22089, p.1-12.

2017

31. **R. Barlow**^G, **J. Uziak**, **I. Villanueva**, **O. Lawanto**, & **K. Becker**. (2017). Work-In-Progress: Online engineering education certificate program, *2017 American Society of Engineering Education*, Paper ID # 18057, Columbus, OH.

32. **R. Revelo**, **J.A. Mejia**, & **I. Villanueva**. (2017). Work-In-Progress: Who are we? Beyond monolithic perspectives of Latinxs in engineering. *2017 American Society of Engineering Education*, Paper ID # 18393, Columbus, OH.

33. **J.A. Mejia**, **R. Revelo**, & **I. Villanueva**. (2017). Work-In-Progress: The Fibonacci sequence of critical theoretical frameworks: Breaking the code of engineering education research with underrepresented populations. *2017 American Society of Engineering Education*, Paper ID # 18784,

Columbus, OH.

2016

34. N. Fang, O. Lawanto, W.H. Goodridge, & **I. Villanueva**. (2016). Self-regulated learning in engineering education: a research experience for undergraduates (REU) site program. *2016 American Society of Engineering Education, Paper ID # 14431*, June 26-29, 2016, New Orleans, LA.
35. N. Fang, O. Lawanto, W. Goodridge, & **I. Villanueva**. (2016). Research experiences for undergraduates (REU) on self-regulated learning in engineering education. *IEEE Frontiers in Education Conference*, October 12-15, 2016, Erie, PA.

2015

36. **I. Villanueva**. An exploration of Bloom's knowledge, skills, and affective-based goals in promoting development of freshmen engineering students' professional identities. (2015). *IEEE Frontiers in Education Conference, El Paso TX*, October 21-24, 2015.

2014

37. W.H. Goodridge, **I. Villanueva**, M.M. Valladares, N. Wan, & C. Green. (2014). Cognitive strategies and misconceptions in introductory statics problems. *IEEE Frontiers in Education Conference under 'Cognitive strategies and misconceptions in introductory statics problems' session, Madrid, Spain*.
38. **I. Villanueva**, A. Raikes^G, N. Ruben^G, S. Schaefer, & J. Gunther. (2014). The use of physiological tools to identify changes in affective responses for graduate students recently admitted into a scientific discipline. *IEEE Frontiers in Education Conference under the 'Student Beliefs, Motivation, and Persistence Through the College Years' session, Madrid, Spain*.

2013

39. **I. Villanueva**, R. Manthe^G, & K. Knapstein. (2013). Development of a design- and project-based framework to include scientific reasoning in an undergraduate, introductory-level bioengineering laboratory course. *2013 American Society of Engineering Education, Proceeding Paper #6347, Atlanta, GA. (Best Paper Award in ASEE Biomedical Engineering Division)*

RESEARCH PRESENTATIONS

Senior/principal author(s) = Underline; Self = bold; Fellow = F; Graduate Student = G; Undergraduate Student=U; Other = O; Post-Doctoral Associate/Fellow = P; Resident=R; presenter is starred and co-authors with equal contributions are denoted by the # symbol

A. Refereed conference presentations and posters

2021

1. J. Husman^{*}, M. Graham^{P*}, **I. Villanueva**^{*}, D. Christensen^G, & R. Pekrun^O. (2021). The dynamic experience of taking an exam: Ever changing cortisol and confidence. *EARLI symposium (virtual)*, Worth Field Group Bio-physiology, University of Gothenburg, Gothenburg, Sweden (accepted).
2. **I. Villanueva-Alarcón**^{*}, J. Mendoza-Garcia^{*}, & S.M. Rivera-Jiménez^{*}. (2021). Debunking the Hidden Curriculum in Online STEM Courses: A Depiction of Three Latinx Engineering Educators. *Materials Science & Technology 2021 Conference (virtual)*, (accepted).
3. M. Di Stefano^{*}, **I. Villanueva Alarcón**^{*}, E. Marte Zorilla^G, N. Gonzalez, & R. Rodriguez-Pion. (2021). *Integrando STEAM: Preparing Teachers and District Leaders for Developing Bilingual and Dual Language Programs*. La Cosecha 2021 Conference (hybrid), (accepted).
4. C.M. Loan^{G*}, M.C. Graham^P, E. Marte^G, **I. Villanueva**, J. Husman, & K. Zvoch^O. (2021). *Application of generalized mixed-effect regression trees with multi-modal data* [Poster]. *American Psychological Association 2021 Conerence (virtual)*, August 12-14, 2021; <https://convention.apa.org/>

5. **I. Villanueva***, V. Sellers^P, & K. Youmans^G. (2021, July 30). An exploration of gender responses to situational hidden curriculum in engineering. *Network Gender and STEM Conference (virtual)*, Sydney, Australia (presented July 30, 2021).
6. **I. Villanueva***. (2021, July 30). An intersectionality-informed approach to explore the experiences and perspectives of women graduate students and faculty in STEM. *Network Gender and STEM Conference (virtual)*, Sydney, Australia.
7. **M. Di Stefano*** & **I. Villanueva Alarcón***. (2021). Enhancing Teacher Understanding of Engineering in K-5 Bilingual Programs. *2021 DRK-12 PI Meeting (virtual)*, National Science Foundation, June 16, 2021.
8. **J. Brown***, **K. Jung***, **M. Pacheco***, **J. Yeong***, **S. Kayumova***, & **I. Villanueva Alarcón***. (2021). Considerations for STEM Participation of Emergent Bilinguals During COVID-19. *2021 DRK-12 PI Meeting (virtual)*, National Science Foundation, June 15, 2021.
9. **S. Jones***, **B. Campbell***, **I. Villanueva Alarcón***, & **L. Putney***. (2021). Hope, efficacy, and professional identity: Three facets of undergraduate engineering students. 5th Annual Conference on Academic Research in Education (CARE) Conference (virtual), June 14-15, 2021.
10. **M. Di Stefano*** & **I. Villanueva Alarcón***. (2021). Equity Perspectives on Teaching Science and Engineering in Bilingual and Dual-Language K-5 Programs in Massachusetts and Puerto Rico. *In Emergent Bilinguals' Equitable Participation in Engineering Design Activities in Dual-Language Contexts*. Session in 2021 AERA Conference (virtual), Bilingual Education SIG, April 11, 2021.

2020

11. **Y.H. Choi^{G,*}**, **J. Bouwma-Gearhart***, **I. Villanueva**, **L. Nadelson**, & E. Soto*. (2020). Engineers in the Making: University-Affiliated Makerspace Users' Perception of Affordances for Students' Development as Engineers. Association for the Study of Higher Education Virtual Conference, November 18-21, 2020.
12. **I. Villanueva***, M. Di Stefano, L. Gelles^G, P. Vicioso^G, & S. Benson^O. (2020). Race re-imagining academic mentoring for womxn in science and engineering: An exploratory study. American Association of Educational Research (accepted; conference cancelled due to COVID-19).
13. **J. Husman***, **M.C. Graham^{P,*}**, K. Zvoch, **I. Villanueva***, D. Christensen^G, M.T.H. Khan^P, S. Lampkins^P, & R. Pekrun. (2020). Electrodermal activity and self-report measures: converging and independent evidence of emotions' impact on exam performance *In The Power and Possibilities of Physiological data to Explore Students' and Teachers' Experiences Special Session*. American Association of Educational Research (accepted; conference cancelled due to COVID-19).
14. **M. Di Stefano*** & **I. Villanueva***. (2020). Exploring the development of bilingual STEM teachers' identities through a mixed-research approach. American Association of Educational Research (accepted; conference cancelled due to COVID-19).

2019

15. **D. Christensen^{G,*}**, **I. Villanueva**, J. Wheeler^U, P. Vicioso^G, **J. Husman**, S. Lampkins^P, & K. Youmans^G. (2019). *Exploring potential relationships between self-efficacy, performance, and electrodermal activity in engineering exams*. American Educational Research Association. April 5-9, 2019, Toronto, Canada.
16. **D. Christensen^{G,*}**, C. Rigby^U, **I. Villanueva**, & **J. Husman**. (2019). An exploration of engineering student effort: correlations to exam performance. Northern Rocky Mountain Educational Research Association, October 10-11, 2019, Denver, CO.
17. **K. Youmans^{G,*}**, R. Campos^{U,#}, L. Campos^{U,#}, **I. Villanueva**, **J. Bouwma-Gearhart**, C. Lenhart^G, & **L. Nadelson**. (2019). Professionalism in engineering prototyping centers: an exploratory study. Northern Rocky Mountain Educational Research Association, October 10-11, 2019, Denver, CO.
18. **I. Villanueva***, L. Gelles^G, M. Di Stefano^P, & K. Youmans^G. (2019). Developing a mixed-method survey to explore hidden curriculum in Engineering Education. Northern Rocky Mountain Educational

Research Association, October 10-11, 2019, Denver, CO.

19. D. Christensen^{G,*}, M.T.H. Khan^P, I. Villanueva, & J. Husman. (2019). Stretched too much? A case study of exam-related predicted performance, electrodermal activity, and heart rate. *European Society of Engineering Education*, September 16-19, 2019, Budapest, Hungary.

20. L. Gelles^G, K. Youmans^{G*}, & I. Villanueva. (2019). Sparking action: how emotions fuel or inhibit advocacy around hidden curriculum in engineering. *European Society of Engineering Education*, September 16-19, 2019, Budapest, Hungary.

21. I. Villanueva^{*}, J. Husman^{*}, M.C. Graham^{P,*}, D. Christensen^G, & M.T. Khan^{P,*}. (2019). The possibility and peril of using multimodal physiological approaches to measure academic emotions, race and gender bias, and motivation. The Scholarly Consortium for Innovative Psychology in Education, October 3-4, 2019, Savannah, GA. (*Scholarly Consortium for Innovative Psychology in Education Founders Award, Most Creative and Interactive Conference Session Award*)

22. R. Revelo^{*}, J.A. Mejia, I. Villanueva, & J. Mejia. (2019). Beyond monolithic perspectives of Latinx students in Engineering and their identification with the field of Engineering. American Society of Higher Education. November 14-16, 2019, Portland, OR.

23. J. Bouwma-Gearhart^{*}, I. Villanueva, L. Nadelson, S. Lanci^O, K. Youmans^G, & C.A. Lenhart^G. (2019). University makerspaces and faculty practices: potential affordances for diverse students' STEM role identity development, *NARST*, March 31-April 3, 2019, Baltimore, MD.

24. J. Husman, M.C. Graham^{P,*}, I. Villanueva, D. Christensen^G, K. Youmans^G, R. Wright^U, & B. Bermudez^U. (2019). Connecting to the future, feeling better in the present: academic achievement emotions, future oriented value, and arousal. *American Educational Research Association*, April 5-9, 2019, Toronto, Canada.

25. D. Christensen^G, I. Villanueva, J. Wheeler^U, P. Vicioso^G, J. Husman, S. Lampkins^P, & K. Youmans^G. (2019). Exploring potential relationships between self-efficacy, performance, and electrodermal activity in engineering exams, *American Educational Research Association*, April 5-9, 2019, Toronto, Canada.

26. J. Husman^{*}, M.C. Graham^P, D. Christensen^G, & I. Villanueva. (2019). Keeping your cool: exploring interactions between cortisol and emotional regulation on test performance. *Society for Personality and Social Psychology conference*, February 7-9, 2019, Portland, OR.

27. M. Di Stefano^{P,*}, A. Esquinca, & I. Villanueva. (2019). Promoting STEM Education in dual language Education programs. *Seventh International Conference on Immersion & Dual Language Education*, Proposal Space ID: 867-43737, February 7-9, 2019, Charlotte, NC.

28. M. Di Stefano^{P,*}, I. Villanueva, & A. Esquinca. (2019). Enhancing Engineering Understanding in K-5 TWI Programs: Advocating for Latinx in Engineering Career, *Seventh International Conference on Immersion and Dual Language Education*, Proposal Space ID: 867-43663, February 7-9, 2019, Charlotte, NC.

2018

29. I. Villanueva, M. Di Stefano^P, L. Gelles^G, & K. Youmans^G. (2018). Exploring how engineering faculty, graduates, and undergraduates evaluate hidden curriculum via emotions and self-efficacy. *Northern Rocky Mountain Educational Research Association Conference*, October 17-19, 2018. Salt Lake City, UT (poster presented). (*received Distinguished Paper Award*).

30. K. Youmans^{G,*} & I. Villanueva. (2018). Engineering and... : Women negotiating their future in the present. *Gender in STEM conference*, July 31-August 2, 2018, Eugene, OR.

31. J. Husman^{*}, S. Lampkins^P, I. Villanueva, D. Christensen^G, P. Vicioso^G, & K. Youmans^G. (2018). If I value the test do I feel more or less shame when I fail? Exploration of value and emotions. Poster Presented at the *International Conference on Motivation*, August 15-17, 2018, Aarhus, Copenhagen, Denmark.

32. S. Jones, B. Campbell, & I. Villanueva. (2018). Perhaps engineering design is not so cold: an investigation of emotions and self-efficacy. *Northern Rocky Mountain Educational Research*

Association Conference, October 17-19, 2018. Salt Lake City, UT.

33. M. Di Stefano^P & I. Villanueva. (2018). Promoting mathematics education in dual-language education programs in Spanish towards a growing understanding of engineering, *American Association of Hispanics in Higher Education*, March 9, 2018, Irvine, CA.

2017

34. D. Britt^{*}, M. Potter, A.J. Anderson, I. Villanueva, & T. Taylor. (2017). Summer education in nano- and biological approaches to protect plants against drought stress. Sustainable Nanotechnology Organization, November 5-7, 2017, Los Angeles, CA.

35. M. Di Stefano^{*} & I. Villanueva. (2017). Hidden curriculum, language, & math: How to help emergent bilinguals to succeed in STEM, 22nd Annual Dual Language Conference *La Cosecha 2017*, in Albuquerque, NM, November 1-4, 2017.

36. L. Gelles^{G,*}, I. Villanueva & M. Di Stefano^P. (2017). Hidden players of ethical mentoring for women graduate students in science & engineering. *UNM Mentoring Institute*, October 22-26, 2017.

37. J. Husman, I. Villanueva, K. Cheng^P, & S. Lampkins^P. (2017). Electrodermal activity and salivary biomarkers for educational psychology research. *Scholarly Consortium for Innovative Psychology for Education Conference*, October 19-20, 2017, Las Vegas, Nevada.

38. I. Villanueva^{*}, J. Husman, & K. Cheng^P. (2017). A motivated look into students' affective response to authentic examination experiences, *European Association for Research & Learning & Instruction Conference Symposium: Understanding the mind through the body: physiology, emotions, & motivations in classroom*, August 29 to September 2, 2017, Tampere, Finland.

39. I. Villanueva^{*}. (2017). Professional identity and culture: An exploration of the historical influences of students' perceptions about engineering, *2017 American Educational Research Association Symposium: How can Ed Psych can become more culturally relevant: Re-imagining traditional Ed psych concepts?*, April 28 to May 1, 2017, San Antonio, TX.

40. I. Villanueva^{*} & M. Di Stefano^G. (2017). Narrative ethnography on the engineering education of blind & visually impaired students, *American Educational Research Association*, April 28 to May 1, 2017, San Antonio, TX.

41. I. Villanueva^{*}, B. Campbell, & S. Jones. (2017). Puzzling the pieces: Using heuristic cues for engineering student design idea generation, *American Educational Research Association*, April 28 to May 1, 2017, San Antonio, TX.

42. B. Campbell, S. Jones, & I. Villanueva^{*}. (2017). The rational heart of engineering: influences of passive & active instruction on students' engagement, *American Educational Research Association*, April 28 to May 1, 2017, San Antonio, TX.

2016

43. S. Jones, B. Campbell, & I. Villanueva^{*}. (2016). Heating up engineering education: An investigation of self-efficacy & emotions during engineering design learning activities. *2016 American Educational Research Association Meeting*, April 8-12, 2016, Washington, D.C.

44. I. Villanueva^{*}, & L. Nadelson. (2016). Do they have the "knack"? Professional identity development of engineering students. *American Educational Research Association Meeting*, April 8-12, 2016, Washington, D.C.

45. J.A. Mejia^{*}, R. Revelo, & I. Villanueva. (2016). Special Invited Session: Dismantling the educational pipeline: structural changes that impact Latin@ participation in engineering. *2016 American Educational Research Association Meeting, Special Session*, April 8-12, 2016, Washington, D.C.

46. J. Graham^{*} & I. Villanueva. (2016). A flipped classroom and distance education approach to enhance engineering professional competencies in a freshmen engineering graphics and design course, 85th Annual Pacific Northwest ASEE Conference, March 31 – April 2, 2016, Boise, ID.

47. J. Espinoza^{U,*}, I. Villanueva, W. Goodridge, & B. Call^G. (2016). Cognitive/emotional engagement & spatial performance during engineering examination activities. *Utah State 2016 Student Research Symposium*, April, 2016, Logan, UT.

48. **I. Villanueva**. (2016). Teaching engineering design to the high school blind and visually impaired: A case study. *NARST National Conference on Science Education*, Nashville, TN, March 30-31, 2016.

49. **B. Fronhofer**^{U,*}, S. Schott^U, **I. Villanueva**, & M. Valladares^G. (2016). Design heuristics: A qualitative research study in engineering education. *2016 Emerging Researchers Conference*, February 25-27, 2016, Washington, D.C.; (**First Prize in Math & Science Education Oral Presentation Category**).

50. **J. Espinoza**^{U,*}, **I. Villanueva**, W. Goodridge, & B. Call^G. (2016). Cognitive/emotional engagement & spatial performance during engineering examination activities. *Utah State 2016 Student Research Symposium*, April, 2016, Logan, UT.

2014

51. W. Goodridge, **I. Villanueva**, N.J.A. Wan^{G,*}, B. Call^G, M. Valladares^G, B. Robinson^U, & **K. Jordan**. (2014). Neural efficiency similarities between engineering students solving statics & spatial ability problems, *44th Annual Meeting of the Society of Neuroscience*, November 15-19, 2014, Washington, D.C.

52. **I. Villanueva**, W. Goodridge, N.J.A. Wan^{G,*}, M. Valladares^G, B.S. Robinson^U, & **K. Jordan**. (2014). Hormonal & cognitive assessment of spatial ability & performance in engineering examination activities, *44th Annual meeting of the Society of Neuroscience*, November 15-19, 2014, Washington, D.C.

53. **I. Villanueva**^{*}, L. Abts, J. Turner, R. Reshetar, & E. Vaughn. (2014). Design & use of an 'Energy 101' model curriculum to teach general education undergraduates about energy sustainability through an engineering design lens, *2014 AERA conference, SIG-Science Teaching & Learning*, April 3-7, 2014, Philadelphia, PA.

2011

54. **N.B. Pivovarova**^{*}, R.I. Stanika, **I. Villanueva**^P, & **S.B. Andrews**. (2011). The interplay of zinc and calcium in neuronal injury, *Society of Neuroscience*, November 12-26, 2011, Washington, D.C.

2010

55. **R.I. Stanika**^{*}, **I. Villanueva**^P, **N.B. Pivovarova**, & **S.B. Andrews**. (2010). Equivalent calcium loading via NMDA receptors or voltage-gated calcium channels induces similar toxicity in hippocampal neurons. *2010 Society for Neuroscience*, November 13-17, 2010, San Diego, CA.

2009

56. **I. Villanueva**^G, **N. L. Bishop**^{G,*}, J.L. Christensen^U, & **S.J. Bryant**. Effects of IL-1 β & medium osmolarity on cell viability & nitrite production in chondrocyte-seeded poly(ethylene glycol) hydrogels. (2009). *55th Annual Orthopaedic Research Society Meeting*, February 22-25, 2009, Las Vegas, NV.

57. **I. Villanueva**^{G,*}, S.K. Gladem, & **S.J. Bryant**. (2009). Effects of chondroitin sulfate incorporation on chondrocyte morphology & metabolism in mechanically stimulated poly(ethylene glycol) hydrogels. *55th Annual Orthopaedic Research Society Meeting*, February 22-25, 2009, Las Vegas, NV.

2008

58. **I. Villanueva**^{G,*}, C.A. Weigel^U, & **S.J. Bryant**. (2008). Using 3D PEG hydrogel models to elucidate the role of RGD as a mechanoreceptor in chondrocytes. *2008 World Biomaterials Congress, Society of Biomaterials*, May 28-June 1, 2008, Amsterdam, The Netherlands.

2007

59. **I. Villanueva**^{G,*}, C. Weigel^U, & **S.J. Bryant**. (2007). Using poly(ethylene glycol) (PEG) hydrogels containing RGD- peptides as models to understand chondrocyte-matrix interactions

under mechanical loading, *Midwest Connective Tissue Workshop*, Rush Medical School, October 6, 2007, Chicago, IL.

60. **I. Villanueva**^{G,*}, C. Weigel^U, & **S.J. Bryant**. (2007). Using poly(ethylene glycol) (PEG) hydrogels containing RGD-peptides as models to understand chondrocyte-matrix interactions under mechanical loading, *Midwest Connective Tissue Workshop*, Rush University Medical School, October 6, 2007, Chicago, IL.

61. **I. Villanueva**^{G,*}, C.A. Weigel^U, & **S.J. Bryant**. (2007). PEG hydrogel models containing RGD-peptides influence chondrocyte response under mechanical compressional load, *2007 NAFFP, JFPF, CIPA Symposium*, Cleveland, OH.

2006

62. **I. Villanueva**^{G,*} & **S.J. Bryant**. (2006). Chondrocyte metabolism & nitric oxide production in mechanically stimulated PEG hydrogel constructs. *Society of Bioengineering's 2nd International Conference on Bioengineering & Nanotechnology*, Santa Barbara, CA.

63. **I. Villanueva**^G & **S.J. Bryant**^{*}. (2006). Mechanically loaded photopolymerized hydrogels as 3D models to probe mechanotransduction pathways in chondrocytes, *World Congress on Biomechanics*, July 29- August 4, 2006, Munich, Germany.

64. **I. Villanueva**^{G,*}, H.E. Davis^U, & **S.J. Bryant**. (2006). Crosslinking density influences nitric oxide production in chondrocytes seeded in PEG hydrogels under dynamic loading, *Regenerate World Congress on Tissue Engineering & Regenerative Medicine*, April 26, 2006, Pittsburgh, PA.

65. **I. Villanueva**^{G,*}, B. Klement, D. von Deutsch, & **S.J. Bryant**. (2006). Effects of simulated microgravity on nitric oxide production & proteoglycan synthesis by chondrocytes encapsulated in 3D PEG hydrogels, *American Society for Gravitational & Space Biology Annual Meeting*, November 2-5, 2006, Arlington, VA.

66. **I. Villanueva**^{G,*} & **S.J. Bryant**. (2006). Nitric oxide production in mechanically stimulated chondrocytes encapsulated in PEG hydrogels, *Dental & Craniofacial Research Conference*, University of Colorado- Health Sciences Center, Aurora, CO.

B. Non-refereed conference presentations

2016

1. **L. Gelles**^{G,*} & **I. Villanueva**. (2016). Integrating sustainability into an "Introduction to engineering" course. planetary thinking in the curriculum, *Utah State University Sustainability Council Meeting*, April 21, 2016.

2015

2. **I. Villanueva**^{*}. (2015). Broadening the landscape in engineering education. *Society of Hispanic Professional Engineers, Invited Speaker*.

3. **I. Villanueva**^{*} & **A. Cunningham**^{*}. (2015). It is not what you see but what you know: Creating maker spaces for blind & visually impaired students learning about engineering drawing. *Maker Innovation Conference, Utah State University*.

4. **I. Villanueva**^{*}. (2015). Help, instructor overload! The pros & cons of distance education & IVC formats for instruction in an engineering graphics/design computer laboratory course. *Empowering Teaching Excellence Conference, Utah State University*.

2014

5. **M. Scheaffer**^{*} & **I. Villanueva**^{*}. (2014). Creating results-oriented application materials for academic interviews. SACNAS National Conference, October 16, 2014, Los Angeles, CA.

2013

6. **L. Abts**^{*} & **I. Villanueva**^{*}. (2013). Energy 101 Development. *Department of Energy Webinar*.

2008

7. **I. Villanueva**^{G,*}, C.A. Weigel^U, & **S.J. Bryant**. (2008). RGD's role as a mechanotransducer in chondrocytes embedded in 3D poly(ethylene glycol) hydrogels, *NIH Third Annual Graduate Student Research Festival*, Bethesda, MD.
8. **I. Villanueva**^{G,*}, C.A. Weigel^U, & **S.J. Bryant**. (2008). Poly(ethylene glycol) hydrogel models containing RGD-peptides to understand chondrocyte-matrix interactions under mechanical load, *University of Colorado Health Science Center Research Day*, Aurora, CO.

2007

9. **I. Villanueva**^{G,*}, C.A. Weigel^U, & **S.J. Bryant**. (2007). Chondrocyte-matrix interaction in PEG hydrogels under dynamic load, *StARS Symposium*, University of Colorado-Boulder, Boulder, CO.
10. **I. Villanueva**^{G,*}, C.A. Weigel^U, J. Kessler^U, & **S.J. Bryant**. (2007). Designing 3D photopolymerized PEG hydrogels to study chondrocyte response, *Photopolymerization Fundamentals Conference*, Breckenridge, Colorado.

C. Invited talks/panels/symposia/workshops

2022

1. **I. Villanueva Alarcón**^{*}. (2022). Hidden Curriculum in Engineering: How Women can Change the Landscape? Colorado School of Mines (forthcoming).
2. **I. Villanueva Alarcón**^{*}. (2022). Race re-imaging academic mentoring: An exploration of the complex identities and experiences of womxn scientists and engineers. San Jose State University (forthcoming).

2021

3. **I. Villanueva**^{*}, M. Di Stefano, L. Gelles, P. Vicioso, & S. Benson. (2021). An intersectionality-informed and multi-modal approach to explore the academic research mentoring perspectives and responses of science and engineering women graduate students and faculty. Network Gender & STEM Conference, Sydney, Australia (invited symposium speaker), July 30 – August 1, 2021.
4. **I. Villanueva**^{*}. (2021). Framing the Norm: An exploration of responses and strategies used by students and faculty when introduced to hidden curriculum messages in engineering. Florida International University SUCCEED, DBER Seminar, March 3, 2021 (virtual invited talk).
5. **I. Villanueva**^{*}. (2021). Race-reimagined, intersectionality-informed research using multi-modal methods in science and engineering education. NSF-NSERC workshop, February 25, 2021 (online invited talk).
6. **I. Villanueva**^{*}. (2021). A multi- and mixed-method exploration of hidden curriculum and issues affecting women in science or engineering. Colorado School of Mines Graduate Research Seminar, Chemical Engineering, January 15, 2021 (virtual invited talk).
7. NSF workshop on New and Emerging Methods in STEM Education Research. (2021). Session 3: Neurocognitive and physiological measurements (e.g., EEG, fMRI, gaze tracking) and learning Speaker: **Gavin Price**^{*}, Vanderbilt University; **Idalis Villanueva**^{*}, University of Florida; and **Lucas Parra**^{*}, CCNY - City University of New York.

2020

8. **M. Di Stefano**^{*}, **I. Villanueva**^{*}, **A. Esquinca**^{*} & **E. Marte**^{*}. (2020). Teaching Science and Engineering in the Dual Classroom. La Cosecha Pre-Conference Institute, November 4, 2020 (online invited talk).
9. **I. Villanueva**^{*}. (2020). Empowering accessible and inclusive teaching. Empowering Teaching Excellence Conference, August 19, 2020, Utah State University, Logan, UT.

10. **I. Villanueva*** & **E. Marte***. (2020). Multimodal methods for educational Research. Utah State University Nutrition Course, January 22, 2020, Logan, UT.

2019

11. **I. Villanueva***. (2019). An initial exploration of hidden curriculum perspectives and pathways in engineering. University of Florida, Department of Engineering Education, Gainesville, Florida, December 9, 2019.

12. **I. Villanueva***. (2019). Uncovering issues in STEM education through hidden curriculum. Utah State University, Empowering Teaching Excellence Seminar Series, Logan, Utah, November 14, 2019.

13. **I. Villanueva*** and **J.A. Mejia**. (2019). Mentoring students ethically and critically in engineering. Society of Hispanic Professional Engineers Faculty Development Symposium, Phoenix, Arizona, October 3, 2019.

14. **I. Villanueva***. (2019). Lost in translation: From engineering norms to identities, Montana State University, September 20, 2019.

15. **M. Di Stefano***, **I. Villanueva**, & L. Gelles^G. (2019). *International Scholars Series - Navigating the Hidden Curriculum in STEM*. University of Massachusetts – Amherst. The Institute for Teaching Excellence & Faculty Development, February 14, 2019.

16. **I. Villanueva***. (2019). A glimpse into the dynamic living system of engineering education, Tufts University, Invited Speaker, February 11, 2019, Medford, MA.

2018

17. **I. Villanueva***. (2018). Past traditional metrics of engineering education- the next frontier, University of Florida, Invited Speaker, September 10, 2018, Gainesville, FL.

18. **I. Villanueva*** & **M. Di Stefano^P**. (2018). Exploring assumptions about engineering education: A new workshop to improve pedagogy for inclusive learning environments, *University of Chicago-Illinois*, May 17, 2018, Chicago, IL.

19. **D. Ireland**, **W. Lee**, **I. Villanueva***, & **S. Jordan**. (2018). Culturally responsive education, Why Bother? *American Society of Engineering Education CONECD Conference*, Plenary Session, May 1, 2018, Crystal City, VA.

20. **I. Villanueva***. (2018). Knocking down assumptions in engineering education, *University of California-San Diego*, Invited Speaker, March 12, 2018, San Diego, CA.

21. **I. Villanueva***. (2018). Utah Valley University, NSF Panel on Grant Writing, March 1, 2018, Orem, UT.

22. **I. Villanueva***. (2018). An initial exploration of hidden curriculum in engineering, *Purdue University Engineering Education Department Research Seminar*, January 20, 2018, Invited Speaker, West Lafayette, IN.

2017

23. **I. Villanueva***. (2017). Engineering professional identity development, Texas State University Rising Stars Meeting, January 2017, Invited Speaker, San Marcos, TX.

24. ETE Faculty Seminar Series, Utah State University. (2017). Objective and subjective truth in the classroom. Invited Panelists: **Norm Jones***, **Rose Judd-Murray***, **Peter Crosby***, **Idalis Villanueva***, and **Moisés Diaz***, October 17, 2017, Logan, UT.

2012

25. **I. Villanueva^{P*}**. (2012). Non-academic research careers. National Institutes of Health Career Symposium, May 2012, Bethesda, MD.

2008

26. **I. Villanueva**^{U.*}. (2008). Puerto Rico Space Grant Consortium External Advisory Board, University of Humacão, Puerto Rico- January 2008, Humacão, Puerto Rico.

2006

27. **I. Villanueva**^{*}. (2006). Diversity in STEM. *NASA STS-116 space shuttle launch meeting*, Kennedy Space Center, Florida- December 2006, Cape Canaveral, FL.

D. Invited Reviews

2021

1. Y. Pearson, C. Martsof, Q. Alexander, & L. Black. (2021). American Society of Civil Engineers Diversity Equity and Inclusion Best Practices Guide. *American Society of Civil Engineers*, In-Press. Reviewer: **I. Villanueva**
2. D. Lombardi & J. Bailey. (2021). Science Learning and Teaching. *In Handbook of Educational Psychology*, 4th edition; P. Schutz & K. Muis (eds.), (In-Press). Reviewer: **I. Villanueva**

E. Creative Works, Performances, Media/Press Releases, and Exhibitions

2021

1. Story Collider: Colisionador de Historias en Español. Guest Speakers: Johana Goyes*, **Idalis Villanueva Alarcón***, Ana Maria Porras*, Ruth Marfil Vega*. Hosts/Producers: Lili Be and Gastor Almonte, June 11, 2021 (virtual podcast), <https://www.storycollider.org/shows/2021/6/11/en-espanol>
2. ASEE CDEI Scholar Spotlight Series: **Dr. Idalis Villanueva Alarcón**. Published Online on March 16, 2021; Introduction, editor, and webmaster (Sindia Rivera-Jimenez); Editors: Susan Boerchers, Tershia Pinder-Grover, Homero Murzi, and Elizabeth Litzler. <https://diversity.asee.org/deicommitee/2021/03/16/asee-cdei-scholar-spotlight-series-dr-idalis-villanueva-alarcon/>

2020

3. A. Manassee. (2020). Women of USU: Then and Now, Women in Engineering. Utah State Today, <https://www.usu.edu/today/story/women-of-usu-then-and-now-women-in-engineering>, April 15, 2020 among the highlights was **Idalis Villanueva**.

2019

4. **I. Villanueva**. (2019). Behind the masks of academia. Faculty Voices, American Association of Hispanics in Higher Education Magazine, <https://www.hispanicoutlook.com/articles/behind-masks-academia>, March 18, 2019.
5. White House Office of Science and Technology Policy. (2019). President Donald J. Trump announces recipients of the presidential early career award for scientists and engineers, found in <https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-announces-recipients-presidential-early-career-award-scientists-engineers/>, July 2, 2019. Announces **Idalis Villanueva** as one of the recipients.
6. American Educational Research Association. (2019). Education researchers selected as presidential early career awardees, found in <http://www.aera.net/Newsroom/AERA-Highlights-E-newsletter/AERA-Highlights-July-2019/Education-Researchers-Selected-as-Presidential-early-Career-Awardees>. Announces **Idalis Villanueva** as one of the recipients.
7. M. Jensen. (2019). USU professor awarded nation's highest science and engineering honor. Utah State Today, July 8, 2019. Announces **Idalis Villanueva** as the first and only recipient of the institution.
8. I. Mora. (2019). USU faculty member gets presidential award in engineering. The Herald Journal,

- July 11, 2019. Announces **Idalis Villanueva** as the first and only recipient of the institution.
9. C. Hislop and A. Lewis. (2019). KVNU morning show. Cache Valley Media Group: Interview with Dr. **Idalis Villanueva**, July 16, 2019.
10. C. Hislop. (2019). USU professor earns presidential early career award. Cache Valley Daily. July 17, 2019, found in <https://www.cachevalleydaily.com/news/archive/2019/07/17/usu-professor-earns-presidential-early-career-award/#.XTXYr-hKi70>. Announces **Idalis Villanueva** as the first and only recipient of the institution.
11. W. Hudson. (2019). Dr. **Idalis Villanueva** Teaches by Example, *Diverse Education* magazine, August 5, 2019, found in <https://diverseeducation.com/article/151413/>
10. J. Wright. Faces of Utah Education: **Idalis Villanueva**-Utah State University assistant professor. (2019). September 3, 2019.
12. M. Jensen. (2019). Redefining Power: White House honors USU professor for research into hidden curriculum, Utah State Alumni magazine. Announces **Idalis Villanueva** as the first and only recipient of the institution.

2018

13. **I. Villanueva***, B. Campbell, A. Raikes, S. Jones, & L. Putney. (2018). Hearts and Minds: Interdisciplinary approaches and biosensors can help measure student engagement. *Journal of Engineering Education Selects*, September 3, 2018, found in <http://www.asee-prism.org/jee-selects-sep-3/>.
14. J. Jarman. (2018). Reevaluating the professionalization of engineering faculty. (2018). College of Engineering, Utah State University News, <https://engineering.usu.edu/news/main-feed/2018/reevaluating-engineering-faculty-professionalization>, December 10, 2018. Highlights **Idalis Villanueva**'s research.
15. M. Jensen. (2018). Upending assumptions in engineering education. *Utah State Magazine*, Spring 2018 Issue, https://issuu.com/usuprm/docs/utah_state_magazine_spring_2018/8, February 12, 2018. Highlights **Idalis Villanueva**'s research.

2016

16. M. Henline. USU professor to study stress levels of engineering students. Cache Valley Daily. <http://www.cachevalleydaily.com/news/archive/2016/12/20/1d503ea2-c62b-11e6-aac3-bffb176b5d79/#.XR0MpOhKi70>, December 20, 2016. Highlights **Idalis Villanueva**'s research.
16. **I. Villanueva**. Beauty can come from ashes. (2016). Speech written for James Rodriguez, Chief Executive Officer & President of Fathers & Families Coalition of America, February 16, 2016, National Families & fathers 17th Annual Conference, Los Angeles, CA.

FUNDING

(external funding is bolded)

A. Current Funding

1. **(PI) National Science Foundation, NSF BPE CAREER: Advocating for Engineering through Hidden Curricula: A Multi-Institutional Mixed Method Approach**; Duration: January 15, 2017 to December 30, 2021; PI: **Idalis Villanueva**, Total Amount: \$722,779; Villanueva Share 100%.
 - **Generated Outcomes to Date:** 1 nationally validated survey instrument; 3 professional development models; 3 published special issues; 2 journal articles in preparation; 1 book chapter under review; 1 book chapter in preparation; 10 published conference papers; 3 distinguished or best diversity paper awards; 8 invited talks; 3 invited research seminars; 2 invited international symposia; 1 presidential award

2. **(PI) National Science Foundation, DRK-12: Teaching: Enhancing Engineering Understanding in K-5 Bilingual Programs: Advocating for Latinx in Engineering Careers**, PI: Idalis Villanueva, co-PIs: Marialuisa Di Stefano and Alberto Esquinca, Duration: December 1, 2018 to June 30, 2022, \$449,999, Villanueva Share: 83.33%
 - **Generated Outcomes to Date:** 1 validated survey instrument; 1 book chapter; 4 conference presentations; 1 journal article under review; 1 invited special session
3. **(Senior Personnel) National Science Foundation RIEF: Research Initiation: Facilitating Professional Formation of Engineers through Strategic Agency of Engineering Faculty**. PI: Sindia Rivera-Jimenez; Estimated Total Amount: \$199,999; Villanueva Share: 25%.
4. **(PI) National Science Foundation: HSI Conference: Exploring the hidden realities of contingent Latinx faculty in STEM**. Duration: September 1, 2021 to August 31, 2022. PI: Idalis Villanueva; co-PI: Jose Muñoz; Total Amount: \$99,999; Villanueva Share: 51%.

B. Former Funding

1. **(PI) National Science Foundation, EHR CORE, Collaborative Research: Getting Real about engineering: an exploration of the emotional & motivational components of learning in the engineering classroom**; PI: Idalis Villanueva, co-PI: Jenefer Husman; Duration: July 1, 2017 to June 30, 2021; PI: Idalis Villanueva; Total Amount: \$500,000; Villanueva Share: 46.05%
 - **Generated Outcomes to Date:** 1 ecologically valid protocol; 2 professional development models; 1 published journal; 3 journal articles in preparation; 8 conference presentations (3 of which are international); 2 invited talks; 1 pending patent; 1 founders award; 1 faculty development SIARM STEM award; and 1 ICQCM faculty development award.
2. **(co-PI) National Science Foundation, Research in the Formation of Engineers, Collaborative Research: The Making of Engineers: Influence of Makerspaces on the Preparation of Undergraduates as Engineers**; PI: Louis Nadelson, co-PIs: Idalis Villanueva and Jana Bouwma-Gearhart; Duration: September 1, 2017 to August 31, 2021; Total Amount: \$350,000; Villanueva Share: 28.49%.
 - **Generated Outcomes to Date:** 1 validated survey instrument; 3 journal articles; 1 accepted article; 2 journal article under review; 5 published conference papers.
3. **(PI) National Science Foundation, Research Initiation: Collaborative Research: Understanding pedagogically motivating factors for under-represented & non-traditional students in an engineering classroom**, PI: Kimberly Cook-Chennault; co-PI: Idalis Villanueva; Duration: September 1, 2018 to August 31, 2021, \$199,891, Villanueva Share: 9%
 - **Generated Outcomes to Date:** 1 validated protocol; 4 published conference proceedings; 3 conference presentations; 1 journal paper in development
4. **(PI) National Science Foundation, Graduate Research Fellowship Program: Self-efficacy in engineering education**, Graduate Student Recipient: Darcie Christensen, Duration: July 1, 2017 to June 30, 2020, \$138,000.
 - **Generated Outcomes to Date:** 2 international conferences, 1 conference paper, 6 conference presentations, and 1 Ph.D. dissertation.
5. **(PI) National Science Foundation, INTERN Fellowship Program for CAREER**, PI: Idalis Villanueva; Duration: February 1, 2019 to May 30, 2019, \$47,137, Villanueva Share: \$47,137.
 - **Generated Outcomes:** 1 graduate student at the time, Laura Gelles, participated as a policy think-tank intern in the Progressive Policy Institute in Washington, D.C. where

she generated several blogs about charter education in rural and urban communities and reports that were recognized by the government, including a state senator from West Virginia accused of plagiarizing her work.

6. **(PI) Steelcase Education/Utah State University: Strong and Healthy Identities in Engineering (SHINE) Center**; Duration: January 1, 2017 to December 30, 2017; PI: Idalis Villanueva; Total Amount: \$75,000; Villanueva Share: 75%.
 - **Generated Outcomes to Date:** 1 fully functional research & teaching classroom space; 1 conference publication; 1 NSF funded project as a result of this space
7. **(PI) Utah State University Center for Women & Gender Studies: Women graduate students & faculty in science & engineering: a case study on ethical mentoring**; Duration: July 1, 2016 to June 30, 2017; PI: Idalis Villanueva; Total Amount: \$13,000; Villanueva Share: 100%.
 - **Generated Outcomes to Date:** 2 journal articles under review; 1 published conference paper; 3 conference presentations; 1 award
8. **(PI) Utah State University Research Catalyst SEED: Design Heuristics to Correlate Self-Efficacy and Transfer of Learning in Engineering Students**; Duration: July 1, 2014 to June 30, 2015; PI: Idalis Villanueva, co-PIs: Sydney Schaefer & Suzanne Jones; Total Amount: \$19,932; Villanueva Share: 55%.
 - **Generated Outcomes to Date:** 3 journal articles; 1 NSF CAREER award stemming from this work; 1 publication honor (JEE Selects); 4 conference presentations in AERA
9. **(PI) University System of Maryland Carnegie Course Re-design Grant: Biology for Engineers Course Redesign**; Duration: August 2013-August 2015; PI: Idalis Villanueva & co-PI: Ganesh Sriram, Ph.D., Adam Hsieh, Ph.D.; Total Amount: \$40,000; Villanueva Share: 0% (*awarded to I. Villanueva but not transferred due to change of institutions*)
10. **(PI) College for Teaching Excellence Learning Enhancement Mini-Grant**; University of Maryland-College Park, Duration: May 2012-May 2013, Amount: \$12,000; Villanueva Share: 100%

C. Pending Funding

1. **(co-PI) National Science Foundation, Racial Equity in STEM: Critical Conversations: Systemic and Agentic Empowerment of Black Ph.D. Students and their Faculty Advisors in Engineering**. Duration: July 1, 2022 to June 30, 2026. PI: Denise Simmons; co-PI: Jasmine McNealy; co-PI: Idalis Villanueva; Estimated Total Amount: \$1,208,102; Villanueva Share: 26%.
2. **(co-PI) AAU STEM: Community Transformation of Engineering Teaching Evaluations through Hidden Curriculum**. Duration: August 15, 2022 to August 14, 2025. PI: Idalis Villanueva; co-PI: Sindia Rivera-Jimenez; co-PI: Amie Baisley; Estimated Total Amount: \$100,000; Villanueva Share: 33%.

CONSULTING/PROGRAM EVALUATION

A. Current Consulting

1. **IUSE/PFE:RED A&I -Sustainable TRansformation of Environmental engineering Education for Modern society (STREEM)**; PI: Craig Woolard; Engineering Education Curriculum Consultant: Idalis Villanueva; Duration: September 1, 2020 to August 31, 2024; Total Amount: \$999,194; Villanueva Share: 2.5%

B. Former Consulting

1. National Center for Blind Youth in Science Full-Scale Development Project, NSF Advancing Informal STEM Learning; PI: Mark Riccobono; co-PI: Christine Reich; Curricular Developer: Idalis Villanueva; Duration: September 1, 2013-August 30, 2016, Total Amount: \$842,209; Villanueva Share: 3%.

2. Designing Tactile Picture Books: Critical making in libraries to broaden participation in STEM education & careers; PI: Tom Yeh, co-PI: Stacey Forsyth; Advisory Board Member: Idalis Villanueva; Sept. 15, 2016 to August 31, 2019; Total Amount: \$1,199,833; Villanueva Share: 1%

2. CAREER: Examining factors that foster low-income Latino middle school students' engineering design thinking in literacy-infused technology & engineering classrooms; PI: Amy Alexandra Wilson; Advisory Board Member: Idalis Villanueva; January 1, 2016 to January 1, 2021, Total Amount: \$802,000; Villanueva Share: 1%.

C. Pending Consulting

1. National Science Foundation RIEF: User-centered design of assistive technology can build engineering self-efficacy through constructionism; PI: Andrea Kwaczala, co-PI: Denise Northrop, Duration: June 1, 2021 to May 31, 2023; Estimated Total Amount: \$200,000; Villanueva Share: 10%.

2. National Science Foundation RIEF: Relationship of Noncognitive and Affective Factors to Student Persistence in Engineering; PI: Bruce Carroll, co-PI: Ken Crippin: September 1, 2022 to August 31, 2023; Estimated Total Amount: \$200,000; Villanueva Share: 5%

3. National Science Foundation EHR CORE: The appeal, efficacy, and performance of undergraduates using engineering digital educational games; PI: Kimberly Cook-Chennault, co-PI: Saira Anwar; September 1, 2022 to August 31, 2024; Estimated Total Amount: \$500,000; Villanueva Share: 4%.

PEDAGOGICAL METHODS & FORMATS

1. Distance Education (hybrid/blended (interactive video conferencing with face-to-face instruction); bichronous online (blend of synchronous/asynchronous) using Canvas as the learning management system)
2. Flipped Face-to-Face Classroom (using Panopto, Screen Cast-o-Matic, Camtasia)
3. Face-to-Face Active, Experiential, and Service Learning (using i-clicker & e-portfolio with Canvas & Blackboard as the learning management systems)
4. Project- and Problem-Based Learning (using engineering design models & e-portfolios)

COURSES TAUGHT

- a. *Online Pedagogy for Engineers*, University of Florida, Fall 2020
- b. *Introduction to Engineering*, Utah State University, Engineering Education, Fall 2016-Spring 2019
3. *Qualitative Methods in Engineering Education*, Utah State University, Engineering Education, Spring 2016, Spring 2018, Summer 2018, Spring 2020
4. *Developing an Online Educational Curriculum*, Utah State University, Engineering Education, Summer 2015, Spring 2017, Summer 2018, Spring 2019
5. *Engineering Graphics*, Utah State University, Mechanical Engineering, Spring 2014 to Spring 2016 (including summers)
6. *Biology for Engineers*, University of Maryland-College Park, Fischell Department of Bioengineering, Fall 2011-Spring 2013 (including summers)
7. *Biology for Engineers Laboratory*, University of Maryland-College Park, Fischell Department of Bioengineering, Fall 2011-2013 (including summers)

8. *Designing a Sustainable World*, University of Maryland-College Park, Fischell Department of Bioengineering, Spring 2013
9. *Tissue Engineering*, University of Maryland-College Park, Fischell Department of Bioengineering, Spring 2012
10. *Science Writing*, Office of Intramural Training and Education, National Institutes of Health, Summer 2008
11. *Material and Energy Balance*, University of Colorado-Boulder, Chemical & Biological Engineering, Fall 2006 (Teaching Assistant)
12. *General Chemistry Laboratory*, University of Colorado-Boulder, Chemical & Biological Engineering, Spring 2005 (Teaching Assistant)

SERVICE

A. Professional Service

1. Associate Editor, IEEE Transactions in Education, January 2021- present
2. Associate Editor, Advances in Engineering Education, January 2021-present
3. Reviewer for the First Diversity, Equity, and Inclusion Best Practices Guide for the American Society of Civil Engineers, October to December 2020
4. ASEE Women in Engineering Division, Secretary, July 2020-July 2022
5. IEEE Frontiers in Education, New Faculty Fellows Program co-Chair, August 2019-August 2021
6. Council of Undergraduate Research Councilor, Engineering Division, June 2017 to June 2021
7. Invited Proposal Reviewer, National Science Foundation, February 2014- present
8. Invited Journal Reviewer, Journal of Engineering Education, November 2013- present
9. Invited Journal Reviewer, Education Sciences, 2016-present
10. Invited Journal Reviewer, Journal of Women and Minorities in Science and Engineering, 2019-present
11. Invited Journal Reviewer, Studies in Engineering Education, 2020-present
12. Invited Reviewer, Handbook of Educational Psychology, 2020
13. NSF/ASEE Engineering and Education Centers Grantees Conference Planning Committee, October 2016 to October 2017;
 - a. Citation: American Society of Engineering Education. (2018). 2017 NSF Engineering Education and Centers Grantees Conference: Meeting Report. October 29-31, 2017, Renaissance Capital View Hotel, Arlington, VA; <https://docs.asee.org/public/EEC/2017EECCConferenceReport.pdf>
14. Society of Hispanic Professional Engineers Faculty Institute Planning Committee, July 2015 – July 2017:
 - a. Development of hidden curriculum seminar for 75 engineering faculty across the nation & upcoming development of an effective training and literacy in engineering session hosting 75 faculty in the 2017 Kansas City Conference.
 - b. Development of active learning/flipped classroom seminar for 70 engineering faculty across the nation in the 2016 Seattle Conference.
15. Invited Expert Faculty, NSF PRIME Workshop for the Engineering Design Process Portfolio Scoring Rubric, January 2015 & October 2013:
 - a. Assessed EDPPSR rubrics for Project Lead the Way along with 10 experts to identify examples appropriate for each category of the rubric elements and refine language of the rubric
16. Vice Chair for the IEEE Education Society, January 2014-May 2015:
 - a. Assist the president in the development and refinement of IEEE educational guidelines; Ensure that all members are completed their designated tasks

B. Institutional/Departmental Service

1. University of Florida, Promotion and Tenure Committee, Department of Engineering Education, August 2021-present.
2. University of Florida, Inclusion, Diversity, Equity and Access Committee, Department of Engineering Education, July 2020-present
3. University of Florida, Ph.D. Committee, Department of Engineering Education, July 2020-July 2021
4. University of Florida, Mentoring Affinity Group, September 2020-present
5. Utah State University Diversity & Inclusion Taskforce, Training, Instruction and Research Working Group, July 2019 – June 2020
6. SHPE Student Chapter Faculty Advisor, November 2017 – May 2020
7. Honors Program Mentor and Reviewer, January 2016 – December 2019
8. Utah State University Women’s Leadership Initiative Faculty Mentor, August 2017-May 2019
9. Engineering Education Department Graduate Online Certificate Committee, January 2017-December 2018.
10. Engineering Education Department, Graduate Student Manual Committee, August 2013-May 2020
11. College of Engineering Dean Search & Interview Committee, Utah State University, November 2017-April 2018
12. Empowering Teaching Excellence Committee, Utah State University, August 2015-2017:
 - a. Helped to develop faculty training seminars through the Center of Innovative Design & Instruction around pedagogical strategies & inclusive learning environments
13. Broadening Participation in Engineering Seminars, College of Engineering, Utah State University
 - a. Recruited & hosted a special seminar where engineering education experts on stereotype threat (Dr. Michelle Camacho & Dr. Susan Lord) talked to faculty and students in the College on April 22, 2016
 - b. Hosted a former NSF program office from the Engineering Education & Centers, Broadening Participation in Engineering Division, Dr. James Moore on January 30, 2017.
14. Invited Panelist, Engineering Education graduate research seminar, Utah State, Spring 2014 & Spring 2015:
 - a. Spoke to 20 graduate students about how to properly interview for a faculty position, finding their career paths after their Ph.D. and developed a handout to help guide them through the process
 - b. Participated in a panel about the process of campus interviews when looking for a faculty position
15. Recruiter, Engineering Education Department, Utah State, 2013 & 2015-:
 - a. Recruited for Weber State Career Fair to find potential graduate student Candidates into the Engineering Education graduate program
 - b. Recruited for the Engineering Education Department at the 2015 SACNAS Conference
16. STEM Recruitment Specialist, Montgomery County College Preparation & Scholarship Fair, Universities of Shady Grove, April 21, 2012:
 - a. Mentored parents, students, and interested public in opportunities in STEM
17. Postdoctoral Professional Development Intern, National Institutes of Health, Office of Intramural Training and Education: July to December 2010
 - a. Assisted with the development of materials & slides for the CAREERS IN SCIENCE EDUCATION & OUTREACH: A "HOW TO" WORKSHOP for postdoctoral students
18. Activities Coordinator, National Institutes of Health, Office of Intramural Training & Education, April 2010-:
 - a. Designed 3 modules for the National Institute of Health “Take Your Child to Work Day” workshop entitled “Chemistry, Chemicals, and You” for 75 children ages 5-11; Managed 3

groups of volunteers that aided in each of the modules.

19. Recruiter, University of Colorado at Boulder, Colorado Diversity Initiative, October 2008 & November 2007:
 - a. Staffed orientation booths in the 2008 Advancing Hispanic/Chicano and Native Americans in Science (SACNAS) & the 2007 Annual Biomedical Research Conference for Minority Students (ABRCMS) conferences where interested undergraduate students can obtain information about grants and research opportunities within the University of Colorado-Boulder; Collected resumes and followed-up with information for prospective applicants.

C. Community Service

1. Society of Hispanic Professional Engineers Faculty Advisor, November 2017-May 2020:
 - a. KiHoMac Engineering Day, April 2018; activity hosted to 25 high school students and their parents in Cache County, Davis County, and Weber County school districts
 - b. Logan Library, Hispanic Heritage Festival, September 2018; activity hosted to approximately 100 children (all ages) and their parents across Cache County, UT
 - c. Science and Engineering Day, Engineering Week, Utah State University, February 23, 2019; developed and taught engineering activities on nanomaterial properties for 85 children (ages 8-14) and their parents
2. Families and Fatherhood Coalition Training Committee, May 2014 to December 2015
 - a. Helped to generate blogs and conduct community demographic research to tackle intrinsic issues of fatherhood education in this organization
3. Invited Professional Development Specialist, SACNAS Conference, October 2014:
 - a. Co-developed a professional development session for a group of 10 STEM graduate students
4. Moderator, Summer Success Institute, University of Maryland Baltimore County, August 2012:
 - a. Moderated mentoring session for PROMISE program summer success institute where cohorts of graduate students, faculty members, and various personnel from industry, government, and institutions meet and discuss their success stories within their profession
5. Moderator, Summer Success Institute, University of Maryland Baltimore County, August 2011:
 - a. Moderated mentoring session for PROMISE program summer success institute where cohorts of graduate students, faculty members, and various personnel from industry, government, and institutions meet and discuss their success stories within their profession
6. Postdoctoral AGEP PROMISE Program Co-developer/Mentor, University of Maryland Baltimore County, August 2009-July 2011:
 - a. Aided in the development of the first postdoctoral program targeted at underrepresented minorities in the University of Maryland Baltimore County
 - b. Mentored graduated students for the Rocky Gap Retreat, a program designed to help graduate students complete their thesis dissertations
 - c. Assisted with the evaluation of the Rocky Gap Retreat and recommended potential changes towards the 2010 program.
7. Graduate Student Mentor, University of Colorado at Boulder June to August 2009 & June to August 2008:
 - a. Mentored 25 undergraduate students selected to participate in the Summer Multicultural Access to Research Training (SMART) in the University of Colorado-Boulder; Supported several workshops related to scientific proposal and abstract writing as well as poster and oral presentation.

POSTDOCTORAL RESEARCH ASSISTANTS MENTORED

(current postdoctoral fellows are bolded)

1. **Robert Jamaal Downey**, *Postdoctoral Fellow of Engineering Education*, July 1, 2021-present
 - Awarded a National Science Foundation fellowship for the Grant Writing Workshop Series for

Early Career Scholars Focused on Racial Equity in STEM Education and Learning Sciences
(was selected as one of the 10 awardees out of 58 applications)

2. **Victoria Sellers**, *Postdoctoral Fellow of Engineering Education*, September 2020-present
 - Best Diversity Paper Award, ASEE Women in Engineering Division
3. Md Tarique Hasan Khan, *Postdoctoral Fellow of Engineering Education*, May 2018-December 2019.
 - Semi-finalist for the Data Science Incubator Fellowship
 - Status: Postdoctoral Fellow at Rutgers University
4. Marialuisa Di Stefano, *Postdoctoral Fellow of STEM Policy, Diversity, and Inclusion*, August 2017-August 2018
 - Status: Transitioned to an Assistant Professor position at the College of Education at the University of Massachusetts-Amherst.

GRADUATE RESEARCH ASSISTANTS MENTORED

(current graduate students are bolded)

1. **Gadhaun Aslam**, Graduate Research Assistant, January 2022 (admitted), University of Florida
2. **Edwin Marte-Zorilla**, Graduate Research Assistant, started Ph.D. program in August, 2019 and transferred to the University of Florida on August 2020
 - *AHFE Best Paper Award Finalist, 2021*
3. Darcie Christensen, Ph.D Candidate, August 2017-May 2021
 - *Status: Successfully defended her Ph.D. on May 27, 2021; was recently hired as an Assistant Professor in the Iron Range Engineering Program at the University of Minnesota -Mankato.*
 - *National Air and Space Museum Academic Year Internship, January 2021 to May 2021*
 - *College of Engineering Graduate Student Teacher of the Year Award, 2019*
 - *Engineering Education Department Graduate Student Teacher of the Year Award, 2019*
 - *Utah State University, College of Engineering Graduate Student Teacher of the Year Award, 2019*
 - *NSF GRFP Fellow and First Graduate Student to Receive this Award in Engineering Education Department at Utah State University, April 2018 to present, acceptance rate: 10% (\$50,000 for 3 years)*
 - *Tau Beta Pi Fellowship Awardee, Utah State University, April 2018 to present, acceptance rate: 6.7%, (\$10,000 for 1 year)*
 - *Utah State University Robin's Undergraduate Student of the Year Recipient, May 2017*
4. Katherine Youmans, Ph.D., August 2017-August 2020
 - *Status: Successfully defended her Ph.D. on August 18, 2020; was recently hired at Colorado School of Mines as an Associate Teaching Faculty and Director of Capstone Design in their College of Engineering*
 - *Engineering Education Department Graduate Student Researcher of the Year Award, 2019*
 - *Society of Women Engineers Fellow, Minneapolis, MN, October 18-20, 2018*
 - *IEEE Frontiers in Education Graduate Student Fellow, San Jose, CA, October 4-6, 2018*
5. Laura Ann Gelles, Ph.D., January 2015-August 2019
 - *Status: Successfully defended her Ph.D. in August 2, 2019; recently transitioned from a postdoctoral fellowship at the University of San Diego to a Postdoctoral Research Associate at UT-Dallas.*
 - *NSF INTERN Fellow, February 1, 2019 to May 2019; her work on policies for more accessible K-12 charter schools in rural and urban communities was recognized nationwide and her reports were even believed to be plagiarized by a West Virginia state senator*
 - *Best Diversity Paper Award, Engineering Ethics Division, American Society of Engineering Education, Salt Lake City, UT, June 24-27, 2018.*

- *First Graduate Student in Engineering Education to complete her qualifying exams without any required changes, February 2018*
 - *Engineering Education Department Graduate Student Researcher of the Year Award, April 2018*
 - *Utah State University, College of Engineering, Graduate Student Teacher of the Year Award, May 2017*
 - *Utah State University Robin's Award Nominee, Graduate Student Teacher of the Year, May 2017*
6. Paul Vicioso, Part-Time Graduate Research Assistant, August 2015-December 2019
 7. Marialuisa Di Stefano, Part-Time Graduate Research Assistant, August 2016-July 2017
 8. Maria Valladares, Graduate Research Assistant, January 2014-December 2015

FACULTY ADVISED OR MENTORED

1. Sindia Rivera-Jimenez, Lecturer, Department of Engineering Education, University of Florida, August 2020-present
2. Jeremy Waisome MacGruder, Lecturer, Department of Engineering Education, University of Florida, August 2020-present
3. Amie Baisley, Lecturer, Department of Engineering Education, University of Florida, August 2020-present
4. Pam Dickrell, Associate Chair for Academics, Department of Engineering Education, University of Florida, August 2021- present
5. Saira Anwar, Lecturer, Department of Engineering Education, University of Florida, August 2020-June 2021
6. Diego Alvarado, Lecturer, Department of Engineering Education, University of Florida, January 2021 – present
7. Jeremiah Blanchard, Assistant Engineer, Department of Engineering Education, University of Florida, February 2021 to present

ADDITIONAL GRADUATE STUDENTS ADVISED OR MENTORED

1. Joel Alejandro Mejia, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated in May 2014
2. Jon Thorne, Graduate Teaching Assistant, Utah State Mechanical Engineering Department, Spring 2016
3. Yushi Yanagita, Graduate Teaching Assistant, Utah State Mechanical Engineering Department, Spring 2016
4. Stacie Gregory (now Stacie LeSure), Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated in May 2016
5. Angela Minichiello, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated in May 2016
6. Adam Raikes, Utah State Physical Education & Recreation Department, External Graduate Dissertation Committee Member in Health, Utah State, Graduated in May 2016
7. Moe Tajvidi, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated in May 2017
8. Michael Liu, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated in May 2018
9. Ivan Quezada, Utah State Civil and Environmental Engineering Department, External Graduate Dissertation Committee Member in Civil Engineering, Utah State, Graduated in May 2018
10. Amie Baisley, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated May 2019.
11. Zahra Atiq, Purdue University Engineering Education Department, External Graduate Dissertation Committee Member in Engineering Education, Graduated May 2019.
12. Lilian Almeida, Utah State Engineering Education Department, Graduate Dissertation Committee

- Member, Graduated December 2018.
13. Ryan Barlow, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated August 2020.
 14. Yuzhen Luo, Utah State Engineering Education Department, Graduate Dissertation Committee Member, Graduated August 2020.
 15. Jon Anderson, Utah State Engineering Education Department, Graduate Dissertation Committee Member, April 2019 (appointed)
 16. Theresa Green, Utah State Engineering Education Department, Graduate Dissertation Committee Member, October 2018 (appointed)
 17. Abigail Stephan, Clemson University, Educational Psychology, Temporary Research Mentor, October, 2019 (appointed)
 - Won Best Graduate Student Presentation Award at the Scholarly Consortium for Innovative Psychology in Education Conference in Savannah, GA
 20. Ahmad Farooq, Utah State Engineering Education Department, Graduate Dissertation Committee Members, March 2020 (appointed)
 21. Ibukun Osunbunmi, Utah State Engineering Education Department, Graduate Dissertation Committee Members, March 2020 (appointed)
 22. Daniel Delgado, University of Florida, Human Computing Design, External Graduate Dissertation Committee Member, February 2021 (appointed)
 23. Elizabeth Volpe, University of Florida, Civil and Coastal Engineering, Graduate Dissertation Committee Member, March 2021 (appointed)
 24. Isabella Victoria, University of Florida, Chemical Engineering (M.S. student), August 2021 to present.

UNDERGRADUATE STUDENTS ADVISED OR MENTORED

1. Patriel Stapleton, University of Florida, (B.S. in Human Computing Design), February 2021 to May 2021
 - *External Undergraduate Senior Project Committee Member*
2. Amirbahador “Amir” Shojaee (B.S. in Chemical Engineering), February 2021 to July 2021
 - *Undergraduate Research Assistant, Engineering Education Department, University of Florida*
3. Rodrigo Calvo (B.S. Computer Science), January 2020-July 2020
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
4. Eduardo Cordova (B.S. Computer Science), January 2020-May 2020
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
5. Chaz Tanoe (B.S. Mechanical and Aerospace Engineering), August 2019-May 2020
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
6. Jared Payne (Pre-med), January 2019 –December 2019
 - *Undergraduate Teaching Fellow, Engineering Education Department, Utah State University*
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
7. Cynthia Rigby (B.S. Mechanical and Aerospace Engineering), August 2018- October 2019
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
8. Ruth Campos (B.S. Humanities), July 2018 – present
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
9. Lucy Campos (B.S. in Civil and Environmental Engineering), July 2018 – May 2019
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
10. Dale Parkinson (B.S. in Electrical Engineering), August 2018 –December 2018
 - *Undergraduate Teaching Fellow, Engineering Education Department, Utah State University*
11. Paola Muñoz (B.S. in Civil and Environmental Engineering), January 2018- May 2018
 - *Undergraduate Research Assistant, Engineering Education Department, Utah State University*
12. Taylor Kesler (B.S. in Civil and Environmental Engineering), May 2017-May 2018

- *Undergraduate Teacher Fellow of the Year Nominee, Utah State University, May 2018*
- 13. Jorge Espinoza (B.S. in Civil and Environmental Engineering), August 2014-July 2015
 - *Engineering Undergraduate Research Fellow, College of Engineering, Utah State*
 - *Selected to present findings in 2016 Utah State Student Research Symposium*
- 14. Darcie Christensen (B.S. in Biological Engineering), August 2016-July 2017
 - *Undergraduate Research Fellow, Engineering Education Department, Utah State*
 - *Utah State University Robin's Award Winner, Undergraduate Student of the Year partly under my mentorship*
- 15. Bethany Fronhofer (B.S. Mechanical and Aerospace Engineering), Summer 2015
 - *Undergraduate REU student in Engineering Education Department at Utah State*
 - *2015 Emerging Researcher Conference, First Place Winner for Math & Science Education Division for her research under my mentorship*
- 16. Sarah Schott (B.S. in Math), Summer 2015
 - *Undergraduate REU student in Engineering Education Department at Utah State*
- 17. Brendan Teoh (B.S. Mechanical and Aerospace Engineering), Spring 2016
 - *Recognized as distinguished undergraduate teaching fellow for his work in my course under my mentorship in an article about the Undergraduate Teaching Fellow Program at Utah State University*
- 18. Jose Campos (B.S. Mechanical and Aerospace Engineering), Spring 2016
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department, Utah State University*
 - *2016 Outstanding undergraduate teaching fellow winner, Utah State University, College of Engineering*
- 19. Whit Bundy (B.S. Mechanical and Aerospace Engineering), Spring 2016
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department, Utah State University*
- 20. Chris Walker (B.S. Mechanical and Aerospace Engineering), Spring 2016
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department, Utah State University*
- 21. Addison Devitry-Smith (B.S. in Technology Education), August 2015-Spring 2016
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department (at the time of his mentoring experience with me), Utah State University*
 - *Undergraduate Research Assistant, selected to present our work in the National Science Teachers Association Conference*
- 22. Camille Bruneel (B.S. Mechanical and Aerospace Engineering), January 2014 & Spring 2016
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department, Utah State University*
- 23. Andrew Latham (B.S. Mechanical and Aerospace Engineering), Fall 2014
 - *Undergraduate Teaching Fellow, Mechanical Engineering & Engineering Education Department, Utah State University*
 - *2015 Outstanding undergraduate teaching fellow winner, Utah State University, College of Engineering*

PROFESSIONAL MEMBERSHIPS

1. American Society of Engineering Education (ASEE)
2. IEEE Frontier in Education (IEEE FIE)
3. Society of Hispanic Professional Engineers (SHPE)
4. Society of Women Engineers (SWE)
5. American Educational Research Association (AERA)
6. American Council on Education (ACE)

7. Sigma Xi

LILIANNY VIRGUEZ
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Summary

Experience teaching First-Year Design and Elements of Electrical Engineering courses, 4 years of experience in the Engineering Telecommunication industry. Experienced in surveying, designing, and evaluating Radio Base Stations (RBS) designs; planning, supervising, and leading small engineering teams; working in international settings; analyzing data and conducting engineering education research on the intersection of core non-cognitive skills and students' success.

Research Interests

First year engineering students' motivation to persist in engineering, mindfulness in higher education, diversity in engineering education, programs assessment and evaluation.

EDUCATION

Doctor of Philosophy 2017

Engineering Education

Virginia Tech, Blacksburg, VA

Dissertation: "A quantitative analysis of first year engineering students' course perceptions and motivational beliefs in two introductory engineering courses"

Graduate Certificate 2017

Educational Research

Virginia Tech, Blacksburg, VA

Master of Science 2016

Industrial Systems Engineering

Virginia Tech, Blacksburg, VA

Bachelor of Engineering 2008

Telecommunications Engineering

UNEFA, Aragua, Venezuela

Computer skills: LabVIEW, MATLAB, AutoCAD, Onshape

Language skills: Spanish: native language; English: advanced; Italian: Basic; French: Basic

ACADEMIC APPOINTMENTS

Department of Engineering Education, University of Florida
Instructional Assistant Professor

Gainesville, FL
June 2019- present

Instruction of “Engineering Design and Society” and “Elements of Electrical Engineering” courses. Conduct engineering education research; perform service at the university, college, and department levels.

Institute for Excellence in Engineering Education, University of Florida Gainesville, FL
Lecturer February 2018- June 2019

Design and instruction of “Engineering Design and Society” course for first year engineering students. Conduct research on students’ motivation in engineering design classes.

RESEARCH EXPERIENCE

Engineering Education Department, Virginia Tech
Graduate Research Assistant

Blacksburg, VA
January 2015- December 2017

Analyze assessment data for the First Year Engineering Program. Examine large set of quantitative data (+1000 individuals) for three different cohorts of students 2013-2015. Disseminate results by writing and presenting conference papers.

TEACHING EXPERIENCE

Engineering Education Department, Virginia Tech
Graduate Teaching Assistant

Blacksburg, VA
August 2012-December 2014

Taught up to three sections for 5 semesters of a first-year engineering introductory course. Graded, assisted students, and proctored exams.

INDUSTRY EXPERIENCE

Engineering Design Department, HUAWEI Technologies Co. Ltd Caracas, Venezuela
Design Engineer Team Leader

September 2010-July 2012

Planned, supervised, and managed human resources, for engineering design projects, for various telecommunication operators in Venezuela, Trinidad and Tobago, Guyana, and Suriname offices. Planned and supervised site surveys and engineering documents for 166 Nodes in order to implement WiMAX technology in Trinidad and Tobago.

Engineering Design Department, HUAWEI Technologies Co. Ltd Caracas, Venezuela
Design Engineer

January 2008- February 2010

Performed site surveys, field inspections, field data collection, and detailed engineering design documents, for multiple engineering design projects, for various telecommunications operators in Venezuela. Designed and implemented a model for detailed engineering for the NGN (Next Generation Network) project CANTV operator.

PUBLICATIONS

- **Virguez, L.,** Murzi, H. G., Reid, K., (2021). A Quantitative Analysis of First-Year Engineering Students' Engineering- Related Motivational Beliefs. *International Journal of Engineering Education*, 37(6), 1643-1654.
- K. Battel, N. Foster, L. **Virguez**, S. Bhaduri, K. Mandala, L. Erickson, (2021). We Make the Village- Inspiring STEM Among Young Girls and the Power of Creative Engineering Education in Action. , in *Frontiers in Engineering Education (FIE)*, Lincoln, NE, USA,
- Dickrell, P. L., & **Virguez, L.** (2021), Combining a Virtual Tool and Physical Kit for Teaching Sensors and Actuators to First-year Multidisciplinary Engineering Students *Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference. 10.18260/1-2--36811.*
- Bhaduri, S., & **Virguez, L.**, & Basu, D., & Soledad, M. (2021), A Grounded Theory Analysis of COVID-19 Information and Resources Relayed Through University Web Pages: Implications for a More Inclusive Community. *Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference. 10.18260/1-2—36517*
- **Virguez, L.**, Dickrell, P., & Goncher, A., (2020). Utility value of an introductory engineering design course: an evaluation among course participants. *Paper presented at 2020 ASEE Virtual Conference*
- Dickrell, P., **Virguez, L.**, & Goncher, A. (2020). Structure of a Human-Centered & Societal-Based First-Year Makerspace Design Course. *Paper presented at 2020 ASEE Virtual Conference*
- James, M., Murzi, H., Forsyth, J., **Virguez, L.**, & Dickrell, P., (2020). Exploring Perceptions of Disciplines using Arts-Informed Methods. *Paper presented at 2020 ASEE Virtual Conference*
- P. Dickrell and L. **Virguez**, (2018). Engineering Design & Society: A First-Year Student-Centered Course Teaching Human-Centered Design, *WEEF-GEDC World Engineering Education Forum – Global Engineering Deans Council, Conference of Peace Engineering, New Mexico, USA*
- **Virguez, L.**, & Dickrell, P., (2019). Exploring Students' Class Perceptions in the Development of a First-Year Engineering Design Course. *Paper presented at 126th American Society for Engineering Education, Tampa, Florida*
- Dickrell, P & **Virguez, L.**, (2019). Making the Makers: Building Hands-on Skills to Help Humanity through First-Year Design. *Paper presented at 126th American Society for Engineering Education, Tampa, Florida*
- Cheney, D., Dickrell, P., & **Virguez, L.**, (2019). Online Versus Flipped Classroom: A Comparison of Hands-On Skills Development in an Introductory Circuits Course. *Paper presented at 126th American Society for Engineering Education, Tampa, Florida*
- Rivera-Jimenez, S., Alford, D., & **Virguez, L.**, (2019). Work in progress: Fostering a chemical engineering mindset: Chemical process design professional development workshops for early undergraduate students. *Paper presented at 126th American Society for Engineering Education, Tampa, Florida*
- **Virguez, L.**, & Reid, K. (2017). A Comparative Analysis of First-Year Engineering Students' Course Perceptions in two Introductory Engineering Courses. *Paper presented at 9th First Year Engineering Experience (FYEE) Conference, Daytona, Florida.*

- **Virguez, L., & Reid, K.** (2016). Students' perceptions in a first-year engineering classroom and their relationship with behavioral and cognitive engagement. *Paper presented at 8th First Year Engineering Experience (FYEE) Conference, Columbus, Ohio.*
- **Virguez, L., Reid, K., & Knott, T.** (2016). Analyzing Changes in Motivational Constructs for First-Year Engineering Students during the Revision of a First-Year Curriculum. *Paper presented at 2016 ASEE Annual Conference & Exposition, New Orleans, Louisiana. 10.18260/p.26246*
- **Hampton, C., & Virguez, L.** (2016). Vigilant Awareness: A Need Based Assessment of a First Year Living Learning Community. *Poster presented at 2016 Eastern Evaluation Research Society Annual Conference, Absecon, New Jersey.*
- **Virguez, L., & Reid, K.** (2015). Work in Progress: Analysis of Changes in Motivational Constructs for First-Year Engineering Students during the Revision of a First-Year Curriculum. *Paper presented at 7th First Year Engineering Experience (FYEE) Conference, Roanoke, Virginia.*

SERVICE

- 2021-2023, *Member, Academic Assessment Committee UF*
- 2021, *Membership Chair, International Division, ASEE*
- 2021, *Member, Curriculum Committee, Department of Engineering Education*
- 2021, *Presenter and moderator, ASEE Annual Conference & Exposition*
- 2021, *Reviewer, Advances in Engineering Education.*
- 2020-present, *Member, Constitutional Revision Committee COE UF*
- 2020, *Presenter and moderator, ASEE Annual Conference & Exposition*
- 2020, *Reviewer, Journal of Women and Minorities in Science and Engineering*
- 2019- present, *Chair, Assessment Committee, Department of Engineering Education*
- 2018-present, *Mentor, University Multicultural Mentor Program - UF*
- 2017 *Reviewer, 2017 FYEE Annual Conference*
- 2016 *Reviewer, 2016 ASEE Annual Conference & Exposition*
- 2016 *Volunteer, Science Girls Camp, Virginia Tech*
- 2015 *Volunteer, Service trip to Dominican Republic RSAP (Rising Sophomore Abroad Program)*
- 2013 *Volunteer, First Lego League Regional Tournament, Abingdon, Virginia*
- 2013 *Engineering class leader, Women's Preview Weekend, Virginia Tech*
- 2012 *Organizer, SEDP (Sustainable Energy Design Project) Fair, Virginia Tec*

Jeremy A. Magruder Waisome, Ph.D.

Email: jeremywaisome@gmail.com, Website: jeremywaisome.com

EDUCATION:

Ph.D. Civil Engineering, 2017 – University of Florida (UF), Gainesville

Dissertation Title: *Evaluation of Asphalt Pavement Interface Conditions to Enhance Long-Term Pavement Performance*, Advisor: Reynaldo Roque, Ph.D.

Graduate Certificate in Sustainable Engineering, 2013 – UF, Gainesville

M.S. Civil Engineering, 2012 – UF, Gainesville

B.S. Civil Engineering, 2010 – UF, Gainesville

PROFESSIONAL EXPERIENCE:

2020-Present: Lecturer, Department of Engineering Education, Herbert Wertheim College of Engineering (HWCOE), UF

2018-2021: Special Assistant to the Dean in the Division of Graduate Student Affairs, The Graduate School, UF

2019-2020: Postdoctoral Associate, Department of Environmental Engineering Sciences, HWCOE, UF, Supervisor: Elliot Douglas, Ph.D.

2018-2020: Postdoctoral Associate, Department of Computer and Information Science and Engineering, HWCOE, UF, Supervisor: Juan E. Gilbert, Ph.D.

SCHOLARSHIP:

Funding

1. National Science Foundation award entitled: Natural Hazards Engineering Research Infrastructure: Experimental Facility with Boundary Layer Wind Tunnel, Bridge, J.A. (PI), Masters, F.J., Phillips, B.M., Gurley, K.R., Prevatt, D., Waisome, J.A.M. (senior personnel), Funding period: 1/1/2021-9/30/2025, Total funding: \$1,057,425.00. UF share: \$1,057,425.00.
2. UF Office of Research award entitled: Engineering while Black: Exploring the Experiences of Black Undergraduate Engineering Students using Photovoice, Hicklin, K. (PI), Waisome, J.A.M. (co-PI), Funding period: 1/1/2021-05/15/2021, Total funding: \$33,672.00.

3. National Science Foundation award entitled: Institute for African-American Mentoring in Computing Sciences (iAAMCS), Gilbert, J.E. (PI), Waisome, J.A.M. (Senior Personnel), NSF CISE BPC-A, Funding Period 10/01/2020 - 09/30/2021, Total funding: \$500,000.00, UF share: \$374,809.09.
4. National Science Foundation award entitled: Collaborative Research: Human-Centered Computing Scholars: Generation NEXT (Need-based, EXtensive Support Through Degree Completion), McMullen, K. (PI), Gilbert, J.E., Gardner-McCune, C., Waisome, J.A.M. (co-PI), NSF DUE, Funding period: 3/06/2019 - 4/30/2024, Total funding: \$922,495.00. UF Share: \$922,495.00.
5. National Center for Women in Information Technology (NCWIT) award entitled: Modern Figures; A Conversational Podcast Series on Black Women in Computing (Pilot), NCWIT, Waisome, J.A.M., (co-PI) and McMullen, K. (co-PI). Funding period: 10/30/2018-04/30/2019, Total funding: \$99,442.28. UF share: \$92,442.28.
6. The Florida Department of Transportation award entitled: Evaluation of Asphalt Pavement Interface Conditions for Enhanced Bond Performance, Roque, R. (PI), Zou, J. Hernando, D., Waisome, J.A.M, FDOT, Funding period: 2015 – 2017, Total funding: \$240,000.00. UF share: \$240,000.00

Publications

Peer Reviewed Journal Articles

1. Ross, M., Farhangi, S., Patel, D., Waisome, J., Garcia, A. (2021-In Press) Traversing the Landscapes of Computer Science: A Case Study of Black Women’s Journey in Graduate School to Become Computer Scientists. *Journal of Women and Minorities in Science and Engineering*.
2. Park, B., Zou, J., Hernando, D., Roque, R., Waisome, J.A.M. (2021). Investigating the Use of Equivalent Elastic Approach to Identify the Potential Location of Bending-Induced Interface Debonding Under a Moving Load. *Materials and Structures*. <https://doi.org/10.1617/s11527-020-01612-7>
3. Hernando, D., Waisome, J.A.M., Zou, J., and Roque, R. (2018). Identification of Potential Location and Extent of Localized Interface Debonding in the Wheelpath of Asphalt Pavements. *Transportation Research Record*. <https://doi.org/10.1177/0361198118758636>

Peer Reviewed Conference Papers

1. Berry, M.B., Douglas, E.P., Therriault, D.J., Waisome, J.A.M. (2020). WIP: Understanding Ambiguity in Engineering Problem Solving. American Society for Engineering Education Virtual Conference.

2. Waisome, J.A.M., Jackson, J.F.L., Gilbert, J.E., (2020). The iAAMCS Ecosystem: Retaining Blacks/African-Americans in CS PhD Programs. *Proceedings of the 2020 IEEE Conference on Research on Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)*, Portland, OR.
3. Waisome, J.A.M., McMullen, K., Smith, T.R., Smarr, S.A, Gilbert, J.E. (2019). Developing Career Self-Efficacy of Researchers in Human-Centered Computing through Scholarship Support. *Proceedings of the 2019 American Society for Engineering Education Annual Conference and Exposition (Minorities in Engineering Division)*, Tampa, FL.
4. Waisome, J.A.M., Gilbert, J.E., Roberts, S.E., McCune, D.B., and Taylor, C. (2017). Building Communities through the Creation of Dialogue. *Proceedings of the American Society for Engineering Education Zone II Conference*, San Juan, Puerto Rico.
5. Hernando D., Magruder J.A., Zou J., Roque R. (2017). Identification of Potential Location and Extent of Localized Interface Debonding in the Wheelpath of Asphalt Pavements. *Transportation Research Board Annual Meeting*, Washington, D.C.
6. Thomas, L.D., Watt, D.L., Cross, K.J., Magruder, J.A., Easley, C.R., Monereau, Y.J., Phillips, M.R., and Benjamin, A.M. (2016). WIP: As Purple is to Lavender: Exploring Womanism as a Theoretical Framework in Engineering Education. *Proceedings of the 2016 American Society for Engineering Education Annual Conference and Exposition (Liberal Education/Engineering & Society Division)*, New Orleans, LA.
7. Hernando D., Magruder J.A., Zou J., Roque R. (2016). Localized Debonding as a Potential Mechanism for Near-Surface Cracking. *8th RILEM International Conference on Mechanisms of Cracking and Debonding in Pavements*, Nantes, France.

Book Chapters

1. Hernando D., Magruder J.A., Zou J., Roque R. (2016). Localized Debonding as a Potential Mechanism for Near-Surface Cracking. In: Chabot A., Buttler W., Dave E., Petit C., Tebaldi G. (Eds) 8th RILEM International Conference on Mechanisms of Cracking and Debonding in Pavements. *RILEM Bookseries*, vol. 13. Springer, Dordrecht

Non-Peer Reviewed Publications

1. Frierson, H.T., Gilbert, J.E., Waisome, J.A.M. (2020). Untapped Computer Scientists. *Science*. DOI: 10.1126/science.abf3892
2. Waisome, J.A.M., Jackson, J.F.L., and Gilbert, J.E. (2018). The iAAMCS Guidelines for Successfully Mentoring Black/African-American Computing Sciences PhD Students. www.iaamcs.org/guidelines.
3. Roque, R., Hernando, D., Park, B., Zou, J., Waisome, J.A.M. (2017). Evaluation of Asphalt Pavement Interface Conditions for Enhanced Bond Performance. Florida Department of

Transportation Final Report. UF Project 118906.
http://www.fdot.gov/research/Completed_Proj/Summary_SMO/FDOT-BDV31-977-37-rpt.pdf.

Presentations

Keynote Speaker/Invited Talk

1. Invited talk, UF Center for Teaching Excellence. *Building Mentoring Capacity*, November 4, 2020, Virtual.
2. Invited talk, Antiracist Action Bootcamp for Early Career Scholars. *Mentoring as Antiracist Action*, October 23, 2020, Virtual.
3. Invited talk, UF Research Development. *Writing "Broader Impacts" for NSF Proposals*, October 14, 2020, Virtual.
4. Invited talk, UF Research Development. *Writing "Broader Impacts" for NSF Proposals*, May 27, 2020, Virtual.
5. Invited talk, UF Community of Communicators Workshop Series. *Podcasting is for Everyone*, October 17, 2019, Gainesville, FL.
6. Invited talk, UF Early Career Stage Investigator Workshop Part 2. *Creating Broader Impacts*, April 9, 2019, Gainesville, FL.
7. Keynote speaker, Graduate Student Research Day. *Adapt and Overcome: Paving Your Path to Graduation*, April 2, 2019, Gainesville, FL.
8. Keynote speaker, UF Campus Visitation Program. *So, You Want to Go to Graduate School At UF: A Guide for Future Gators*, February 12, 2019, Gainesville, FL.
9. Keynote speaker, UF Chapter of NSBE Fall Banquet. *Gator NSBE Fall 2018 Banquet*, December 8, 2018, Gainesville, FL.
10. Keynote speaker, UF Ronald E. McNair Scholars Banquet. *The Struggle Is Real; But So Is the Reward*, April 2, 2018. Gainesville, FL.
11. Keynote speaker, UF Golden Key Banquet. *Be You: A Story of Leadership at UF*, March 19, 2018, Gainesville, FL.
12. Keynote speaker, I AM S.T.E.M. Camp. *Pressure Makes Diamonds*, August 3, 2017, Gainesville, FL.

13. Keynote speaker, Successful Transition through Enhanced Preparation for Undergraduates Program (STEPUP) Banquet. *Preparation and Persistence: Using STEPUP to become a Successful Gator Engineer*, August 3, 2017, Gainesville, FL.
14. Keynote speaker, Young Women of Color Empowerment Conference. *QUEENS: Qualified. Unified. Educated. Exemplary. in Nature. Sisters of STEM*, May 2017, Jacksonville, FL.
15. Keynote speaker, Army Corps. of Engineers-Jacksonville District Black History Month Celebration. *Success Always Leaves Footprints-The Crisis in Black Education*, February 2017. Jacksonville, FL.

Invited Panelist/Moderator

1. Moderator, The National Academies of Science, Engineering, and Medicine and L’Oreal USA, *Mentorship Matters: Supporting the Careers of Women in STEM*, November 16, 2021, Virtual.
2. Moderator, UF Celebrates Women’s History Month. *Back in Class: A Conversation with Past and Present Student Leaders*, March 26, 2021, Virtual.
3. Invited panelist, UF Black Graduate Student Organization. *2021 Martin Luther King Jr. Celebration: Social Justice Through Diverse Lenses*, January 14, 2021, Virtual.
4. Invited panelist, Southern Regional Education Board Compact for Faculty Diversity: Institute on Teaching and Mentoring. *Panel for TRIO McNair & SSS Scholars*, October 26, 2018, Arlington, VA.
5. Invited panelist, The National Academies of Science, Engineering, and Medicine Participatory Workshop on Metrics, Models, and Identities in STEMM Mentoring Relationships: What Works and Why? *Mentee Reflection Dinner Talk*, October 8, 2018, Irvine, CA.
6. Invited panelist, American Society for Engineering Education. *Diversity Turning Points Panel*, June 27, 2017, Columbus, OH.

Workshop/Poster

1. McMullen, K., Waisome, J.A.M., Hirsch, M., Gardner-McCune, C. (2021). Lightning talk: *Complementing National Retention Efforts in Computer Science with Local Support*, Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), May 25, 2021, Virtual.
2. Ladner, R.E., Aragon, C., Robinson, J., Waisome, J.A.M., Williams, R.M. (2021). Workshop panel presentation: Annual Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT), *An Intersectional Approach to Including Disability in BPC*, May 24, 2021, Virtual.

3. Waisome, J.A.M. (2021). Workshop presentation: *Highlighting K-12 AI Initiatives*, Thompson Earth Systems Institute – Flagler County Public Schools Professional Development, April 17, 2021, Virtual.
4. Waisome, J.A.M. (2020). Workshop presentation: *Tools for Navigating Graduate School*, UF Summer Board of Education, July 28, 2020, Virtual.
5. Waisome, J.A.M. (2020). Workshop presentation: *Civil Engineering Materials – Civil Engineering Rocks*, Thompson Earth Systems Institute – Scientist in Every Florida School, June 9, 2020, Virtual - Miami, FL.
6. Williams, R.M., Waisome, J.A.M., McMullen, K., Drobina, E. (2019). Workshop presentation: *The Fallacy of Objectivity: Leveraging Situated Knowledges to Advance Computing for Social Justice*, ACM Richard Tapia Celebration on Diversity in Computing Conference, September 19, 2019, San Diego, CA.
7. Waisome, J.A.M., McMullen, K. (2019). Birds of a feather presentation: *Podcasting in Computing-Using Sci-Comm to Broaden Participation*, ACM Richard Tapia Celebration on Diversity in Computing Conference, September 19, 2019, San Diego, CA.
8. Pollock, M., Sarang-Sieminski, A., Abrams, L., Pinder-Grover, T., Waisome, J.A.M. (2019). Workshop presentation: *Diversity, Equity, and Inclusion 200*, American Society for Engineering Education Annual Conference and Exposition, June 17, 2019.
9. Pollock, M., Sarang-Sieminski, A., Litzler, L., Abrams, L., Hendricks, D., Waisome, J.A.M. (2019). Workshop presentation: *Diversity, Equity, and Inclusion 100*, American Society for Engineering Education Annual Conference and Exposition, June 17, 2019.
10. Wilder, J., Waisome, J.A.M., McMullen, K. (2019). Workshop presentation: *Modern Figures Podcast: The Importance of Visibility, Inspiration, and Aspiration*, May 15, 2019, Nashville, TN.
11. Waisome, J.A.M., Laurenceau, I., and Gilbert, J.E. (2018). Roundtable discussion: *Creating Academic Spaces for Social Justice and Advocacy Research and Practice to Flourish*. Presented at the International Conference on Urban Education (Social Justice and Advocacy Strand). Nassau, Bahamas.
12. Waisome, J.A.M., McMullen, K., Anderson, M.H., Jackson, J.F.L., and Gilbert, J.E. (2018). Panel discussion: *iAAMCS Guidelines for Successfully Mentoring Black/African-American Computing Sciences Ph.D. Students*, ACM Richard Tapia Celebration of Diversity in Computing Conference, September 21, 2018, Orlando, FL.
13. Waisome, J.A.M., McMullen, K., and Gilbert, J.E. (2018). Workshop presentation: *Tools for Navigating the Graduate School Process*, GEM 2018 Annual Board Meeting and Conference, September 14, 2018, Los Angeles, CA.

14. Magruder, J.A., Hernando, D., Zou, J., and Roque, R. (2016). Poster presentation: *Localized Debonding as a Potential Mechanism for Near-Surface Cracking*. Presented at the Engineering School for Sustainable Infrastructure and Environment (ESSIE) Poster Symposium, Gainesville, FL.
15. Magruder, J.A., Hernando, D., Lopp, G., Roque, R. (2016). Poster presentation: *Evaluation of Asphalt Layer Interface Breakdown Under Repeated Shear*. Presented at the Association for Asphalt Paving Technologists Conference, Indianapolis, IN.
16. Magruder, J.A., and Roque, R. (2015). Poster presentation: *Evaluation of Asphalt Layer Interface Resistance to Bond Degradation Through Repeated Load*. Presented at the Academic Research and Leadership Network Symposium, Anaheim, CA.

Guest Speaker

1. Guest speaker, Greenhouse Church: Spreading Motivation and Inspiring Leadership & Excellence (SMILE) Program. *The Importance of Mentorship*, January 16, 2019, Gainesville, FL.
2. Guest speaker, UF Ronald E. McNair Scholars Networking Dinner. *Leveraging Graduate School to Build Your Professional Network*, September 6, 2018, Gainesville, FL.
3. Guest speaker, Bridge to the Doctorate Professional Development Workshop. *Experiences in Graduate School at the University of Florida*, August 24, 2018, Gainesville, FL.
4. Guest speaker, A View from the Disciplines: Modeling C.L.A.S.S. (Character, Leadership, Advocacy, Scholarship, and Service) in Research Symposium. *Living the C.L.A.S.S.(Y.) Life in the Academy*, April 2, 2018, Gainesville, FL.
5. Guest speaker, Cade Visiting Inventor Series, *Research Applications of Virtual and Augmented Reality Developed by the Human Experience Research Lab*, March 15, 2018, Gainesville, FL.

TEACHING EXPERIENCE:

Courses

Fall	2021	Engineering Design and Society, Department of Engineering Education, Herbert Wertheim College of Engineering, UF
Spring	2021	Learning and Teaching in Engineering, Department of Engineering Education, Herbert Wertheim College of Engineering, UF
Fall	2020	Engineering Design and Society, Department of Engineering Education, Herbert Wertheim College of Engineering, UF

- Fall 2020 Learning and Teaching in Engineering, Department of Engineering Education, Herbert Wertheim College of Engineering, UF
- Summer 2019 Graduate Seminar, UF Board of Education Summer Fellowship Program, The Graduate School, UF
- Spring 2019 Learning and Teaching in Engineering, Department of Engineering Education, Herbert Wertheim College of Engineering, UF

New Course Development

- 2018 2019 Learning and Teaching in Engineering, Institute for Excellence in Engineering Education, Herbert Wertheim College of Engineering, UF

SERVICE:

University Service

- 2021 - Present UF Aspire Alliance/SEA Change Nexus Team Member
- 2021 - Present UF Ronald E. McNair Scholars Assistant Director Search Committee Member
- Summer 2021 UF Office of Graduate Diversity Initiatives Director Search Committee Member
- 2020 - Present UF General Education Committee Taskforce on Diversity
- 2020 - Present UF General Education Committee (Provost Appointed)
- 2019 - 2021 The National Alliance for Inclusive & Diverse STEM Faculty (Aspire Alliance) Institutional Change Initiative (iChange), UF Leadership Team Member
- Fall 2019 UF Office of Graduate Diversity Initiatives Director Search Committee Member
- 2018 - 2019 2019 NAMEPA Training Institute Planning Committee Co-chair
- 2016 - Present UF Diversity and Academic Inclusion Group Member
- 2014 - Present UF Ronald E. McNair Scholars Program Advisory Council Member

Herbert Wertheim College of Engineering Service

2021 - Present Artificial Intelligence Committee Member

EED Department Service

2020 - Present Ph.D. Program Committee Member

Ph.D. Supervisory Committees

2020 - Present Marah Berry, Department of Environmental Engineering Sciences

Professional Service and Society Membership

2021 Served as an NSF Reviewer (Ad-Hoc)

2020 - 2021 Professional Skills Division Chair, American Society for Engineering Education Southeastern (ASEE-SE) Section

2020 Served as an NSF Reviewer (Ad-Hoc)

2019 - 2020 Professional Skills Division Vice Chair, American Society for Engineering Education Southeastern (ASEE-SE) Section

2019 - 2021 Website Implementation Consultant for the National Academies of Science, Engineering, and Medicine Committee on The Science of Effective Mentoring in Science, Technology, Engineering, Medicine, and Mathematics (STEMM)

2019 Reviewer for the IEEE Conference on Research in Equity and Sustained Participation in Engineering, Computing, and Technology (RESPECT)

2019 Reviewer for the IEEE Frontiers in Education Conference

2018 - 2019 Civil Engineering Division Chair, American Society for Engineering Education Southeastern (ASEE-SE) Section

2018 Moderator for Pre-K-12 Best Practices Track, 2018 International Conference on Urban Education, November 2018, Nassau, Bahamas

2018 Served as an NSF Reviewer

2018 Served as an NSF Reviewer (Ad-Hoc)

2018 Served as a reviewer for the IEEE Frontiers in Education Conference

2018 Served as a reviewer for the ASEE Southeast Conference

- 2018 Served as a reviewer for the Association of Computing Machinery (ACM) Richard Tapia Celebration of Diversity in Computing Conference
- 2018 Served as a reviewer for the ASEE Committee on Diversity Equity and Inclusion
- 2017 Moderator for American Society for Engineering Education Conference and Exhibition, June 2017, Columbus, OH.
- 2017 Served as a reviewer for the ASEE Committee on Diversity Equity and Inclusion
- 2017 - 2020 Member, Association for Computing Machinery
- 2015 - Present Member, ASEE (Professional Member 2018-Present)
- 2004 - Present Member, NSBE (Professional Member 2017-Present, UF Chapter Advisor, 2021-Present)

FELLOWSHIPS/HONORS/AWARDS:

- 2021 Mara H. Wasburn Early Engineering Educator Grant, American Society for Engineering Education, Women in Engineering Division
- 2018 Mike Shinn Distinguished Member of the Year – Female Recipient, National Society of Black Engineers
- 2017 Edward A. Bouchet Graduate Honor Society Inductee
- 2016 Office of Research Travel Award Recipient, UF Graduate School
- 2015 Academic Research and Leadership Symposium
- 2013 Graduate Student Outstanding Service/Leadership Award in Civil and Coastal Engineering Recipient, UF
- 2013 UF NSF Southeast Alliance for Graduate Education and the Professoriate Award Recipient
- 2011 Florida Blue Key Inductee
- 2011 Defense Threat Reduction Agency Student Research Associate Program II Award Recipient

- 2010 NSF Bridge to the Doctorate Fellowship Recipient
- 2010 UF Graduate Student Fellowship Recipient
- 2010 Florida Board of Education Summer Fellowship Recipient
- 2010 UF Hall of Fame Inductee
- 2010 UF Outstanding Leadership Award Recipient

OTHER EXPERIENCES:

Professional Development/Training

- 2021 HWCOE Research Mentor Training, Facilitated by Dr. Toshi Nishida, Dr. Malisa Sarntinoranont, Dr. Kurtis Gurley, and Dr. Kevin Butler, University of Florida
- 2020 Developing and Modeling Growth Mindsets in STEM and Beyond, Facilitated by Dr. Diana Bowen, Florida-Caribbean Louis Stokes Regional Center of Excellence
- 2019 From Identity to Impact: A Capacity Building Workshop for Engineering Education Professionals, Facilitated by Dr. Jeremi London, Virginia Polytechnic Institute and State University
- 2019 Launching Academics on the Tenure-Track: An Intentional Community in Engineering (LATTICE) 2019 Cohort, University of Washington ADVANCE Center for Institutional Change
- 2018 Course Mapping Camp, Facilitated by Allyson Haskell and Leslie Mojeiko, UF Center for Instructional Technology and Training
- 2012 Industrial X-Ray Computed Tomography System and software (X-View CT, FXE-Control), North Star Imaging Training
- 2011 Scanning Electron Microscopy Training (EMA 6507L), Dr. (Luisa) Amelia Dempere

Mentoring Program Support

- 2021 - Present HWCOE Instructional Mentor Training Planning Committee
- 2012 - 2017 UF Ronald E. McNair Scholars Program STEM Student Peer Advisor

2012 UF Office of Graduate Diversity Initiatives Florida Board of Education
Summer Fellowship Peer Advisor

2011 UF Howard Hughes Medical Institute Science for Life - Summer
Research Experience for Rising Seniors Peer Mentor

October 30, 2021

Hans van Oostrom, Ph.D.
Founding Chair and Associate Professor
Department of Engineering Education
University of Florida
P.O. Box 116561
Gainesville, FL 32611

Dear Dr. van Oostrom:

It is my pleasure to evaluate the EED degree programs for your Ph.D. and Master's degrees in engineering education. I am currently serving my fifth year as Kamyar Haghghi Head and Professor in the School of Engineering Education at Purdue University. Before coming to Purdue, I served as Interim Head and Professor in the Department of Engineering Education at Virginia Tech. I am thus thoroughly familiar with the two earliest and largest graduate programs in engineering education. Both in my role as head, and while serving as Program Director for Engineering Education at the National Science Foundation from 2013-2015, I have consulted (formally or informally) with many faculty members or administrators in emerging engineering education programs in the US, including Nebraska, FIU, NSCU, Michigan, Ohio State, Texas A&M, Cincinnati, Nevada-Reno, UTEP, Rowan, and ASU, as well as programs in South America, Australasia, and Europe. I am also familiar with the logistics of program start-up as I began my career as a founding faculty member in the Picker Engineering Program at Smith College, the nation's first engineering program at a women's college. My undergraduate degree is in chemical engineering (B.S.E. Princeton, 1993) and my doctorate is in Engineering and Public Policy (Ph.D. Carnegie Mellon, 1998). In reviewing the Florida EED program, I reviewed the program materials provided and considered the variety of program models in existing engineering education graduate programs.

Goal and Objectives:

The program's goal is in line with the discipline's vision of using research to improve knowledge and drive positive change in engineering education and practice. The objectives speak to developing research skills and applying them to engineering educational practice in academia, industry, and beyond. A robust research-practice loop is supported by these objectives, a crucial feature for long-term success.

Program Requirements:

Program course requirements are similar to most other engineering education PhD programs, with a common core (including topics in the historical and philosophical context of engineering education, cognition, pedagogy, and instructional design, and research methods), some practical application courses, advanced electives related to the research topic, and

significant technical depth in an engineering discipline, which can be waived with a relevant master's degree. Most programs also require a practical experience, typically in teaching. It is a strength of your program that you have broadened the notion of research-to-practice to include industry or policy internships and the like. We have supported similar activities at Purdue, though it has been outside of our practicum requirement. Students have had success finding financial support for industry activities with the NSF INTERN program, and such pursuits have supported a variety of student interests and career destinations. Kudos to you for this strong innovation to include it as a pathway in your practicum requirement.

One aspect that was unclear from the materials sent is how your program balances quantitative and qualitative methods in engineering education research. It is likely you would cover both in your introductory research methods class. You may wish to consider whether you would want your Ph.D. students to have a balance of quantitative and qualitative focus in their advanced electives, or whether you wish to keep it entirely open depending on research area.

I am not aware of other programs that have a publication requirement for graduation. It certainly is something that Ph.D. students would normally meet in their path toward the degree, and it sets them up for success to have first authorship on record prior to graduation. I recommend building this activity into certain milestones early on, to ensure this can be met well before any time crunches around completing the dissertation. Having graduated over 100 Ph.D. students, we have had circumstances, though rare, related to funding, visa situations, or job start requirements, in which we worked with students who needed to finish by a certain hard deadline. Finally, I commend your choice to require a portfolio; these are used both at Virginia Tech and Purdue, and serve student learning and professional career development well. I will observe that both programs have found we need to be vigilant to keep the portfolio in front of both students and the committee; working it into milestones and/or courses as much as possible has been helpful.

Admission requirements

Admission requirements are similar to others in our discipline. Most graduate schools are letting go of GRE requirements. I noticed there was no indication of TOEFL, IELTS, or other English language proficiency requirements (or a statement, as with the GRE, that such tests are not required). I will note that standardized testing is not very reliable and more programs seem to be abandoning such requirements. I do recommend thinking through admissions criteria related to writing, as engineering education research is both reading and writing intensive.

Candidacy and Defense Processes

The processes for moving to candidacy is fairly typical; the requirements as written do not indicate how much coursework is required, or typical, before moving to the qualifying exam. The two-week writing time followed by a committee meeting is also common practice. I will observe that at both Virginia Tech and Purdue, there has been active conversation about fairness related to the two-week requirement, in relation to disability accommodations, semester timing and scheduling, as well as writing time needed for native English speakers vs. those writing in a second (or third, etc.) language. The general concern is to allow ample

time for successful completion, without dragging out the stress of the exam over long periods. In this regard two weeks seems about right, though there may be need for some flexibility, accommodation, or exception in certain circumstances.

Master's Programs

The non-thesis master's program is an extremely flexible option with just 9 core credits and 21 elective credits. I can see the potential utility of this degree option, because it can serve a large range of interests and career paths. For example, it could be a vehicle for Ph.D. students in engineering disciplines who seek an education credential to strengthen their preparation for academic careers. It could be a vehicle for a K-12 STEM teacher, a higher ed STEM instructor, or an engineer in industry charged with developing in-house educational programs, to enhance their respective skillsets – which would be distinct for each audience. It could be a first introduction for a recent bachelor's engineering graduate to explore engineering education before potentially moving on to a Ph.D., and so on. The capstone approach to the comprehensive exam is similarly customizable and appropriate to the flexibility of the degree. I think this flexibility is wise given that our discipline is still learning what populations may be served by a master's in engineering education. Such an approach is likely to require additional effort in recruiting and advising initially, which will become less burdensome as particular pathways through the degree become apparent. Purdue's online master's was just recently approved, and we are still learning about our students and their aspirations. (We have had an in-person master's since our inception, but it had been used for Ph.D. exit purposes only.) I look forward to learning with Florida about these programs and how they can serve our engineering education community.

The research master's appears to build on the flexible non-thesis master's by adding required research methods courses and research credits, and then requiring a research-based thesis instead of a capstone/comprehensive project. This is a pragmatic design that allows a clear distinction between the two master's degrees for prospective students.

In sum, the program offers three distinct degree pathways that each provide appropriate preparation for future researchers, practitioners, leaders, and change agents in engineering education. I commend you on your progress thus far and am available for continued conversation if I can be of further assistance.

Sincerely,



Donna Riley, PhD
Professor of Engineering Education
Kamyar Haghighi Head
School of Engineering Education

BOARD MEETING

AGENDA

Friday, April 22, 2022

~11:15 a.m.

President’s Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

- 1.0 Call to Order and WelcomeMorteza “Mori” Hosseini, Chair
- 2.0 Verification of Quorum Mark Kaplan, University Secretary
- 3.0 Recognitions.....Mori Hosseini, Chair
- 4.0 Public Comment.....Amy Hass, Vice President and General Counsel
- 5.0 Action Items (Consent)Mori Hosseini, Chair

BOT Minutes

[December 3, 2021](#)

[January 31, 2022](#)

[March 18, 2022](#)

Committee on Academic, Faculty, Student Success, Public Relations and Strategic Communications (AFSSPRSC)

[AFSSPRSC1](#) Tenure Upon Hire

[AFSSPRSC2](#) Degree Terminations

[AFSSPRSC3](#) Degree Changes

[AFSSPRSC4](#) Special Purpose Center

[AFSSPRSC5](#) Accountability Plan

[AFSSPRSC6](#) New Degree

Committee on Audit and Compliance (AC)

[AC1](#) UF Compliance and Ethics Program Plan Revision

Committee on Facilities and Capital Investments (FCI)

[FCI3](#) Construction Projects Budget Amendment

Committee on Governance, Government Relations, and Internal Affairs (GGRIA)

[GGRIA1](#) Direct Support Organization Appointments

[GGRIA2](#) UF Regulations

6.0 Action Items (Non-Consent)Mori Hosseini, Chair

Committee on Facilities and Capital Investments (FCI)

[FCI1](#) Naming: Gary D. Condron Ballpark

[FCI2](#) Naming Walton Family Lawn and Plaza

7.0 New BusinessMori Hosseini, Chair

8.0 Comments by the Chair of the BoardMori Hosseini, Chair

9.0 AdjournMori Hosseini, Chair