The University of Florida

Compliance Certification for the Southern Association of Colleges and Schools Commission on Colleges

SACSCOC Accreditation 2014
Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That the University of Florida has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That the University of Florida has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That the University of Florida has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison
Signature
Date 8-14-13

Chief Executive Officer

Name of Chief Executive Officer
Signature
Date 8-14-13
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Introduction to the University of Florida

University Overview
The University of Florida (UF) is a major, public, comprehensive, land-grant, research university. The state's oldest and most comprehensive university, UF is among the nation's most academically diverse public universities. UF has a long history of established programs in international education, research and service. It is one of only 17 public, land-grant universities that belongs to the Association of American Universities.

History
In 1853, the state-funded East Florida Seminary took over the Kingsbury Academy in Ocala. The seminary moved to Gainesville in the 1860s and later was consolidated with the state's land-grant Florida Agricultural College, then in Lake City. In 1905, by legislative action, the college became a university and was moved to Gainesville. Classes first met with 102 students on the present site on Sept. 26, 1906. UF officially opened its doors to women in 1947. With more than 50,000 students, UF is now one of the largest universities in the nation.

Facilities
UF has a 2,000-acre campus and more than 900 buildings (including 170 with classrooms and laboratories). The northeast corner of campus is listed as a Historic District on the National Register of Historic Places. The UF residence halls have a total capacity of some 7,500 students and the five family housing villages house more than 1,000 married and graduate students.

UF's extensive capital improvement program has resulted in facilities ideal for 21st century academics and research, including the Health Professions, Nursing and Pharmacy Building; the Cancer and Genetics Research Center; the new Biomedical Sciences Building; and William R. Hough Hall, which houses the Hough Graduate School of Business. Overall, the university's current facilities have a book value of more than $1 billion and a replacement value of $2 billion.

About this Report
This is the public version of the University of Florida's decennial Compliance Report for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This version does not contain reference documents that were supplied to SACSCOC, and links are not accessible.
Core Requirements
2.1. Degree-granting Authority

The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida Board of Trustees, a constitutionally-established public body corporate and instrumentality of the State of Florida, sets policy and is the governing board of the University of Florida pursuant to its powers as established by the Florida Board of Governors and applicable law. The Florida Board of Governors, also established under Article IX, Section 7, of the Constitution of the State of Florida, is responsible for the overall management of the State University System of Florida. Sections 1000.21(6)(a), 1001.70, 1001.705, 1001.706, 1001.71, 1001.72, 1001.73, Florida Statutes.

Degree Granting Authority

The Florida Board of Governors has the constitutional authority to approve, review and terminate degree programs of universities in the State University System. The Florida Board of Governors has granted the University of Florida the authority to award and establish new degrees as well as terminate degrees under Board of Governors Regulations 1.001(4), 8.011, and 8.012. The University of Florida Board of Trustees has the authority to take these actions for undergraduate and master’s degrees and to take these actions for professional and doctoral degrees with ratification by the Board of Governors.

Closing Statement

The University of Florida Board of Trustees has degree granting authority from the Board of Governors. Based on the evidence provided, the university meets Core Requirement 2.1 - Degree-granting Authority.
2.2. Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida Board of Trustees is the legal governing body with specific authority over the university. The board consists of six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Florida Senate per Florida Board of Governors Regulation 1.001(2)(a). The chair of the Faculty Senate and the Student Body president are also members, making the total number of trustees thirteen. More detailed information about each board member is available in their biographies.

Organization

The Board of Trustees selects its chair and vice chair from the appointed members. The eleven appointed members, including the chair, are free of any contractual, employment or personal or familial financial interest in the university except as noted in the attached Governing Board chart. The Faculty Senate Chair and Student Body President are employed by the institution. Under Board of Governors Regulation 1.001, “Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university’s mission which shall be otherwise consistent with the
mission and purposes of the State University System as defined by the Board of Governors.”
Further, the intent of the regulation “is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.”

Per Board of Governors Regulation 1.001(3)(b), each Board of Trustees “may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.” Section 5.1 of Article V of the UF Board of Trustees Bylaws specifies the committee structure, “The Board shall establish standing and ad-hoc committees, as it deems appropriate to discharge its responsibilities. The Board Chair shall appoint members of committees and their chairs. Each committee shall consist of no less than three members. Members of committees shall hold office until the appointment of their successors.”

The Board of Trustees holds at least four regular meetings a year and special meetings of the board may be held at the call of the Board Chair, the Corporate Secretary, or upon request of seven trustees (UF Board of Trustees Bylaws Article VI). The Board of Trustees meetings are documented in the online listing of agendas and materials. Additionally, the March 2013 Board of Trustees Materials provide evidence that the agenda is appropriate for their responsibilities with committees on strategic initiatives, audit and operations review, governance, finance and facilities, external relations, and educational policy and strategy.

**Closing Statement**

The University of Florida’s Board of Trustees that is the legal body with specific authority over the institution. The Board of Trustees is empowered by the Board of Governors and subject to the Bylaws is has established for its operations. These regulations and bylaws ensure that the board operates appropriately within its legal authority and its ethical responsibilities. Through these processes and practices, the university meets Core Requirement 2.2 - Governing Board.
2.3. Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida’s chief executive officer is President J. Bernard Machen. Pursuant to Board of Governors Regulation 1.001: “The university president shall serve as the chief executive officer and corporate secretary of the board of trustees and shall be responsible to the board of trustees for all operations of the university.”

Bylaws

The bylaws of the University of Florida Board of Trustees provide the following description of the Chief Executive Officer:

The University President shall serve as the Chief Executive Officer of the University. The University President shall be responsible for the operation and administration of the University, including efficient and effective budget and program administration, leading the University to accomplish its education missions and goals, monitoring educational and financial performance, consulting with the Board in a timely manner on matters appropriate to its policy-making and fiduciary functions, and serving as the University’s key spokesperson. The President shall have the authority to execute all documents on behalf of the University and the Board consistent with law, Board policies, and the best interests of the University.

The University of Florida’s Board of Trustees’ Chair is C. David Brown, II, who is the presiding officer of the university’s governing board.

Closing Statement

The University of Florida president is responsible to the institution by regulation and in practice, and the president is not the presiding officer of the Board of Trustees. Based on the evidence provided, the university meets Core Requirement 2.3 - Chief Executive Officer.
2.4 Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida is a comprehensive, public research-intensive institution and a member of the Association of American Universities. As part of the State University System of Florida, it operates under the regulations of the State Board of Governors. The Board of Governors is the body corporate that regulates the state system, and the Florida Constitution empowers the board to "operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university..." (Section 7(d), Florida Constitution). The Board of Governors requires that each member of the state university system develop its own mission, and one of its guiding principles is to "identify and affirm the distinctive mission and contributions of each institution."

The Mission of the University of Florida

In the tradition of comprehensive public research universities, the University of Florida mission addresses teaching, research, and service. The mission is a collaborative statement that reflects contributions from university stakeholders including (but not limited to) the faculty, the Faculty Senate, the President, and the University of Florida Board of Trustees. The mission is published in the Undergraduate and Graduate Catalogs, and the University of Florida Faculty Handbook. It is reproduced in its entirety here:

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida's eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.
The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.

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

- Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.
- Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

The distinctive qualities of the university are addressed in the mission with reference to the institution as the "largest and oldest of Florida's eleven universities," its membership in the Association of American Universities, and the comprehensiveness of the university which "encompasses virtually all academic and professional disciplines." The mission addresses student learning as an outcome of teaching and research, directly stating that "research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses." The mission addresses the levels of degrees offered at the University of Florida with the statement that "teaching is a fundamental purpose of this university at both the undergraduate and graduate levels."

The university mission is implemented by each of the university's units; the mission states directly that "these three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines." Each unit develops a mission that aligns with and supports the university mission. All academic programs develop academic assessment plans, and each program establishes its own mission which aligns with and supports the university mission (see Undergraduate Academic Assessment Plans, Graduate/Professional Academic Assessment Plans, and Certificate Assessment Plans). The
Colleges and Non-Academic units also develop missions that align with and support the university mission as part of their Effectiveness Documentation Plans (see Table 2.5-3 from Core Requirement 2.5 for a complete list of links to these documents).

**Closing Statement**

The University of Florida has a clearly defined and widely disseminated mission that addresses teaching, research, and service. Each of the university's units and academic programs develop and implement missions that support the university mission. The mission is the unifying statement for all of the university's work at every level, and provides a consistent framework within which all policies are developed, practices are selected and refined, and decisions are made. By engaging in these processes and practices, the university meets Core Requirement 2.4, Institutional Mission.
2.5 Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

Institutional Effectiveness at the University of Florida is a dynamic, integrated process of planning and evaluation activities that have resulted in continuous improvement in achieving goals established in support of the university's mission. These processes are well established and highly successful, evidenced by the university's economic impact ($8.76 billion in 2009-10) as Florida's leading institution of higher education. At the University of Florida, institutional effectiveness synergizes a network of processes at each level of the institution to advance goal attainment, and engages all units of the university and its constituents in an environment of shared responsibility for the success of the university framed within a long-standing culture of entrepreneurial autonomy, academic excellence, research, and service.

The components that comprise institutional effectiveness are correlated and interdependent, yet function autonomously at each level of the institution to advance the university's mission. The size, scope, autonomy, and entrepreneurial nature of the university's units require that the institutional effectiveness process be responsive, purposive, and flexible to maximize mission fulfillment. The process is framed within an established system, yet adapted and operationalized strategically to utilize resources effectively and ensure that each institutional priority is realized as fully as possible.

Institutional Planning and Evaluation at the University of Florida

The University of Florida Institutional Planning Structure

Planning is central to the success of the University of Florida, and is designed to meet both state regulations and university needs. Planning takes place at the state, university, and unit levels. State goals and accountability measures are set by the State University System’s Board of Governors as part of its Strategic Plan, and the Board of Governors requires the university to produce Annual Reports and University Work Plans. The President sets goals
for the University of Florida in collaboration with the Board of Trustees as part of the University Strategic Work Plan. These goals are operationalized by an Executive Team, which includes the four Senior Vice Presidents, and can include other administrators strategically selected by the President. Colleges, Vice-presidential, and Support units also set goals and accountability measures as part of their Effectiveness Documentation Plans. Academic programs establish student learning outcomes and measures in Academic Assessment Plans. Figure 2.5.1 graphically presents the University of Florida Planning Structure.

**Figure 2.5-1. The Institutional Planning Structure at the University of Florida**
The University of Florida Institutional Planning and Evaluation Process

Initiatives and institutional priorities arise from several sources, including but not limited to the Board of Governors, the Board of Trustees, the President, the Senior Vice Presidents, unit leadership, and the faculty. When a new initiative or priority is generated to further accomplish the university's mission, the effectiveness process begins with planning to determine the direction and the broad steps needed to implement the vision and mission of the university. The next step is to establish goals, actions, measures, and outcomes for the initiative. At the next phase of the process, the appropriate units and individuals are engaged to strategize for successful goal attainment, and determine the most effective processes and the timeline for action. At this stage of the process, the selection of an appropriate network of individuals and units is constructed to best address the initiative, and these networks are modified over the course of the initiative as needed to facilitate goal attainment. Once the planning, goal setting, and strategizing are completed, the appropriate resource allocation is determined, most often a combination of personnel and funding. Then the plan is implemented, and during implementation the goals are monitored, assessed, and evaluated and data is collected relevant to the actions, measures and outcomes established for the initiative. Finally, the data are reviewed and used to modify and improve the university through the successful completion of the initiative.

This institutional planning process is replicated at each level of the planning structure with appropriate modifications to accommodate the unit's purpose and function. The Senior Vice Presidents set their own goals and measures, and oversee the goals and measures developed by the various colleges, divisions, and offices assigned to them. The colleges, offices, and divisions each set their goals and measures, and oversee the academic programs and non-academic functions assigned to them. Each of the university's 501 assessment units contributes to the ongoing analysis of institutional goal accomplishment within a carefully networked system of planning and evaluation that is central to institutional effectiveness. The process is shown graphically in Figure 2.5-2.

Continuous Quality Enhancement: The Documentation of Institutional Effectiveness

In June 2011, the university established the Office of Institutional Assessment, and the Provost and Senior Vice President for Academic Affairs appointed a Director of Institutional Assessment from the faculty and a Director of SACSCOC from the administrative staff. The purpose of the office is "to support the University of Florida's mission by establishing, maintaining, and refining the university's institutional effectiveness and assessment processes," and its mission is "to lead the university's efforts in accreditation and institutional effectiveness, assessment support, and to maintain transparent communication with all UF stakeholders." In pursuit of its mission and to fulfill its purpose, the Office of Institutional Assessment has established a Continuous Quality Enhancement effort to
institutionalize assessment processes, and to centralize academic assessment and institutional effectiveness planning and reporting.

**Figure 2.5-2. Institutional Planning and Evaluation Process at the University of Florida**

While goal setting, student learning outcomes, data collection, data analysis and use of results for goal and outcome modification is a mature, well established process at the University of Florida, the centralized reporting of this information to the Office of Institutional Assessment was a new process for the units. To facilitate the introduction of the centralized processes, we implemented a sequenced initiation of assessment and institutional effectiveness planning for all units that took place in three phases from 2011-12. The Office developed planning templates that represented an appropriately modified
version of the Institutional Planning Process shown in Figure 2.5-2 for the undergraduate, graduate, and certificate programs, the colleges, and non-academic units, and established a website with information and guidance for the faculty and academic leadership. Phase 1 of the sequence began with the development of Academic Assessment Plans for all undergraduate programs in 2011, and Phase 2 expanded Academic Assessment Planning to graduate and certificate programs in 2012. Phase 3 brought the colleges and non-academic vice-presidential units into the process with the initiation of their Documentation of Institutional Effectiveness Plans in 2012. All plans are submitted annually in May for the upcoming academic year, and data for the previous academic year is reported in October using Compliance Assist software, which was purchased in July 2011 to facilitate centralized data reporting.

The goals, outcomes, and measures outlined in the Effectiveness Documentation and Academic Assessment Plans are cross-checked annually with the data reported. This process began in spring 2013 with a comparison and quality evaluation of the undergraduate academic assessment data reported in October 2012 with the undergraduate Academic Assessment Plans for 2011-12. This review resulted in the development of a data reporting template to further institutionalize this process.

This narrative provides a description of the institutional effectiveness process at the University of Florida at each level of the institution. Included in the narrative are samples of evidence and documentation of the work and results at the institutional level which substantiate the systemic, responsive nature of the process at the university.

**Figure 2.5-3. Unit Planning and Reporting Cycle at the University of Florida**
State-level Strategic Planning:
The State University System and the Board of Governors

The University of Florida is part of the State University System of Florida, which consists of eleven established universities and one university (Florida Polytechnic) under development. Section 7 of the Constitution of the State of Florida establishes the System, the Board of Governors, and the University of Florida Board of Trustees. The Board of Governors has established the powers and duties of the Board of Trustees in its regulations and guidelines.

The State University System has a long history of strategic planning (prior to 1998, this process was called master planning), and institutional effectiveness at the University of Florida has been historically related to these strategic plans. The first strategic plan was developed by the Board of Regents in 1998 and was addressed in the 2003 University of Florida SACSCOC Self Study. The initial strategic plan required all SUS institutions to develop specific missions, goals, performance objectives and measures. The subsequent strategic plan for 2005-2013 and the current plan for 2012-2025 build upon previous plans, and provide the framework for guiding the priorities of state universities and prescribe specific accountability measures. Within these broad, system-level priorities state universities are given latitude to develop distinctive goals, priorities, and measures that are appropriate and unique to the institution. This autonomy is central to the success of institutional effectiveness at the University of Florida.

The 2012-2025 Board of Governors' Strategic Plan presents the State University System’s mission, vision, and goals. The Board of Governors leads the State University System by engaging with university boards of trustees, legislative and governmental constituents, and other community and global partners guided by a set of shared principles. The Board of Governors mission for the State University System of Florida is reproduced here: The mission of the State University System of Florida is 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.

This mission guides all of the universities in the state, and the University of Florida mission supports the State University System mission through "...the university’s commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.” (UF Mission).

Table 2.5-1 presents the 2012-25 priorities of the State University System – Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement - cross-referenced with the Board of Governor's three points of emphasis – Excellence, Productivity, and Strategic Priorities - to identify nine categories of directional goals for the
state universities. The Board of Governors has established performance indicators for each goal and strategic area of emphasis - Teaching and Learning indicators, Scholarship, Research, and Innovation indicators, and Community and Business Engagement indicators.

Table 2.5-1. 2012-25 Florida State University System Goals and Areas of Emphasis

<table>
<thead>
<tr>
<th>STATE UNIVERSITY SYSTEM GOALS</th>
<th>EXCELLENCE</th>
<th>PRODUCTIVITY</th>
<th>STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING &amp; LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)</td>
<td>Strengthen Quality &amp; Reputation of Academic Programs and Universities</td>
<td>Increase Degree Productivity and Program Efficiency</td>
<td>Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis</td>
</tr>
<tr>
<td>SCHOLARSHIP, RESEARCH, &amp; INNOVATION</td>
<td>Strengthen Quality &amp; Reputation of Scholarship, Research, and Innovation</td>
<td>Increase Research and Commercialization Activity</td>
<td>Increase Collaboration and External Support for Activity</td>
</tr>
<tr>
<td>COMMUNITY &amp; BUSINESS ENGAGEMENT</td>
<td>Strengthen Quality &amp; Recognition of Commitment to Community and Business Engagement</td>
<td>Increase Levels of Community and Business Engagement</td>
<td>Increase Community and Business Workforce</td>
</tr>
</tbody>
</table>

Source: p. 13, Strategic Plan for 2012-25, State University System Board of Governors, approved November 10, 2011

The Board of Governors assesses System progress toward the goals of its Strategic Plan through two reports supplied annually by each university and mandated by Board of Governors regulation 2.002. The University of Florida Work Plan outlines key university initiatives, goals, and intents intended to further university and system priorities, while the Annual Accountability Report assesses progress toward achieving the desired outcomes. The Annual Accountability Report is largely a statistical compendium of university outputs and achievements. These modify annually based on the Board of Governors’ requests for the reporting year. The 2008-2012 reports are linked here:

- 2011-2012 UF Annual Accountability Report
- 2010-2011 UF Annual Accountability Report
- 2009-2010 UF Annual Accountability Report
- 2008-2009 UF Annual Accountability Report
The Board of Governors posts all State University System Annual Accountability Reports here. The University Work Plan is submitted in June of each year and outlines recent university achievements, future plans, and contains some requests for specific resources, such as tuition increases.

Here are links to the Work Plans for 2010-14:

- 2013-14 University of Florida Work Plan
- 2012-13 University of Florida Work Plan
- 2011-12 University of Florida Work Plan
- 2010-11 University of Florida Work Plan

Through the formulation and approval of these two reports to the Board of Governors, the Board of Trustees assesses UF’s performance and contributions to the System goals as defined by the Board of Governors.

**Institutional Planning and Evaluation:**

**The University of Florida Strategic Work Plan**

In March 2007, the President adopted a Strategic Work Plan for the University of Florida, titled *From Achievement to Recognition: A Strategic Work Plan for the University of Florida*. The Work Plan presented broad goals and principles and established the university’s primary long-range goal of becoming a top-ten public research institution. The Work Plan confirms the importance of strategic planning for the university as "the highest level of planning in pursuit of the university’s long range goals" and that "strategic planning is a dynamic process and it must be sensitive to new opportunities." The plan established the following areas of strategic investment for the university:

- The Arts and Humanities
- Internationalization
- Life Sciences
- Ecology and the Environment
- Energy
- Agriculture and its Impact
- Nanoscale Science and Technology
- Space Science
- Professional Preparation
- Health Professionals and Health Care
- Education, Children, Families
- Aging

The plan establishes 48 goals/action items in pursuit of the university’s “commitment to academic excellence and the resulting achievements of the university’s long range goals.” Each year, the President and the Board of Trustees choose focus areas of emphasis consistent with the Work Plan’s 48 goals. These are generally adopted by the Board as the
President’s goals for the year (or somewhat longer term) and are assessed by the Board of Trustees after an appropriate period of time. In turn, the President directs the Vice Presidents of the institution to focus appropriate efforts and resources on the designated goals.

The Board of Trustees and the President

The University of Florida Board of Trustees is the public body corporate of the university. Pursuant to s. 7(c), Art. IX of the State Constitution, its 13 members include 6 Governor appointees and 5 members appointed by the Board of Governors, all of who must receive Senate confirmation, and the chair of the University of Florida Faculty Senate and the University of Florida Student Body president. The Board of Trustees’ powers and duties have been established by the Board of Governors through adoption of Board of Governors regulations. In general, the Trustees set policy for the institution and serves in most matters as the institution’s final authority. Specifically, the Board of Trustees is responsible for cost-effective policy, implementing and maintaining high-quality education programs consistent with the university’s mission, performance evaluation and developing a process meeting state policy, budgeting, and education standards. The President is appointed by the Board of Trustees and serves as the chief executive officer to manage the institution, consistent with the Board of Trustees’ policy decisions.

In addition, the President and the Board of Trustees further specify projects and goals for UF in the University Work Plan, the university’s official report to the Board of Governors. For example, the university presented its plans and strategies to compete effectively with the top twenty public universities in the nation for student and faculty talent in the 2012-13 University Work Plan. The plan states that the university will focus efforts for the period of 2012-2017 in three areas: Bachelor’s degrees in Areas of Strategic Emphasis; Graduate Degrees in Areas of Strategic Emphasis; Percentage of Eligible Programs with Specialized Accreditation. In response to Board of Governors’ request to specify three key initiatives for the next three years, the University of Florida responded with its Plan for Preeminence, its development of Innovation Square (including the Innovation Square properties, the Innovation Academy, and the Innovation Dormitory), and Meeting the State’s Needs in STEM (Science, Technology, Engineering, and Math).

Responsibility Centered Management (RCM) - the University of Florida Budgeting Process

The President convened the Responsibility Center Management Committee for the first time on July 21, 2008. The committee was charged with reviewing the merits of the revenue-based budget model known as Responsibility Centered Management. This request was, in part, a response to the changing expectations of public universities by taxpayers and government, the reality that traditional revenue sources (i.e., state appropriations) no longer provided sufficient funds for fulfilling the multi-faceted missions of today’s public universities, and the resulting need for public universities to proactively identify and generate new revenue sources. Through the committee meetings and meetings between the Chief Financial Officer and the Senior Vice Presidents, a consensus model, methodology, and
algorithms were developed. The model was implemented in FY2011 based on costs of delivery at the end of FY2010. This process is guided by the University Budget Council, a group of 29 representatives of different campus units.

The fundamental purpose of the Responsibility Centered Management budget model is to move decisions and resulting revenues and expenses to responsibility centers (primarily colleges and auxiliaries), to create transparency in the budget process, and provide funds at the university level to finance support units, direct-funded units, and strategic initiatives (see RCM unit types). The model supports the innovation and entrepreneurial environment of the university and creates incentives for entrepreneurial behavior at the unit level. Revenues from entrepreneurial activities that support the university's strategic goals are retained entirely by those units generating the revenues. The RCM methodology provides the financial authority and responsibility for those decisions to the colleges. Additionally, the RCM methodology gives the colleges the full cost data to make effective financial decisions.

All support unit costs and activities are transparent to the responsibility centers. The Budget Review Committee, comprised of appointees from the responsibility centers, periodically reviews each support center’s budget. This process ensures that the support units efforts and costs support the responsibility centers goals and objectives.

The Responsibility Center Model is guided by a vision and principles, and aspires to the following goals:

- Provide decision-makers with increased transparency into the university’s finances and foster an information rich discourse on college priorities and budget matters that support the university’s Strategic Work Plan
- Create appropriate incentives that advance the university’s Strategic Work Plan
- Allow responsibility centers to keep revenues that they generate
- Account for the differences in the cost of teaching
- Align responsibility and authority over fiscal matters

Significant resources reside with university leadership to finance strategic initiatives to ensure university-wide strategic goals receive attention from all units within the university. The President, in collaboration with the Senior Vice-Presidents, creates a framework for achieving the university’s strategic goals as presented in the Strategic Work Plan. The university has created three strategic funds with significant resources to help finance initiatives that support the university’s strategic goals. The funds reside with President for overarching initiatives, the Provost to support academic goals and the Vice-President for Research to support research and scholarship goals. Achievement of the university’s goals supersedes any unit’s individual goals. The Strategic Funds are established to promote university-wide, long-term goals and interdisciplinary activities. The university commits significant, sustained funding to support the goals of the Strategic Work Plan. This table
presents a representative sample of investments to support the strategic goals of the university from 2006-2013 totaling $69,459,807.00.

Examples of Institutional Planning and Evaluation

There are four Senior Vice Presidents at the University of Florida. They are the Provost and Senior Vice President for Academic Affairs, the Senior Vice President of Health Affairs, the Senior Vice President and Chief Operating Officer, and the Senior Vice President for Agriculture and Natural Resources. Each Senior Vice President administers a combination of units appropriate to the office as assigned by the President, and plays a critical role in the institutional effectiveness of the University of Florida and the accomplishment of the university's goals and fulfillment of the university's mission. The Senior Vice Presidents meet weekly as needed to review overall issues affecting the university. Items for discussion and review come from the President, Vice Presidents and/or Deans. The Senior Vice Presidents' group then makes recommendations for further study or review as necessary and/or makes a recommendation to the President for appropriate action.

The narrative that follows describes in some detail how institutional effectiveness is operationalized through four examples, each of which provides evidence of the ongoing, integrated system of planning and evaluation that leads to systemic improvement of the university. Two examples address Strategic Work Plan Goals 15 and 16: The Task Force on Undergraduate Education and The Innovation Academy. One example, the common humanities course, What is the Good Life?, addresses Strategic Work Plan Goals 28 and 29. Another example, the Doctoral Education Improvement Plan, addresses Strategic Work Plan Goal 42. Table 2.5-2 lists these examples, the strategic work plan goals they address, and the descriptions of the goals.

Example 1: The Task Force on Undergraduate Education

Strategic Work Plan Goals 15 and 16

In June 2008, the Associate Provost for Undergraduate Affairs presented the Board of Trustees a plan titled The road to excellence: Transforming undergraduate education at UF. This presentation outlined a plan to review undergraduate education at the university with the goal of enhancing “...undergraduate programs that will collectively place UF among the top AAU public universities,” consistent with the University’s Strategic Work Plan. In October 2008, an Undergraduate Curriculum Task Force was charged to review current in undergraduate education at the University of Florida, and to explore best practices at a defined set of peer institutions. In their final report (Task Force on Undergraduate Education, January 2010) they put forth the mission, vision, and core values for undergraduate education. The Task Force offered recommendations in eight areas:

- signature experiences
- general education
- the Honors program
- global and international education


• undergraduate research and creative activity
• enhancement of faculty teaching skills and advising/faculty-student interaction
• leadership development/co-curricular activities
• service learning and civic engagement, and
• resource reallocation.

By engaging the Board of Trustees, the Senior Vice President for Academic Affairs, several Associate Provosts, and a diverse task force of university faculty who collected, analyzed, and used data from a broad constituency of University of Florida units and peer institutions, this initiative addressed Strategic Work Plan goals 15 and 16 by providing a thorough, university-wide analysis of undergraduate education and offering appropriate recommendations based on that served as the genesis for several ongoing improvement efforts. These are: the reexamination of the general education curriculum (see CR 2.7.3 and CS 3.5.1); the development of the Center for Undergraduate Research; and the Quality Enhancement Plan Learning without Borders: Internationalizing the Gator Nation.

Example 2: Common Humanities Course, “What is the Good Life?”

Strategic Work Plan Goals: 28 and 29
Senior Vice President for Academic Affairs and Provost Goal 3
University funding total from 2010-14 - $2,745,763

The 2010 report of the Task Force on Undergraduate Education included a recommendation to develop “a signature UF experience . . . using a themed approach” for students and a call to “reexamine the purpose of the general education curriculum, articulate this purpose in all processes related to the general education curriculum, [and] reconsider ways in which the curriculum is fulfilled…” Both of these recommendations reflected similar efforts at most, if not all, of UF’s peer institutions. This was presented to the Board of Trustees in March 2010 and supported for further development. The University of Florida had not offered a common required freshman course for over three decades; while the university holds an ongoing Common Reading Program for freshmen, this is not a formalized academic requirement.

The Provost engaged several Associate Provosts and the deans of three colleges to organize faculty and departmental support to develop an interdisciplinary humanities course. To ensure constituent input into the process, the General Education Humanities Task Force led the development and testing of the course, and they produced their final report in 2011. The Humanities Steering Committee serves as an advisory board for the deans of the colleges of Liberal Arts and Sciences, Fine Arts, and Design, Construction and Planning who jointly oversee the course. The Humanities Steering Committee is charged with assessing the course and preparing recommendations on course design, curriculum, and development. In Fall 2012 the course became required of all University of Florida freshmen.

The development and implementation of this course represents a significant improvement of the undergraduate program that advances the goal of becoming a top public research
university and addresses Strategic Work Plan goals 28 and 29 by strengthening the arts and humanities experience of our undergraduates. The process began with an institutional effort to analyze and improve undergraduate education by engaging a task force of constituents from all disciplines, continued with a review and analysis of the data they collected which was used to develop recommendations, and concluded with the 2011 pilot and formalization of the required course beginning in the fall 2012 semester.

Table 2.5-2. Examples of Institutional Planning and Evaluation

<table>
<thead>
<tr>
<th>Examples</th>
<th>Strategic Work Plan Goals</th>
<th>Goal Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Task Force on Undergraduate Education and Innovation Academy</td>
<td>15</td>
<td>Continue to improve the academic quality of undergraduate students and develop strategies to improve the graduation rates incrementally while maintaining academic integrity of degree programs and providing students the flexibility to find majors that best fit their interest.</td>
</tr>
<tr>
<td>What is the Good Life? Common Humanities course, HUM 2305</td>
<td>28</td>
<td>Develop faculty resources specifically in the arts and humanities by providing a supportive research environment to increase faculty productivity; recruiting and retaining the best faculty possible in the arts and humanities and; developing a plan to build the size of arts and humanities programs to achieve parity with top ten public AAU institutions.</td>
</tr>
<tr>
<td>The Doctoral Education Improvement Plan</td>
<td>42</td>
<td>Strengthen the educational and research facets of professional programs and colleges, with special emphasis on interdisciplinary endeavors, as appropriate.</td>
</tr>
</tbody>
</table>
Example 3: The Doctoral Education Improvement Plan
Strategic Work Plan Goal: 42

In pursuit of the university's goal to increase its ranking as a top public research university, the President charged a Committee on Doctoral Education, whose members were a group of distinguished faculty, to review the University of Florida's doctoral programs, “including their successes, reputation, and productivity.” Using ranking summaries prepared specifically for the University of Florida in September 2010 by the Office of Institutional Planning and Research from data released by the National Research Council in its study titled A Data-Based Assessment of Research-Doctorate Programs in the United States in 2010, the graduate school's annual PhD Assessment reports (samples provided here from 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13) and PhD Program Profiles, and supported by the Board of Trustees’ reaffirmation of the university’s primary goal of research and graduate education, the President charged the committee to advise him on the following issues:

- What are the lessons and best practices to be learned from units with successful doctoral programs?
- What criteria should be applied to determine reallocation of resources to doctoral programs?
- How should the university choose a set of doctoral programs to strengthen, through reallocation of resources, with the goal of raising them into the top 25 programs nationally?
- What is the value, if any, in maintaining doctoral programs perceived to be weak in one or more important dimensions?

The President also asked the Committee to survey the campus doctoral program faculty on the following questions:

- Does the NRC ranking reflect accurately the current status of the program? Would you rank your program among the top 10 or 25 programs? In the top 50% of programs nationally or the lower 50%?
- What resources and strategies would be required to raise your program into the top 10? Into the top 25? Into the top 50%?

The committee met over a period of four months from December 2010 through March 2011. They issued a survey to graduate faculty and collected responses from all of the doctoral programs on campus. Their initial report, titled The State of Doctoral Education at UF, was presented to the President in March 2011. This report identified nine criteria that were used to review each program and two additional criteria that could be used. The criteria were:

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2.5 Institutional Effectiveness/University of Florida Compliance Report September 2013
• Total number of students enrolled
• Percent minority students
• Percent admits from those who applied
• Percent matriculated from those admitted
• Median time to degree
• Percent attrition rate
• Percent completion rate
• Number of graduates
• Number of graduates produced per budgeted graduate faculty position

The two optional criteria were:

• Job placement statistics for departments
• Faculty quality criteria including awards, invited lectureships, citation analysis, or others

Their final Report to the Provost/President from the Doctoral Education Improvement Plan Review Committee was released on July 25, 2012. In this report, the committee classified doctoral programs in terms of their performance. This determination was based on the triangulation of data collected on the criteria established for the review and the information provided in the survey responses.

This project, charged by the President, affirmed by the Board of Trustees, and led by distinguished faculty, advanced the university’s goal of becoming a top research university and addressed Strategic Work Plan goal 42 by identifying areas of strength and areas needing attention in doctoral education. This effort has led to a significant improvement in institutional data collection. Through this process, the Committee recognized that existing data alone was not sufficient to fuel strategy for further investment and improvement of UF’s graduate programs. The graduate school provided its Ph.D. Program Profiles to the Committee (these profiles present prospective doctoral applicants information about admissions, currently enrolled Ph.D. student demographics, completion rates and time-to-degree, and post-graduation data including job placement and Ph.D. student indebtedness). However, these data did not constitute a benchmark to compare against other research universities.

The university also faced a challenge to find benchmarks to measure progress on the President’s goal to advance UF to a stronger ranking among our AAU peers and to meet criteria for preeminence in Florida. The Legislature passed a bill on preeminence in the 2011-12 session, but this was vetoed by Governor Scott. The second bill was passed in 2012-13, naming UF as one of two preeminent institutions in the state and attaching funding to the designation (see The Future: Florida’s Online Institute later in this narrative).

In order to benchmark UF’s position among institutions, access to Academic Analytics data was licensed in Spring 2013. Academic Analytics (AA) is a private company that provides an objective summary and comparison of faculty, department, college and university
productivity in terms of scholarship and research. AA matches faculty data with its massive array of digitized publication and research grant databases. Its web application then facilitates ranking and comparison of an institution’s faculty with faculty in similar disciplines and enables comparison to other departments, colleges and institutions. The application software can be used to simulate implementation of different strategies, hiring patterns, and collaborations within UF and in conjunction with other institutions. The university's database will be updated annually as faculty are hired, retired or leave departments in the university. Trend analysis of productivity at the department and college level are planned to guide investment strategy and determine whether or not the initiative on graduate program improvement is succeeding.

**Example 4: Innovation Academy**

Strategic Work Plan Goals: 15 and 16
Senior Vice President for Academic Affairs and Provost Goal 2

University funding total from 2010-14: $483,143

A review of the university’s enrollment headcounts through 2011 revealed a consistent pattern of highest enrollments in the fall semester, slightly lower enrollments in the spring semester, and low enrollment in the summer semester (see UF Enrollments by term 2009-2011). This presented an opportunity for change, not only to increase enrollment in spring and summer, but to advance the State University System strategic priorities of producing more graduates in STEM disciplines and increasing access to the university while focusing on the university’s ongoing commitment to innovation and entrepreneurship. Beginning in 2011, the President directed the development of the Innovation Academy, one of the nation’s most forward-looking undergraduate programs which allows the University of Florida to enroll additional students and enables the university to fill facilities not currently used to their capacity in the spring and summer. Students admitted to this program attend the university in residence in the spring and summer terms, but not during fall terms.

One of the challenges to student participation in a spring-summer cohort was that Bright Futures scholarship funds could not be used for summer semester tuition. Through a coordinated effort led by the President, the Senior Vice-President for Academic Affairs, the Vice President for University Relations, the Vice President for Enrollment Management, and the Vice President for Student Affairs, a statute was enacted in the 2012 Florida legislative session to enable University of Florida students to use Bright Futures funds for summer tuition. The first cohort was admitted in January 2013. In order to implement the Innovation Academy, the Provost relied on many deans to ensure delivery of appropriate courses and majors in this novel academic calendar. In addition, a coordinated team of Associate Provosts and Vice Presidents addressed other issues, including advertising and recruitment of students, housing, orientation, advising, etc. This team continues to monitor and assess the development of the Innovation Academy.

The Innovation Academy represents a significant improvement for the University of Florida that is based on an analysis of multiple data sets in pursuit of an innovative concept, and engages an integrated set of effectiveness processes tailored specifically to advance the
university's mission and goals. The development and implementation of this initiative engaged the legislature, the President, a number of Vice Presidents and Deans, and faculty to create a distinctive program and unique experience for students that meets state and university priorities.

**The Future: Florida's Online Institute**

In April 2013 the Honorable Rick Scott, Governor of Florida, signed Senate Bill 1076, which specified the establishment of designated preeminent state research universities. The bill contains 12 criteria that were used to determine this designation. The University of Florida met all 12 of these criteria and was designated a preeminent university by the legislature. Pursuant to its preeminence designation, the university will host the Florida Online Institute. The Provost has engaged the appropriate constituents and convened a team of associate provosts, vice presidents and deans to operationalize the institute. The Provost presented UF eCampus (the marketing name Florida Online Institute) to the Board of Trustees on June 6, 2013, and the Chair of the Board of Trustees announced the preeminence designation in a memo to the university on June 13, 2013. The Online Institute and other initiatives related to the university's new preeminence designation continue to engage institutional effectiveness processes responsively and flexibly to meet the university's mission and advance the goal of being a top public research institution.

**Unit Planning and Evaluation: The Academic and Non-Academic Units**

In addition to the four senior vice-presidential units described earlier, the University of Florida has 16 colleges and 13 non-academic units, led by deans, vice-presidents, and one director. The leadership of each of these units establishes the unit mission that supports the university mission, establishes appropriate goals, and develops action items to meet those goals. The Academic Units are the 16 colleges where the degree programs are housed. The non-academic units are the offices of the Vice Presidents and administrative deans, and other areas where other institution-wide information and services are organized and implemented. The units function with autonomy to carry out their own missions and actions to meet their goals in support of the university's mission, with oversight from a senior vice-president.

As part of the Continuous Quality Enhancement effort established by the Office of Institutional Assessment, each unit prepares an annual Effectiveness Documentation Plan that addresses components of institutional effectiveness appropriate for the type of unit. Academic units address the following components in their plans:

- Mission statement
- College Goals
- Academic Program Goals
- Student Learning Outcomes
- Administrative Support Services
• Academic and Student Support Services
• Research
• Community and Public Service
• Assessment Oversight

The non-academic units address the following components in their plans:

• Mission statement
• Non-Academic Unit Goals
• Service Delivery Goals
• Administrative Support Services
• Academic and Student Support Services
• Research
• Community and Public Service
• Assessment Oversight

All units complete a goals template (see 2013-14 example) as part of their plans, which includes their goals, action items, measures, the time period for the action items to be completed, the responsible persons, and the resources planned to support the action items. The following is a list of the 2012-13 (the initial year of the centralized process) and 2013-14 Institutional Effectiveness Documentation Plans for the Colleges and Non-Academic units. Table 2.5-4 lists the names of the units and provides links to their plans. The goals, outcomes, and measures outlined in the Effectiveness Documentation and Academic Assessment Plans are cross-checked annually with the data reported.
### Table 2.5-3. Effectiveness Documentation Plans for Academic and Non-Academic Units at the University of Florida

<table>
<thead>
<tr>
<th>Senior Vice Presidents</th>
<th>Effectiveness Documentation Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Vice President and Chief Operating Officer</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Senior Vice President for Academic Affairs</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Senior Vice President of Health Affairs</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Senior Vice President for Agricultures and Natural Resources</td>
<td>2012-13 Plan 2013-14 Plan</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Units - Colleges</th>
<th>Effectiveness Documentation Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Life Sciences</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Dentistry</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<tr>
<td>Education</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Engineering</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Journalism and Communications</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Law</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<tr>
<td>Medicine</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<tr>
<td>Nursing</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<tr>
<td>Pharmacy</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Public Health and Health Professions</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<thead>
<tr>
<th>Non-Academic Units</th>
<th>Effectiveness Documentation Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Affairs</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Development and Alumni Affairs</td>
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<td>2012-13 Plan 2013-14 Plan</td>
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<tr>
<td>Human Resource Services</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Research</td>
<td>2012-13 Plan 2013-14 Plan</td>
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<td>University Relations</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Graduate School</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>University Libraries</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
<tr>
<td>Director of the Museum of Natural History</td>
<td>2012-13 Plan 2013-14 Plan</td>
</tr>
</tbody>
</table>
Closing Statement

The University of Florida is committed to the comprehensive and integrated processes through which it plans, allocates resources, and documents success in fulfilling its mission and its goal to become a top public research institution. These processes are well established and highly successful, evidenced by the transformative improvements that result from the university’s ongoing, integrated planning and evaluation at the state, university, unit, and program levels. The university allocates significant resources to ensure a vital, responsive, and entrepreneurial academic and research environment of shared responsibility for the success of the university framed within a long-standing culture of academic excellence, research, and service. The university’s integrated planning and evaluation processes synergize each level of the institution to advance goal attainment and fulfill the university’s mission, and through these processes and practices meets Core Requirement 2.5, Institutional Effectiveness.
2.6. Continuous Operation

*The institution is in operation and has students enrolled in degree programs.*

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida (UF) was established in 1853 and has been in continuous operations ever since. Currently UF has over 48,000 students enrolled in degree programs. As of Fall 2012, UF’s student enrollment totaled 48,370 with 31,851 students enrolled in undergraduate degree programs, 12,527 students enrolled in graduate degree programs, and 3,992 students enrolled in professional degree programs.

**Evidence of Continuous Operation**

The following listing provides a complete breakdown of UF’s enrollment by degree level for the past three years.

<table>
<thead>
<tr>
<th>Degree Sought</th>
<th>Year 2010a</th>
<th>Year 2011b</th>
<th>Year 2012c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate</td>
<td>31,833</td>
<td>31,802</td>
<td>31,851</td>
</tr>
<tr>
<td>Dentistry</td>
<td>330</td>
<td>331</td>
<td>327</td>
</tr>
<tr>
<td>Doctorate</td>
<td>5,249</td>
<td>5,143</td>
<td>5,066</td>
</tr>
<tr>
<td>Law</td>
<td>1,044</td>
<td>979</td>
<td>959</td>
</tr>
<tr>
<td>Master’s</td>
<td>7,083</td>
<td>7,026</td>
<td>7,269</td>
</tr>
<tr>
<td>Medicine</td>
<td>535</td>
<td>546</td>
<td>545</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>1,966</td>
<td>1,880</td>
<td>1,759</td>
</tr>
<tr>
<td>Specialist</td>
<td>193</td>
<td>202</td>
<td>192</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>360</td>
<td>371</td>
<td>402</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>48,593</strong></td>
<td><strong>48,280</strong></td>
<td><strong>48,370</strong></td>
</tr>
</tbody>
</table>

*Source: Fall 2010 SIF

*Source: Fall 2011 SIF

*Source: Fall 2012 SIF

**Closing Statement**

The University of Florida has been in operation for over 150 years, and continues to enroll students. This evidence documents the university's compliance with Core Requirement 2.6 - Continuous Operation.
2.7.1. Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) awards associate, baccalaureate, masters, specialist, doctoral, and professional degrees, and follows a semester-hour program length.

Degrees Offered

UF awards one associate of arts degree, over 40 baccalaureate degrees in more than 120 program areas, over 35 master's level degrees in 135 program areas, educational specialist degree in ten program areas, engineer degree in ten program areas, doctoral degrees in over 90 program areas, and seven professional degree programs in dentistry, law, medicine, pharmacy, physical therapy, and veterinary medicine. The specific semester credit hour requirements for each degree program are as follows:

- The Undergraduate Catalog lists specific degree requirements for the Associate of Arts degree and the baccalaureate degree programs;
- The Graduate Catalog lists specific degree requirements for each of the master's, specialist, engineer, graduate professional degrees, and doctoral degree programs; and
- The professional degree program requirements are published on each of the professional colleges' degree websites.

Associate in Arts Degree

The UF associate in arts degree requires 60 semester credit hours and follows the policy for program length and content as stated in Florida Statute 1007.25 (7), "an associate in arts degree shall require no more than 60 semester hours of college credit."
**Baccalaureate Degrees**

*Florida Statute 1007.25 (8)* states "a baccalaureate degree program shall require no more than 120 semester hours of college credit". Additionally, the *Florida Board of Governors (BOG) regulation 6.017* states "Except as approved by the Board of Governors, all students receiving a baccalaureate degree within the State University System must meet the following graduation requirements: (b) completion of a minimum of one hundred twenty (120) credit hours through university coursework, acceleration mechanism, and/or transfer credit". UF follows this policy and does not have any baccalaureate degrees requiring fewer than 120 semester credit hours.

*Florida Board of Governors regulation 8.014* provides an exception for a baccalaureate program to exceed 120 credit hours when additional courses are required for specialized accreditation, to meet state or federal mandated criteria for professional licensing, or when the program "offers a unique and innovative learning experience, such as honors programs, individualized study, or other non-traditional approaches to education." Additionally, *Florida Board of Governors regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings*, states that for new baccalaureate degree proposals, the "...total number of credit hours shall not exceed 120, or an exception shall be sought from the Board of Governors in accordance with Board Regulation 8.014."

*New degree proposals* require a justification if the total number of credit hours for the bachelor's degree exceeds 120 credit hours.

*Table 2.7.1-1* lists the UF baccalaureate minimum number of credit hours required for a bachelor's degree ranging from 120 to 144 credit hours. The Undergraduate Catalog includes descriptions of each degree program including credit hours required as shown in Appendix 2.7.1-1.

**Post-Baccalaureate, Graduate Degrees, and Professional Degrees**

All post-baccalaureate, graduate and professional degree programs at UF require at least 30 semester credit hours with the exception of the Master of Laws (LLM) program which requires a total of 26 credit hours. *Table 2.7.1-2* provides a listing of peer or nationally ranked law schools throughout the country with the LLM degree and the total number of required credit hours for the degree. In the table, nationally ranked indicates an LLM degree program regularly ranked in the top three in the US News & World Report peer survey. As the table indicates, the majority of peer institutions and nationally ranked programs require 24 credit hours for the LLM degree, with two programs requiring less than 24 credit hours and three requiring more than 24 credit hours.
The Graduate Catalog publishes detailed descriptions of program requirements and credit hour requirements for master’s, specialists, engineer, and doctoral degrees. Professional degree detailed descriptions of program and credit hour requirements are available online:

- Doctor of Juridical Science (SJD)
- Doctor of Dental Medicine (DMD)
- Doctor of Medicine (MD)
- Doctor of Pharmacy (PharmD)
- Doctor of Physical Therapy (DPT)
- Doctor of Veterinary Medicine (DVM)
- Juris Doctor (JD)

Closing Statement

The University of Florida offers multiple degree programs in nearly every discipline and publishes the details of these degree programs in multiple formats. The length of the programs is appropriate to the discipline and degree level and complies with Board of Governors regulations. Based on the evidence provided, the university meets Core Requirement 2.7.1 - Program Length
2.7.2. Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida offers degree programs at the baccalaureate, masters, specialist, doctoral, and professional levels. All of these programs offer a coherent course of study that is compatible with the university’s mission based on fields of study appropriate to higher education.

Coherent Courses of Study
The established policies and procedures for the development, approval, and revision of new UF degree programs and courses ensure the university’s degree programs embody a coherent course of study that is compatible with the university’s stated mission. Academic courses for all levels of degree programs are created by the departmental faculty and are reviewed and approved by the college curriculum committees. After college approval, undergraduate and professional courses are reviewed and approved by the University Curriculum Committee, and graduate and doctoral courses are reviewed and approved by the Graduate Curriculum Committee. Once approved at these various levels within the university, the courses are subjected to analysis and approval by disciplinary experts working on behalf of the State of Florida’s Course Number System. Courses are assigned a four digit number with 1000 level courses intended to be taken by freshman and 3000-4000 level courses intended for students in the major. Graduate and professional level courses are numbered from 5000-9000.

New Degree Approval

Board of Governors regulation 8.011 sets forth the process and requirements for degree program approval. The process begins with the departmental faculty, who complete a proposal and submit this to the college curriculum committee for review and approval. Once college approval is obtained, the proposal is submitted for review and approval by the University Curriculum Committee, the Faculty Senate, the Provost and Senior Vice President for Academic Affairs, and the UF Board of Trustees. The Board of Trustees is authorized to approve Bachelor’s, Master’s, Advanced Master’s, Specialist and other Non-Doctoral Degree Programs, which are then sent to the Board of Governors for
notification. **Doctoral and professional degree programs** are forwarded to the Board of Governors for review and final approval. The new degree flowcharts are listed here:

- New Undergraduate Degree Flowchart
- New Graduate Degree Flowchart
- New Professional Degree Flowchart

Once a program is approved, **Board of Governors regulation 8.015** requires program reviews every seven years to ensure their continued coherence. As described in Comprehensive Standard 3.13.1, many UF degree programs are accredited by specialized professional associations as additional evidence of sustained coherence and alignment with the profession (see **Table of USDOE Accrediting Bodies**).

Both the **Undergraduate** and **Graduate** catalogs provide information about degree programs offered, course descriptions, and specific degree requirements in addition to college websites. The following examples are provided for each type of degree program to demonstrate the university publications of degree requirements including course descriptions and prerequisites: **bachelors, master's, specialist, engineer, and professional**.

**Programs Compatible with the University's Stated Mission**

The **new degree proposal** requires evidence that the degree program relates to the institutional mission statement. This proposal form is part of the **Academic Degree Programs and Courses** policy of the Office of the Provost as well as a requirement of notification and approval to the Florida BOG. UF's mission states the university "...encompasses virtually all academic and professional disciplines" and that it "...must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century." UF offers a diverse and comprehensive degree listing that is compatible with the stated university mission.

**Programs Based on Fields of Study Appropriate to Higher Education**

Board of Governors **Regulation 8.011** defines a degree program as "an organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities." Therefore, as required for inclusion in the State University System Academic Degree Program Inventory, UF utilizes CIP codes for categorization of its degree programs and demonstrates its programs are based on fields of study appropriate to higher education.
Closing Statement

The degree programs offered at University of Florida present coherent courses of study that are compatible with the university mission and based upon fields of study appropriate for higher education. Once approved, all active degree programs undergo a septennial program review mandated by the Board of Governors (see Comprehensive Standard 3.1.1.1 for a description); these reviews ensure that all programs sustain their coherence, alignment with the mission, and their appropriateness for higher education. The new degree approval and septennial program review processes are rigorous, sequential, and overseen at multiple levels of the institution, from the faculty through the Board of Governors. Through these processes and practices, the university meets Core Requirement 2.7.2: Program Content.
2.7.3. General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida (UF) is in compliance with this principle.

Introduction

The University of Florida has a long history of excellence in general education, and requires all undergraduate students in each bachelor’s degree program to complete successfully a general education core as part of their degree. This is a university requirement as well as a mandate from the Florida Legislature in state statute.

Assurance that the Required Skill Level Meets Collegiate Standards

The General Education Committee consists of university faculty, liaisons, and students and sets the standards for general education at the University of Florida. The committee defines and oversees the assessment of each of the general education areas. Because the committee’s faculty and liaisons are recognized experts in their fields and experienced teachers of university students, their approval of courses and oversight assure that the standards and skill levels required for general education meet collegiate standards.

Breadth of Knowledge

The general education mission states that “...the general education curriculum encompasses a breadth of knowledge in composition, diversity, internationalism, humanities, mathematics, physical and biological sciences, and social and behavioral sciences.” The University of Florida general education curriculum encompasses the areas of humanities/fine arts, social/behavioral sciences, and natural science/mathematics.
Approved general education courses fall into one of five program areas: composition (C), humanities (H), mathematics (M), physical (P) and biological (B) sciences, and social and behavioral sciences (S). Some courses in composition, humanities, social and behavioral sciences, physical, and biological sciences are co-designated as Diversity (D) or International (N) courses, because they meet the university's diversity or international studies criteria. Students must take 6-12 hours each in the areas of Humanities (includes the Fine Arts), Social and Behavioral Sciences, and Physical and Biological Sciences, three (3) credits in Composition, and six (6) credits in Mathematics (at least one course must be in an approved mathematics area, as described in the next paragraph). Students must also take three (3) credits each in courses with the diversity studies and international studies co-designations, for a total of six (6) credit hours.

The University of Florida writing and math requirement is an important component of the general education requirement. Students must take three (3) semester hours of English coursework and additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. These assignments must require that students write a total of at least 24,000 words. Courses that count toward this requirement are identified as: E2 - coursework with at least 2,000 words; E4 - coursework with at least 4,000 words, and E6 - coursework with at least 6,000 words. Each student must complete six credits of coursework in mathematics, at or above the level of college algebra. Three of these credits must be in mathematics, and an additional three credits in mathematics, statistics, computer science, or the logic courses PHI2100 or PHI3130. Table 2.7.3-1 shows the required course credit hour distribution by area.

This requirement is sufficient to meet the University's mission to “create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.” Students are introduced to the general education requirement at the annual Preview advising session that takes place the summer prior to their first fall semester. Advisors in each college follow up with students annually or as needed throughout their programs to ensure that the general education requirement is met. University of Florida students are also responsible for tracking their degree progress, which includes the general education requirement, in ISIS, the university’s secure Integrated Student Information System. Students also acquire information about the general education requirement in the undergraduate catalog and at the general education website. Students also access information on How to Identify General Education Courses and Selecting General Education Courses in the undergraduate catalog, and select their general education courses from the online course listing.

Rationale

The University of Florida has a long-standing commitment to general education. The rationale and mission of the general education curriculum are reviewed periodically. In 2012, the General Education Committee revised the general education mission. The rationale for general education is found in the revised mission:
• The general education curriculum supports the mission of the University of Florida by providing undergraduate students with common collective knowledge about the world in which they live.
• The curriculum enables students to think creatively, reason critically, communicate effectively, and make informed decisions that affect all aspects of their lives.
• Through general education courses, students gain fresh perspectives and discover new approaches to intellectual inquiry that promote understanding of both the traditional and the newly discovered.
• Ultimately, competence in these areas enables students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe; and to participate fully and responsibly as informed citizens in local, national, and global matters.

Table 2.7.3-1. General Education Required Credit Hour Distribution by Area

<table>
<thead>
<tr>
<th>General Education Program Area</th>
<th>Required Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (C)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (M)</td>
<td>6&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Humanities (H)</td>
<td>6 - 12&lt;sup&gt;b,c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Physical (P) and Biological (B) Sciences</td>
<td>6 - 12&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (S)</td>
<td>6 - 12&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>International (N)</td>
<td>*</td>
</tr>
<tr>
<td>Diversity (D)</td>
<td>*</td>
</tr>
<tr>
<td>Writing</td>
<td>24,000 words&lt;sup&gt;d&lt;/sup&gt;</td>
</tr>
<tr>
<td>Total Credit Requirements:</td>
<td>36</td>
</tr>
</tbody>
</table>

Table Notes:

<sup>a</sup>Three (3) hours must be from an approved list of pure mathematics courses; the other three (3) credits can be from any course that has the Mathematics (M) designation.

<sup>b</sup>Three (3) of the nine (9) Humanities credits must be from the course HUM 2305, What is the Good Life.

<sup>c</sup>The total credits from the humanities (H), social and behavioral sciences (S), and physical (P) and biological (B) sciences program areas must equal twenty seven (27), with a minimum of six (6) from each program area. That is, the distribution across these program areas must be either nine credits in each program area (9-9-9) or six in one, nine in another and twelve in the other (6-9-12) program area. Students are advised to consult an academic adviser in their college to determine the distribution required for their major.

<sup>d</sup>Word counts (2,000; 4,000; or 6,000) are assigned to specific courses to reflect the minimum number of words required in writing assignments in the course.

<sup>*</sup>Some C, M, H, P, B, and S general education courses carry the Diversity (D) or International (N) designation. The latter can only be assigned to courses with the former designations. The General
Education Program requires the completion of two (2) three (3) credit courses, one with the Diversity (D), and the other with the International (N) designation.

The **General Education Committee** is a joint committee of 16 faculty, two liaisons, two students, and is chaired by the Associate Provost for Undergraduate Affairs. The President (or the President’s designee) appoints eight voting members from the majority of baccalaureate degree-granting colleges within the University. The University of Florida Faculty Senate elects eight voting members from the faculty at large. Voting members serve three-year terms. Student Government selects two non-voting members, who serve one-year terms. Liaisons include the Director of Institutional Assessment and a representative of the Academic Advising Center staff; these members do not have term limits. The Senate voting members annually elect a co-chair from among themselves. The committee meets monthly to review applications for courses to be considered for inclusion in the general education curriculum inventory. Applications require a syllabus and the Application Form for General Education and Writing/Math Requirement Classification; these forms provide detailed instructions for the preparation and submission process. General education courses are carefully and thoroughly reviewed before they enter the curriculum inventory. Any faculty member may submit an application for any existing course to be considered for inclusion in the general education inventory through the Academic Approvals website. Once the proposal is submitted, it is electronically tracked and approved at each of three levels: department, college, and the General Education Committee. If the General Education Committee approves the application, the course goes to the registrar for final processing. Figure 2.7.3-1 is a graphic representation of this process. Courses are also recertified periodically.

**Transfer and Distance Students**

The University of Florida holds distance students to the same general education requirements as on-campus students. For incoming students, credits are granted according to UF practices described in the undergraduate catalog. AP, IB, AICE and CLEP credit count toward completion of the general education requirement as indicated in the course equivalency charts. Acceptable dual enrollment and other transfer credit fulfill the general education requirements that the same University of Florida course fulfills if the course is equivalent. Courses from the Florida State (formerly community) Colleges and State University System institutions adhere to the Statewide Course Numbering System. If the prefix (first three letters) and the last three digits of the course number are the same, then the course is considered equivalent. If the course does not have a common-numbered equivalent at the University of Florida (either because the university does not offer the course or because the transferred course was not taken in the state system), then the student's college evaluates the course to determine whether it fulfills a general education requirement.
Figure 2.7.3-1. The UF General Education Course Approval Process

**Faculty member**
- Submits course proposal to the tracking system, with the application form and the syllabus

**Department**
- Reviews the proposal. If approved, they forward it in the system to the College Curriculum Committee.

**College**
- The College Dean or designee reviews the proposal. If approved, it is forwarded to the General Education Committee.

**General Education Committee**
- The Committee reviews the application thoroughly for its adherence to the General Education curriculum requirements. If approved, the college, department, and faculty member(s) are notified via the approval system when the course is sent to the Registrar.

**Registrar**
- The course is processed and placed into the General Education curriculum inventory for the next available semester.
The Future of General Education in Florida: The Statewide General Education Core Project

The State of Florida Statute 1007.25 regarding general education was revised in 2012 and again in 2013 to “improve articulation and reduce excess hours” for students entering the State University System (SUS) and Florida College System (FCS). This statewide project has engaged representatives from all of the SUS and FCS institutions. The University of Florida has been a key contributor to the process. The General Education Committee has been planning for its impact on the university, and the university maintains a website to make all information about the project accessible and available to all constituents. The new requirements for general education will become effective for freshmen entering in the 2015-16 academic year. This is a work in progress, and the University of Florida remains committed to maintaining the high-quality of general education for its students throughout this transition period and beyond.

Closing Statement

The University of Florida requires all students to complete a 36 semester-hour general education requirement that includes coursework in the Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Science/Mathematics. The general education requirement is based on a coherent rationale, and is overseen by the General Education Committee. Based on this evidence, the university is in compliance with Core Requirement 2.7.3 - General Education.
2.7.4 Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, "Core Requirement 2.7.4: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) provides instruction for all course work required for degrees awarded at each of the following program levels: baccalaureate, master’s, engineer, education specialist, doctorate, and professional.

Evidence of Coursework for Degrees

Table 2.7.4-1 demonstrates the availability of required courses, prerequisites, and electives and provides examples of coursework for each degree level offered.

Table 2.7.4-1. Sample of All Course Work Offered at Each Degree Level

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Sample Discipline</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>History</td>
<td>BA History</td>
</tr>
<tr>
<td>Master</td>
<td>Exercise Physiology</td>
<td>MS Exercise Physiology</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Higher Education Administration</td>
<td>EdS Higher Education Administration</td>
</tr>
<tr>
<td>Engineer</td>
<td>Industrial &amp; Systems Engineering</td>
<td>Engr Industrial &amp; Systems Engineering</td>
</tr>
<tr>
<td>Research Doctorate</td>
<td>Food &amp; Resource Economics</td>
<td>PhD Food &amp; Resource Economics</td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>Veterinary Medicine</td>
<td>DVM</td>
</tr>
</tbody>
</table>
The colleges offering professional doctorate degrees (other than DVM listed above) maintain independent course listings:

- Doctor of Dental Medicine (DMD)
- Doctor of Medicine (MD)
- Doctor of Pharmacy (PharmD)
- Doctor of Physical Therapy (DPT)
- Juris Doctor (JD) and Doctor of Juridical Sciences (SJD)

All UF degrees offered with some coursework provided by another institution have been reported to and approved by SACSCOC. These arrangements are listed in Comprehensive Standard 3.4.7 in Table 3.4.7-1.

Closing Statement

The University of Florida offers instruction for all course work required for all levels of the university's multiple degree programs. Based on the evidence provided, the university meets Core Requirement 2.7.4 - Coursework for Degrees.
2.8. Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment

✔ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) has one of the broadest program arrays in the United States and is one of the only major public universities with land, sea, and space grant mission and programs covering most academic disciplines. In addition, UF creates numerous interdisciplinary opportunities for its undergraduate and graduate students, giving them exposure to the faculty of many different departments and colleges.

As the land grant university for Florida, UF also offers instruction at sites within many counties of the state. In recent years, UF has developed alternative means of program delivery such as online courses and distance education programs to meet the needs of students who are place bound and cannot come to the Gainesville campus. Given the rich educational resources available through UF, many faculty have developed courses that use hybrid methods to reach students - mixing internet, video, classroom, internships, externships, and other teaching modalities in single courses.

UF Regulation 7.003 provides the policies for the university regarding academic appointments, types of appointments, appointment status modifiers, and academic-administrative classifications. Specifically, 7.003(2)(a) defines all faculty titles, 15 in total ranging from eminent scholar to postdoctoral associate. The academic personnel classification consists of positions having the principal responsibility of teaching and/or research, extension and/or providing administrative functions directly related to the academic mission and accomplishment of the university goals.

Number of Full-Time Faculty

UF employs a sufficient number of full-time faculty to carry out each part of its mission. Table 2.8-1 provides the number of full-time faculty to support the three components (teaching, research, and service) of the university mission from 2003-2012 and the total number of students over that same time period. The number of full time faculty has increased by 775 from 2003 to 2012, a 22.3% increase. Over this same time period while
the student population increased to a high of 51,725, overall the total number of students increased 2,055 or 4.3%. Table 2.8-2 provides a distribution of instructional faculty among the 16 academic colleges for the 2012-2013 academic year.

Table 2.8-2: Number of Full-Time Instructional Faculty 2012-13

<table>
<thead>
<tr>
<th>College</th>
<th>Number Of Full-Time Instructional Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Life Sciences</td>
<td>355</td>
</tr>
<tr>
<td>Business Administration</td>
<td>118</td>
</tr>
<tr>
<td>Dentistry</td>
<td>67</td>
</tr>
<tr>
<td>Design, Construction and Planning</td>
<td>72</td>
</tr>
<tr>
<td>Education</td>
<td>72</td>
</tr>
<tr>
<td>Engineering</td>
<td>264</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>103</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>44</td>
</tr>
<tr>
<td>Journalism and Communications</td>
<td>48</td>
</tr>
<tr>
<td>Law</td>
<td>77</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>614</td>
</tr>
<tr>
<td>Medicine</td>
<td>475</td>
</tr>
<tr>
<td>Nursing</td>
<td>14</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>32</td>
</tr>
<tr>
<td>Public Health and Health Professions</td>
<td>54</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>66</td>
</tr>
<tr>
<td>Other Departments</td>
<td>86</td>
</tr>
<tr>
<td><strong>All Colleges</strong></td>
<td><strong>2,561</strong></td>
</tr>
</tbody>
</table>

*Source: Integrated Postsecondary Education Data System (IPEDS) Human Resources 2012-13*

Appendix 2.8-1 provides a breakdown faculty across disciplines including the site and delivery method.

Categories of Full-Time Faculty and Definitions of Categories

Academic appointments consist of university personnel holding the academic ranks of assistant professor, associate professor, professor or higher, the equivalent in academic ranks in the instructional, research, or extension units or other academic functions, and personnel holding other specialty faculty or student titles identified in UF Regulation 7.003. Equivalent faculty ranks may be granted in the scholar, scientist, engineer, and curator series. Academic appointments and equivalent faculty ranks are considered regular/permanent faculty. Faculty appointments with status modifiers such as acting, adjunct, affiliate or joint, or clinical are not eligible for tenure or permanent status.

7.003(3)(b) defines degree of effort. The regulation defines full-time as the utilization of effort considered to be the normal or standard amount required during a given time period,
equivalent to 100% or 1.00 FTE. FTE stands for full time equivalent. The regulation goes on to define part-time as the utilization of effort considered less than customary or standard during a given time period, equivalent to less than 100% or less than 1.00 FTE or, appointments for less than thirty-nine (39) weeks. This includes either working less than 100% of the time through an academic or calendar year or working full-time for less than the full number of terms in the academic year.

7.003(4)(a)(5) provides the definition of the adjunct appointment status modifier. The adjunct modifier applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching, research, or extension function in connection with established programs.

7.003(2)(c)(4) states the graduate teaching or research assistant title can be used when the appointee has completed thirty (30) semester credits of graduate work. The title of graduate assistant is used for beginning graduate students since this is the lowest rank of graduate assistant positions.

The University of Florida’s mission of teaching, research, and service is reflected in the university’s Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process and each area is defined as follows:

- Teaching - Instruction, including regular classroom teaching and distance/executive/continuing education, direction of theses and dissertations, and extension education programs.
- Research - Research or other creative activity including peer-reviewed publications.
- Service - Public and professional.

The guidelines further state that "all tenure track faculty will have some portion of their time assigned to research..." and "in most cases, tenure and promotion require distinction in at least two areas, one of which shall be that of the faculty member's primary responsibility, and those areas should be teaching and research unless the faculty member has an assignment that primarily reflects other responsibilities, such as Cooperative Extension Service.” Distinction in the categories is defined by the university and clarified by each college and department in terms tailored to the college and to department disciplines consistent with university standards.

**Adequacy of Full-Time Faculty**

The State University System (SUS) Board of Governors Regulation 8.015 requires the review of each academic program on a 7-year cycle. A key objective in this review process is the determination that the institution provides adequate full-time faculty to meet the academic needs of the students in the degree programs. Additionally, the review ensures that the number of faculty is sufficient to fulfill the essential functions, research, teaching, and service of faculty as well as providing appropriate mentorship to students.
Adequacy of Full-Time Faculty: Teaching

One method for determining the adequacy of full-time faculty in fulfilling the university mission of teaching is through student-faculty ratio. The student to faculty ratio per the Common Data Set (CDS) is defined as the full-time equivalent students (full-time plus one third part time) to full-time equivalent instructional faculty (full-time plus one third part time). Table 2.8-3 provides the University of Florida's student-faculty ratio from 2008-2012 along with peer institutions. The university's Fall 2012 21.4 student-faculty ratio is higher than its peers, but has increased at a slightly slower rate than its peers. UF strategically reduced its number of incoming freshmen from 2007-2010 and has remained steady at approximately 49,500 to 50,000 students for the past three years. Part of the reduction in incoming freshmen was in response to state budget reductions that resulted in decisions to reduce faculty, merge programs, and to sunset small programs with dwindling enrollment. These combined strategies enabled UF to ensure the student-faculty ratio did not erode further.

To work toward the fulfillment of Strategic Work Plan Goal 2, "design and implement a program for increasing the number of faculty to achieve parity with top ten public AAU universities in those departments and colleges most critical to the University of Florida's core mission and academic reputation," the university allocated $14 million during the period 2010-14 to increase the number of faculty. Of that $14 million, $10 million was invested in a coherent "Jump Start Hiring" program directly supervised by the Senior Vice Presidents in collaboration with the deans of the colleges. In Spring 2013, the Legislature appropriated an additional $15 million that the university will also invest into faculty as determined by the Senior Vice Presidents and deans.

A second method for evaluating the adequacy of full-time faculty in fulfilling the university mission of teaching is through the Student Experience in the Research University (SERU) undergraduate student survey. This student survey is conducted every two years and one area the survey addresses is student satisfaction with their academic experience. In 2009, 73% of graduating seniors indicated they were satisfied or very satisfied with the quality of faculty instruction and in 2011 that percentage increased to 75%.

Additionally the survey asked students about their satisfaction regarding access to faculty outside of class. In 2009, 71% of graduating seniors indicated they were satisfied or very satisfied with access to faculty, and in 2011, that percentage increased to 74%. Overall for the past two survey years, undergraduate students are over 60% satisfied with access to faculty outside of class.

Adequacy of Full-Time Faculty: Research

As a major research university, UF has a strong interest in providing research and creative opportunities for its undergraduate and graduate students as well as for its faculty and staff. The UF Office of Research supports UF faculty and staff in their research efforts, providing many services, from identifying grant opportunities to managing proposals and
awards, and protecting and promoting intellectual property. Additionally, the Office of Research works to strengthen ties among researchers and the research enterprise and other interested parties such as potential business and industry partners and funding agencies.

As Table 2.8-1 indicates, over the past five years, the percentage of full-time faculty with primarily research assignments has increased from 7.57% - 8.79% even though the total number of full-time faculty has decreased slightly from 4,319 to 4,243 during that same time period. This increase is in addition to the full-time tenured/tenure-track faculty who also conduct research as part of their responsibilities.

In 2011, 25% of graduating seniors reported assisting faculty in research for course credit according to the 2011 SERU survey. In addition, graduating seniors reported volunteering to work with a faculty member on research projects (29%) and on creative projects (17%), and working on a research project for pay with on research projects (13%) and on creative projects (7%). The adequacy of the university's full time faculty in research is also evidenced by the research grant and contract dollars awarded each year to the faculty, which exceeded $623 million in 2012 (see Comprehensive Standard 3.3.1.4 for a complete description of the research enterprise at the University of Florida). Additionally, as reported in Core Requirement 2.5, in June 2013 the university licensed the Academic Analytics database, which is used to measure and monitor the scholarly productivity of faculty, departments, and PhD programs.

The Office for Research, the number of full-time faculty with primarily research assignments, and the percentages of graduating seniors' involvement in research all indicate UF's adequacy in fulfilling the university's mission of research.

**Adequacy of Full-Time Faculty: Service**

UF’s adequacy in fulfilling the university’s mission of service is evaluated in several ways. The UF Office of Community Relations is responsible for developing and maintaining relationships with individuals, governments, and the business community within the North Central Florida region. And the office’s mission is to facilitate and enhance relationships within the city, county, and region. Additionally, UF’s Institute of Food and Agricultural Sciences (IFAS) Extension provides Floridians with lifelong learning programs in partnership with county government, the US Department of Agriculture, and Florida A&M University. The educational programs offered in each county respond to the local needs of residents, schools, regulatory agencies, community organizations, and industry. UF’s IFAS Extension has offices in each of Florida’s 67 counties.

Since 2005, UF’s full-time faculty with primarily public service responsibilities has increased from 14.29% to 22.22%, and the number of faculty during that same time period has increased by 220 faculty members (Table 2.8-1).
In 2011, approximately two-thirds of UF students participating in the SERU survey reported performing some community service during the past academic year. Community service was provided to a wide array of organizations such as K-12 schools, clinics or hospitals, youth service agencies, environmental groups, homeless shelters and housing organizations, and food banks and soup kitchens. These opportunities for student service would not be possible without adequate numbers of faculty fulfilling the service mission of the university.

Closing Statement

The University of Florida employs an adequate number of qualified full-time faculty to fulfill its mission and ensure the quality and integrity of each of its academic programs. Faculty effort is distributed in accordance with the faculty workload policy, and as needed, the university employs part-time instructors and qualified teaching assistants to support the teaching mission. At the college level where faculty assignments are made, colleges have flexibility, considerable autonomy, and a variety of resources available to assure an optimal distribution of faculty effort to meet instructional needs. Additional productivity data indicate significant success in achieving the research and service mission. Based on this evidence, the university meets Core Requirement 2.8 – Faculty.
2.9. Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The libraries of the University of Florida (UF) form the largest information resource system in the state of Florida with five major libraries, five smaller departmental libraries, and one education center, along with an extensive digital library which includes the university's institutional repository. The University Libraries and the Health Science Center Libraries are administered together as the George A. Smathers Libraries, while the Lawton Chiles Legal Information Center is administered by the Levin College of Law.

Supporting the University Mission

The libraries embody the distinct characteristics of the university and its mission across all disciplines: to develop the human intellect through teaching and learning and to contribute through research to the expanding body of human knowledge. While the nature of libraries has changed in the current digital environment, this core mission has not. The George A. Smathers Libraries and the Lawton Chiles Legal Information Center are dedicated to supporting the university’s threefold mission of teaching, research, and service. As library services are integrated into the information infrastructure of the university, the libraries are a major partner in the institutional shift of resources to support collaborative interdisciplinary teaching and research. The libraries of the UF continue their traditional role in knowledge management while expanding support for learners and scholars in a digital world.

University Libraries

The university libraries offer the following locations and resources.

- **Library West** holds collections in the humanities and social sciences, including resources supporting the College of Business, Africana Area Studies, East Asian Area Studies, and the Isser and Rae Price Library of Judaica.
• **Smathers Library** holds the Latin American Collection and the Special and Area Studies Collections that include the University Archives, the PK Yonge Library of Florida History, Baldwin Library of Historical Children’s Literature, and the Rare Book Collection.

• **Marston Science Library** supports agriculture, engineering, mathematics, and the natural and physical sciences. The building also houses the Government Documents Department and the Map and Imagery Library.

• **Architecture and Fine Arts Library** provides collections and services for architecture, fine arts, interior design, building construction, landscape architecture, and urban design.

• **Education Library** holds education, child development, higher education, psychology, counseling, and children's literature collections.

• **UF Digital Collections** comprise a constantly growing collection of digital resources from the University of Florida’s library collections as well as partner institutions.

**Health Science Center Libraries**

Health Science Center Library serves the academic, research and clinical information needs of the six UF health science colleges of Dentistry, Medicine, Nursing, Pharmacy, Public Health & Health Professions, and Veterinary Medicine.

• **The Borland Library** serves the academic, research and clinical information needs of the faculty in Jacksonville, Florida.

• **College of Veterinary Medicine’s Education Center** serves as a physical venue to support the education activities of the college and is located in the Veterinary Academic Building.

**Lawton Chiles Legal Information Center**

Lawton Chiles Legal Information Center at the Fredric G. Levin College of Law contains legal research materials supporting the study of state, federal, and international law. Notable collection areas include Florida, United States federal taxation, and British Commonwealth materials.

**Collections**

Together the libraries hold over 4,577,222 cataloged volumes; 8,099,054 microforms; 1,255,459 documents; 867,520 maps and images; 629,979 e-books; 78,797 electronic journals; and 472 electronic databases. In addition, the libraries have memberships and consortial agreements that allow for unlimited, no-cost access to the millions of items available through Hathi Trust, the Center for Research Libraries, and the other Florida university libraries.
While collections support academic teaching and research across the campus, the libraries have built a number of nationally significant research collections primarily in support of graduate research programs. Among these are the Latin American Collection, considered one of the premier collections in the country in this subject area, the Price Library of Judaica, and the Map and Imagery Library.

Additional collections of note include the Baldwin Library of Children’s Literature, which is among the world’s greatest collections of literature for children, and the P.K. Yonge Library of Florida History, which is the state’s preeminent Floridiana collection, holding the largest collection of Spanish colonial documents concerning southeastern United States in North America as well as rich archives of prominent Florida politicians. The Government Documents Department serves as a regional federal, state, and European Union documents depository serving Florida and the Caribbean.

The UF “Virtual” Business Library is an academic research library on the Internet designed as a web portal to business information for UF faculty, staff, and students. This library receives more than 90,000 visits each year and features more than one hundred business, economics, accounting, and tax research databases as well as subject guides, step-by-step tutorials, case studies illustrating business research, and core collections of books and academic research journals.

Liaison librarians in other academic areas bring together their resources through LibGuides designed for specific academic disciplines and even for specific classes. For example, Law Librarian Elizabeth Outler has created the Tax Law Research LibGuide with three sections: an overview of remote access to library materials and links to additional material on tax law research; U.S. Tax Research with information on how to use specialized tax research databases; and International Tax Planning with databases, books, and websites highlighted to assist the researcher. The guide also provides all of Ms. Outler’s contact information along with the opportunity to chat directly with her during business hours. Through the LibGuides librarians are providing personal service while also providing training on and access to the vast and varied collections available to our students and faculty. All 391 LibGuides from the course specific guide ABE 4231C: Irrigation and Drainage Engineering to the subject guide Zoology are available online.

While the libraries continue to purchase print monographs, with a budget of just under a million dollars in 2011-2012 for these collections, electronic access to collections is increasing. In 2011-2012 nearly 80% of the collections budget was dedicated to electronic serials, online databases, and e-books. The libraries continually monitor the use of print and electronic resources to keep the formats in balance and to provide optimal access to the students and faculty. The libraries also participate in consortial purchasing of electronic resources to stretch budget dollars whenever possible. In 2011-2012 the collections budget for the Smathers Libraries topped $10 million.

The University of Florida Digital Collections (UFDC) hosts more than 100 outstanding digital
collections, containing over four million pages of unique manuscripts and letters, antique maps, rare children’s literature books, newspapers, historic photographs, oral histories, for example. The UFDC offers free, open access to the full content of the resources and enables users to find unique and rare digitized materials held at the University of Florida and partner institutions. Some of the collections of note within the UFDC include; the Florida Digital Newspaper Library, the Digital Library of the Caribbean, and the Map & Imagery Collections.

The UF libraries administer and host the University of Florida Institutional Repository (IR), a digital archive for the intellectual output of the UF community. The UF IR provides a central location for the collection, preservation, and dissemination of scholarly, research, and creative production, along with historical materials from the University of Florida. Content includes journal articles, conference papers and proceedings, technical reports, white papers, theses and dissertations, grant proposals, materials from the university archives, and journals and other publications of UF colleges.

Collection Development and Management

The primary mission of the Acquisitions Department is to acquire materials in a variety of formats that support the academic and professional programs of the University of Florida. The department consists of three units: Print & Media, Accounting & Paying, and Electronic Resources, and two programs - Gifts and Exchanges. Each area is staffed and dedicated to a specific set of responsibilities although workflow, projects, and initiatives cross units, programs, and other departments in the libraries. Acquisitions works with library subject specialists/selectors and partners from the state’s largest library consortium to develop collection management priorities and strategies. Acquisitions staff establish license agreements; acquire and maintain access to online resources; monitor monograph approval/slip plans and patron-driven acquisitions initiatives; oversee print serials and standing orders; coordinate a $12 million materials budget that includes paying invoices and tracking hundreds of funds in Aleph; and compile usage statistics.

The Smathers Central Libraries and the Health Science Center Libraries often share in the selection and purchase of online resources and print materials, thus staff in both libraries work together to coordinate workflow, budgets, and responsibilities. The 2011-2012 Libraries Acquisitions Budget show how collection spending was allocated among all disciplines in the Smathers Library (excluding the Lawton Chiles Legal Information Center).

Staffing

The staff of the libraries consists of more than 85 library faculty; 170 professional, technical, and clerical staff; 26 other personal services (OPS) staff; and 206 student assistants. Librarians at UF are tenure-accruing faculty, and all have graduate
degrees in Library Science or Information Studies, and/or a graduate degree in a relevant subject area. Librarians in the Legal Information Center have a JD in addition to a graduate degree in Library Science. Additionally, some librarians teach for-credit courses and often provide instruction and learning aids that are incorporated into courses.

The library faculty serves the university community in the following roles:

- General and specialized reference experts;
- Faculty and department liaisons and outreach coordinators;
  Instructors as part of courses, workshops and/or personalized one-on-one sessions;
- Collection managers and curators;
- Preservation, cataloging, acquisition and digitization experts;
- Clinical research liaisons; and
- Principle investigators and grant participants.

The libraries at UF fill the role of intellectual ombudsman as they bring disciplines together in a rapidly changing environment. By teaching information literacy, hosting digital content, and providing technology and research consultation, the libraries offer learners and researchers venues to explore the breadth and depth of information and to create new knowledge. The libraries provide mechanisms for engaging in intellectual content and instruction for developing information literacy skills. Librarians teach students how to find reliable information and use it effectively and are becoming increasingly integrated into the curricula by working with academic faculty in curriculum planning and teaching. The libraries strive to achieve seamless integration of library resources and instruction into the curriculum, shifting resources significantly toward digital material rather than print or analog, selecting information resources learners can trust, and making the resources as mobile and portable as possible, including availability through handheld devices.

Access and Services

The libraries provide a place for students to access information and to create projects and presentations for their coursework, updating technology as often as feasible to provide fast, reliable access. The library is a welcoming, comfortable, and functional meeting place. As books and journals become available electronically, space is reconfigured to serve learning through information commons with high end computing and production software, and through group and individual study spaces.

Library staff and library-designed interfaces provide personalized service through in-house circulation and reference services as well as chat and email reference and electronic library guides. In Library West, graduate students have an entire floor designated for their exclusive use. The libraries’ strong focus on customer service is flexible and changing as
service desks are consolidated and staff is deployed to engage library users, either in person or virtually.

For the spring semester of 2011-12, Library West was open 24 hours a day, five days a week. The library opened on Sunday morning and did not close until Friday evening and did include Saturday operating hours. Student response was overwhelming with hundreds of students using the library into the early hours of the morning. The libraries recognize that students prefer to study in the late evening, so each of the major libraries provides long hours with the Marston Science Library operating until 1:00 a.m., the Health Science Center Library operating until midnight, and the Legal Information Center operating until 11:30 p.m.

While essential that these services are provided at each of our libraries, the libraries also recognize that many students wish to use library resources without coming to campus. For remote access to online resources students and faculty can use a VPN account or by proxy to access library electronic resources from wherever they might be. Students and faculty in any building on campus have direct access to all library content through IP authentication. The majority of course reserves can be accessed electronically either through the libraries’ course reserve systems or through Sakai, the university’s learning management system, and systems for online reference and chat are available to all students, staff and faculty.

Distance education students can use the mechanisms listed above for access to electronic resources, but additional arrangements are in place to provide them with the full range of library services and resources. Reference service is available online and through chat, and students are encouraged to contact their subject liaison directly through the LibGuides. Access to print materials is made available through the interlibrary loan department. Special accounts for distance students allow them to borrow and return books owned by the libraries through the mail with the libraries covering the shipping costs. A complete listing of services available to distance education students is available online through the Distance Learners LibGuide.

Access to materials not owned by the libraries is provided by two services: Interlibrary Loan (ILL) and UBorrow. ILL is a mediated service providing articles – usually delivered electronically within 24 hours, and books – delivered to the libraries by mail, from around the world. The system for requesting materials is electronic so it can be accessed from any computer, and there are no charges for access to this service for students, faculty and staff of UF. UBorrow is an unmediated interlibrary loan service that allows eligible patrons to borrow books directly from participating state university libraries when they are not available at UF.

Library services with usage for the previous year shows a wide variety of options as the libraries support the teaching and research of the university.
Policies and Procedures

Smathers Libraries policies and procedures for library services along with more information about specific services and collections are found online and include the libraries' privacy policy as well as other operating policies. The Lawton Chiles Legal Information Center Policies are also posted online and include policies on the use of the library and other operational policies.

Closing Statement

The University of Florida’s substantial and comprehensive library resources and services are appropriate to support the institution's broad range of disciplines and to meet the university's mission. These resources are accessible to the faculty and students in multiple formats, and the library is staffed adequately to meet the needs of the university's constituents. Based on this evidence, the university meets Core Requirement 2.9 - Learning Resources and Services.
2.10 Student Support Services

*The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.*

**Judgment**

- ✔ Compliance
- □ Partial Compliance
- □ Non-Compliance
- □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida (UF) Division of Student Affairs provides student support services for all students at the university. The Division supports the university **mission** to “...to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.”

Under the leadership of the Vice President for Student Affairs, the division’s 13 departments collaborate internally and campus-wide to promote student learning and enhance students’ development. Student learning and development are a primary focus of student support programs and services at UF. Students must advocate for themselves and learn to navigate the various services. The Division of Student Affairs assists them in developing practical competence and to support persistence and academic achievement throughout the process. Each department provides different opportunities for students to learn life skills, to acquire knowledge, to develop leadership skills and civic engagement, to gain interpersonal and intrapersonal competence, to improve critical thinking and problem solving, and to move towards the stated mission of the Division of Student Affairs: to educate students to be leaders through the creation of an enriching university environment and the delivery of critical support services that maximize student development and learning. The Division promotes opportunities for student engagement and discovery resulting in citizens who excel in a global and complex society.

*Learning Reconsidered* (2004) defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development. By using the framework of *Learning Reconsidered*, Student Affairs provides a transformative learning experience for UF students by utilizing the student learning outcomes (cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; civic engagement; interpersonal and intrapersonal competence; practical competence; and persistence and academic achievement) provided in that document. The **Student Affairs Strategic Plan** provides more details about the Division of Student Affairs and its mission, vision, values, and departments.
Student Support Programs

There are numerous student support programs and services provided to all students at the University of Florida at the undergraduate, graduate, and professional levels. These are:

- The **Career Resource Center** provides career counseling and internship and job placement opportunities;
- the **Center for Leadership and Service** provides leadership programming and community service opportunities;
- **Counseling and Wellness Center** provides mental health support;
- the **Dean of Students Office** provides general assistance and advocacy, as well as medical withdrawal support, Behavioral Assessment Team, and crisis/ emergency 24-hour on-call response;
- the **Disability Resource Center** provides assistance to students who seek accommodations through the Americans with Disabilities Act;
- the **Florida Opportunity Scholars Program** supports first-generation low-income college students with a scholarship and other support services;
- **GatorWell Health Promotion Services** provides health promotion and behavior programs and services;
- **Multicultural and Diversity Affairs** provides support for minority students as well as promotes an inclusive campus community;
- **Housing and Residence Education** provides on-campus housing and academic living/learning communities;
- **New Student and Family Programs** provides support for new students and their families, including managing freshman orientation (Preview), transfer orientation, First Year Florida, and the Common Reader Program;
- **Off Campus Life** provides assistance for students choosing to live off campus;
- **Student Legal Services** provides free legal advice to all students;
- **Recreational Sports** provides two recreational centers, intramural sports, Lake Wauburg, and other exercise facilities;
- the **J. Wayne Reitz Union** provides a facility for students to use meeting space and informal space, and supports campus programs in the building;
- **Student Activities and Involvement** provides support for more than 900 student organizations, Student Government, and campus involvement and large programs;
- and the **Student Conduct and Conflict Resolution** monitors the student code of conduct with an educational judicial system and offers assistance to students needing dispute resolution.

Student Activity and Service Fees, Health Fees, and Transportation Fees are collected from all levels of students to provide further enhancements to the student experience and services. The **Student Affairs Organizational Chart** displays the division reporting structure.

The University of Florida’s total student body of over 48,000 consists of approximately 64% undergraduate and 36% graduate and professional students. Only a few specific activities
are limited to a specific population (e.g., Florida Opportunity Scholars program is an undergraduate scholarship and support program). Nearly all of the student support programs and services are open to all UF students, and in some cases graduate and professional students utilize those at a higher rate than the rest of the population (e.g. Student Legal Services). Housing and Residence Education has 980 apartments on campus arranged in Village Communities for nearly 1,900 students and their families and is made up of nearly all graduate and professional students, in addition to 7,500 mostly undergraduate students who live in single-student residence halls. The Career Resource Center has specific programs and services for graduate students as well as international and underrepresented students. A recent initiative has led to the publication of information that showcases the specific programs and usage of Student Affairs services and programs by graduate and professional students, to reinforce the information. Additionally, each college has an Associate Dean for Student Affairs that provides college-specific support, and professional programs such as the School of Law and the MBA program has their own staff for student support.

UF students who take courses at off-campus instructional sites or take distance and correspondence education courses access the relevant student support programs, services, and activities for their needs. Some of the services/programs are specific to Gainesville-based students due to their nature (e.g. Housing and Residence Education, Florida Opportunity Scholars, Center for Leadership and Service). Many of the unique place-based programs, services, and activities are available to students who wish to travel to Gainesville (e.g. Lake Wauburg, Reitz Union). Many of the student support services provide the same information and resources to all students regardless of location via their Web sites and the staff is available for communication via telephone and email (e.g. Off Campus Life, GatorWell Health Promotion Services). The Disability Resource Center provides academic accommodations for registered students with disabilities at all sites and works in collaboration with faculty and departments to facilitate access to educational programs. Students who experience health issues or emergencies (i.e. posting an intent to harm themselves in online class discussion boards) are served by the Dean of Students Office, and other relevant services virtually through the medical withdrawal process, one-on-one success planning through phone, email, or other technology such as Skype, and emergency response through coordinating assistance with local law enforcement and the University’s Behavioral Consultation Team. Students may call a telephone number 24-hours a day/7-days a week in order to speak with a Master’s level counseling professional for assistance with immediate mental health concerns and referral. The Career Resource Center provides a significant number of services for students via its website and by email, including the Career Help for Major Planning Program (CHOMP), Gator CareerLink (access internships, full-time jobs, career events, workshops, information sessions online), and individual assistance including resume critiques and appointments by Skype. All students at the University of Florida are subject to the Student Code of Conduct and Honor Code and would follow the same procedures as any other student. Off-campus programs that collect activity and service fees have access to funding for their student organizations via their respective College Council Leadership. All student organizations are open to all students and students participating in one of those off campus sites may register their own student.
organization. Some of the activities include leadership meetings via Skype and videos of speakers being shared via webcast or websites.

The Division of Student Affairs supports the Office of the Senior Vice President for Academic Affairs’ teaching and research mission by providing educational services and learning opportunities for all students in order to develop the whole student outside of the formal classroom setting. For example, the educational services of campus housing, leadership development, counseling, career services, recreational sports and clubs, health promotion and behavior, civic engagement, service learning, and globalization efforts complement the formal academic teaching and research to create a holistic approach to education at the University of Florida. By fostering students’ academic and personal success with its departments and programs, the Division of Student Affairs supports a high retention rate for our students, contributes to issues of access by providing support for low-income first generation students, and contributes to the nation’s and the state’s critical needs with a well-qualified and broadly diverse citizenry, leadership, and workforce. Further, the work of the Division of Student Affairs assists in educating parents of our students as well as campus faculty and staff about our students, in order to facilitate the learning process for students. The University of Florida’s mission also states that UF “must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.” Many of UF’s student support services, programs and activities intentionally provide significant opportunities to foster multicultural skills and perspectives with its students. Examples include Gatorship, a weekend-long leadership retreat that enhances diversity skills; the week-long Martin Luther King celebration with a wide range of activities and programs; and educational speakers and programs led by various student organizations.

Most of the student support programs and services track usage rates and report the trends, providing data for planning for future years. Additionally, Student Affairs is a member of Campus Labs, and uses its Baseline service --a national software and support package-- assists us in efficiently conducting quality assessment initiatives; we have participated in several benchmarking studies with other campuses and peer institutions. Baseline provides the infrastructure to perform web-based surveys as well as surveys out in the field with hand-held i-Pod Touches or iPads. In the past year, Student Affairs has conducted more than online 100 surveys through Campus Labs to improve its services.
Closing Statement

The University of Florida has a large, diverse student body, and provides a broad spectrum of student support services designed to meet their needs. These services are responsive and accessible, and evaluated regularly to improve their effectiveness in meeting student needs. Based on this evidence (and the additional evidence here), the university meets Core Requirement 2.10, Student Support Services.
2.11.1. Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida has been in continuous operation for over 100 years, and has a sound financial base and demonstrated financial stability to support the instruction, research, and public service missions of the university and the scope of its programs and services. Via a robust responsibility center management budgeting process, UF prioritizes its needs and strategic plans, and provides adequate resources to meet those needs and strategic plans.

Financial Stability

Over the last decade, the university has grown and changed in response to reductions in state appropriations and student needs. Demand continues to outpace supply as evidenced by the overwhelming number of freshman student applications each year versus the number of seats available. Sound fiscal management, strategic changes, and a steady focus on moving the university forward provides evidence of the sound financial base and financial stability of the university. The university continues to offer expanded access to
higher education across the State of Florida and is committed to its mission to conduct significant research.

Because of the economic downturn that started in 2007-08, the net loss to the university budget amounted to approximately $59 million between fiscal year 2007-08 and fiscal year 2012-13. In each year, the university adjusted the size and scope of its operations to meet the new level of resources afforded by state allocations and tuition through operational efficiencies, sound budgeting, and in some instances reductions in the size of certain units and academic programs. The Florida economy has improved, and in 2013 the university received a new infusion of resources, including $36 million in unrestricted general revenues, $15 million for faculty hires, $15 million in the 2013-2014 academic year and $5 million per year thereafter to fund the Online Institute (see Core Requirement 2.5) and additional faculty hiring, and $15 million towards construction of a new chemistry building.

In addition, the university recently concluded Florida Tomorrow, its largest and most ambitious capital campaign ever. Approximately 865,000 donors helped Florida Tomorrow top $1.7 billion - exceeding the campaign's original goal by more than $200 million. That sum includes cash that is used to bolster the operating budget as well as endowment funds whose earnings provide a recurring source of revenue supporting the mission of the university.

Other growing sources of income are the patenting and licensing revenue from UF-developed technologies as well as research contracts and grants. UF's innovations brought in $34 million in FY 2011-12. This revenue source will continue to grow as UF's new business incubator, the Florida Innovation Hub, matures. Funding for contracts and grants grew from $619.1 million to $644.4 million, an increase of 4% in FY 2011-12.

**Institutional Audit and Management Letter**

The State of Florida Auditor General conducts an annual audit of the University using auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards*, issued by the Comptroller General of the United States. The Auditor General's audit reports (2010, 2011, 2012) consistently indicate UF's financial statements present fairly, in all material aspects, the university's financial position and the changes in financial position and cash flows. The annual audit reports indicate full compliance with certain provisions of laws, rules, regulations, and contracts and grants agreements, with no material weakness in internal controls over financial reporting. In 2011, the Auditor General no longer issued separate audit reports with financial statements, but included a one-page summary report in addition to the auditors' opinion letter on the financial statements, which is included in the university's Annual Financial report. The financial audit of the FY 2012-13 annual financial report is scheduled to be completed and submitted in December 2013 by the State of Florida Auditor General.

Statement of Financial Position of Unrestricted Net Assets

Each Annual Financial Report includes financial statements and the unrestricted net assets are exclusive of capital assets and related plant debt. No adjustment is necessary to determine the change in unrestricted net assets attributable to operations. Table 2.11.1-1 provides a multi-year statement of unrestricted net assets which matches the audited financial statements. The audited financial statements for the following years show the unrestricted net assets reported by UF: 2009-10, 2010-11, and 2011-12.

Planning, Budgeting, and Assessment

The university's budget process uses Responsibility Center Management (RCM) budgeting principles. RCM is a budgeting philosophy that decentralizes decisions and financial authority/responsibility to academic leadership, primarily college deans. The deans are in a position to understand the impact of resource use and related decisions. RCM is designed to encourage academic units to take greater responsibility for revenue generation and spending decisions, consistent with the entrepreneurial culture of the campus. RCM also supports growth when government funding is limited.

The Board of Trustees is responsible for approving the University Strategic Plan and the annual Operating and Capital Budget. The minutes from the following Board of Trustees meetings show the approval of the University Strategic Plan and annual Operating and Capital Budget:

- June 6-7, 2013 (Minutes showing approval to be available in December 2013), Agenda item 4.4 and FF4
- March 22, 2013, Item 4.1
- December 7, 2012, Item FF5
- June 8, 2012, Items FF3, FF4, FF6, FF7, and Discussion Item 2
- December 2, 2011, Item FF1
- June 10, 2011, Items FF1, FF2, and FF3
- March 17, 2011, Items FF2 and FF3
- December 10, 2010, Items 3 and 4
- June 11, 2010
**Budget Management and Control**

RCM uses a formula to allocate state appropriations based on Student Credit Hours (SCHs), enrollment, and other factors. Colleges/auxiliaries keep surplus funds and all entrepreneurial revenue generated. **Support Centers** are administrative units that tend to generate little or no revenue, but do incur costs. Support Center costs are funded by an assessment to each Responsibility Center. **Responsibility Centers** generate revenue and incur costs.

Each year, Support Centers explain their value and services to a **Budget Review Council** to justify their budget requests. Every five to six years, each Support Center goes through a "zero-based" **budget review** in front of the Budget Review Council. During this robust RCM budgeting process, UF prioritizes its needs and strategic plans, and provides adequate resources to meet those needs and strategic plans.

**Closing Statement**

The University of Florida has a sound financial base and demonstrated financial stability to support the teaching, research, and public service missions of the university and the scope of its programs and services. The Auditor General’s findings consistently document the university’s financial stability. Based on this evidence, the university meets Core Requirement 2.11.1 - Financial Resources.
2.11.2. Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida Board of Trustees is required by Florida Statute 1013.30 to prepare and adopt ten-year campus master plans for each institution over which it has jurisdiction. The University of Florida follows this regulation and produces campus master plans at appropriate intervals. Facilities are monitored and improved regularly to meet the changing needs of the institution and to ensure that the facilities are adequate to support the university mission.

Campus Master Planning

The required ten-year master plan must be updated every five years. The University of Florida’s (UF) campus master plan and the summarized Campus Master Plan 2005-2015 brochure are available on the Facilities, Planning & Construction website. The campus master plan includes the following elements: urban design, future land use, academic facilities, support/clinical facilities, housing, recreation, conservation, transportation, general infrastructure, utilities, public safety, facilities maintenance, capital improvements, intergovernmental coordination, implementation, Ft. Lauderdale research and education, and Mid-Florida research and education. When the campus master plan is adopted, the university negotiates and enters into a campus development agreement with the host local government.

In the Spring 2012 semester, a series of meeting were held with the vice presidents, college deans, and directors in preparation for the scheduled five-year update of the campus master plan to reaffirm the ten-year building project list and programmatic space needs included in the campus master plan. In June 2013, the campus master plan update was completed.

Educational Plant Survey

In addition, Florida Statute 1013.31 requires conducting an Educational Plant Survey every five years. The Educational Plant Survey is a two-part process involving peer review and space needs assessment. The survey includes an inventory of existing educational and ancillary facilities. To meet this requirement, UF tracks all facilities in a web-based
database system (UF STARS – Space Tracking And Reporting) with all buildings linked to either AutoCAD drawings or Building Information Models. The UF STARS database tracks all facilities, space type, square feet, floors, addresses, age, college assignments and specific building attributes. The university is also required to submit the Physical Facilities Space File to the SUS Board of Governor’s office on an annual basis, which provides facilities information about sites, buildings, and rooms. Both the BOG data submission file and the university database utilize the National Center for Education Statistics Postsecondary Education Facilities Inventory and Classification Manual (FICM).

During the first phase of the survey process, the peer review team physically surveys all new construction and remodeling projects and reconfirms existing facilities by building and space factors, including off-site facilities. As part of the survey process, the university compares the current space inventory to formula-driven totals by space category for all assignable categories as defined in the FICM. The space formula includes factors for education programs by academic level, enrollment projections, faculty and staff FTEs (Full Time Equivalency) and student hours. The space needs report is updated as needed to reflect changes and completed projects involving the addition of new space over the five-year period.

The second phase of the survey is the programmatic space needs assessment. This process is a series of meetings with the peer review team and university administrators and/or college deans to present new programs that will require new or remodeled space. In addition to programmatic needs on the main campus, the survey team considers space needs at the off-site facilities. The survey team prepares the Educational Plant Survey Report with their recommendations for a five-year period. Their recommendations become a significant factor in the annual process of the Capital Improvement Plan that is submitted and approved by the University’s Board of Trustees and the SUS Board of Governors. The three-year SUS Capital Improvement Plan for all SUS institutions is submitted each year to the state government for approval and state funds appropriations.

**Facility Program Development**

Upon receipt of project funding sources, the Facilities, Planning & Construction Division develops a facility program in consultation with the appropriate user group – faculty, students and/or administrators. This program document outlines the specific space requirements, Information Technology (IT) infrastructure requirements and other specific information for the project to assure that the facility meets the needs of the program and its users. This document provides the basis for planning, design, budget and schedule through discussions with the user group. The facility program document is reviewed and is approved by signature by representatives of the user group, college/unit and university administration.
Green Building Practices

The university adopted green building practices for the environmental, economic and occupants’ benefit. Knowing that the occupants are the most valuable asset to the university and their wellbeing and comfort directly relate to their productivity and morale, feedback from the occupants is necessary to assess the building’s environmental performance. In order to assess the building’s environmental performance, an electronic survey tool is utilized after nine months of occupancy to anonymously assess the satisfaction of the student, faculty and staff occupants, one example being Hough Hall. If the survey reveals that more than twenty percent of the occupants are dissatisfied, the design/construction/commissioning team meets at the one year inspection and addresses the deficiencies or concerns identified by the survey. If issues arise, a corrective action plan is made as part of the one year warranty.

Closing Statement

The University of Florida has adequate physical resources to support the mission of the university and the scope of its programs and services. Ten-year Campus Master Plans are required by Florida Statute and updated every five years. Space needs are monitored by peer review and the university’s online tracking program, UF-STARS. Through these processes and practices, the university meets Core Requirement 2.11.2 - Physical Resources.
2.12. Quality Enhancement Plan

The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.
Comprehensive Standards
3.1.1. Institutional Mission
The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment
☑ Compliance  ☑ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida is a comprehensive institution, with 16 colleges offering 120 undergraduate and 285 graduate degrees in nearly every discipline. It is one of only six universities in the country with colleges of law, medicine, pharmacy, dentistry, agriculture and veterinary medicine on one central campus. The university is also one of only 17 universities in the country to share the distinction of land-grant, sea-grant and space-grant status. The University of Florida’s mission clearly communicates the core purposes and roles of the institution:

The University of Florida is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida’s eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university’s threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world’s societies.

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.
- Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.
- Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- Service reflects the university’s obligation to share the benefits of its research and knowledge for the public good. The university serves the nation’s and the state’s
critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

The distinctive qualities of the university are captured in the mission with reference to the institution as the "largest and oldest of Florida's eleven universities," its membership in the Association of American Universities, and the comprehensiveness of the university which "encompasses virtually all academic and professional disciplines." (Note: the 12th state university, Florida Polytechnic University, is scheduled to open in fall 2014). The mission addresses student learning as an outcome of teaching and research, directly stating that "research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses." The mission addresses the levels of degrees offered at the University of Florida with the statement that "teaching is a fundamental purpose of this university at both the undergraduate and graduate levels."

The Process of Mission Development and Implementation

Mission Development

The mission of the university is a shared responsibility of all levels of the higher education hierarchy in Florida, and the process for its development is comprehensive and inclusive. The Board of Governors, the Board of Trustees, the administration, the faculty, students, and others contribute to this process. The mission is periodically reviewed and revised to reflect the evolving nature of the university.

The three primary components of the mission - teaching, research, and service - are constitutionally mandated requirements of the missions of all state universities in Florida. The constitution requires that the State Board of Governors oversee "defining the distinctive mission of each constituent university," and this body ensures that the mission comports with constitutional requirements. The Board of Governors requires that each member of the state university system develop its own mission, and one of its guiding principles is to "identify and affirm the distinctive mission and contributions of each institution."

The Board of Trustees is "responsible for cost-effective policy, implementing and maintaining high-quality education programs consistent with the university’s mission" (see
Trustees duties). The Board of Trustees reviews and approves the mission of the university as part of its mandated duties.

The faculty also review and approve the university mission, and address the mission in their units. While input from all faculty is welcome in this process, because of the large number of faculty at the university, the Faculty Senate is the representative body that reviews and approves the university mission. The student body is also represented in the process by student involvement on committees related to mission, and students are invited to participate in discussions related to their mission interests.

Mission Implementation

The university mission is implemented by each of the university's units; the mission states directly that "teaching, research and scholarship, and service span all the university's academic disciplines." Faculty implementation of the mission is evidenced in the Senate's Shared Governance Reports submitted by the colleges; the reports ask directly if the college has "elected faculty committees charged with addressing the major academic missions of the unit (e.g. curriculum, promotion and tenure, standards for appointment, evaluation of students, research, and scholarship)."

Each of the university's 501 assessment units develops a mission that aligns with and supports the university mission. All academic programs develop academic assessment plans, and each program establishes its own mission which aligns with and supports the university mission (see Undergraduate Academic Assessment Plans and Graduate/Professional Academic Assessment Plans). The Colleges and Non-Academic units also develop missions that align with and support the university mission as part of their Effectiveness Documentation Plans.

The Process in Action: The 2012-13 Mission Revision

In 2012, a group of students involved in student government indicated their interest in a review and revision of the university mission. A 21-member Special Committee was formed by the Senate and charged with this task. The committee first convened on August 16, 2012, and began a review of missions of peer institutions and other resources. The committee met five times from August through November 2012, and produced a consensus draft mission statement. This mission statement was presented to the Faculty Senate in December 2012, and approved at the January 2013 meeting. The process continued when the Board of Trustees' Educational Policy and Strategies Committee were notified of the mission review in December 2012. The committee then presented the revised mission to the Board at its March 2013 meeting. At this meeting, the Chair of the Board moved further discussion of the mission statement to the June 2013 meeting to allow additional constituents time to review it. At the time of this report, the draft mission is still under review.
Closing Statement

The University of Florida mission is comprehensive, current, and widely disseminated (see the Undergraduate Catalog, Graduate Catalog, and the Faculty Handbook for publication examples). The processes by which the mission is developed are broad in scope and inclusive by intention, responsive to the evolving academic environment, and designed to represent the collective constituency of the university community. The mission is the unifying statement for all of the university's work at every level, and provides a consistent framework within which all policies are developed, practices are selected and refined, and decisions are made. By engaging in these processes and practices, the university meets Comprehensive Standard 3.3.1, Institutional Mission.
3.2.1. Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The university president is responsible to the board of trustees for all operations of the university. Board of Governors Regulation 1.001 (5) sets forth the processes and requirements for the selection and evaluation of the president.

The regulation states that the board of trustees “shall select its university president subject to confirmation of the candidate by the Board of Governors.” A presidential search committee is appointed to make recommendations to the full board of trustees, and the board of trustees then selects a candidate. The board of trustees submits a written description of the selection process and criteria, and the qualifications of the selected candidate to the Board of Governors for its consideration in confirming the candidate. The candidate is required to appear before the Board of Governors at the meeting in which confirmation is considered, and the meeting is held as soon as practicable to ensure a timely transition. A two-thirds vote of the Board of Governors shall be required to deny confirmation of a candidate selected by a board of trustees. Documentation of the search for and selection of the university’s current president can be found here.

Evaluation of the President

At approximately one year intervals and in consultation with the President, the Governance Committee of the University of Florida Board of Trustees recommends goals for the President tied to strategic objectives of the university (and the full Board approves the goals). The Governance Committee reviews the President’s performance against the goals and evaluates this performance. The annual evaluations are documented in the Board of Trustees Governance Committee minutes. We provide three years of minutes as evidence:

- 2009 Governance Committee minutes
- 2010 Governance Committee minutes
- 2011 Governance Committee minutes

Closing Statement

The University of Florida’s Board of Trustees selects and periodically evaluates the university president. Through these processes and practices, the university is in compliance with Core Requirement 3.2.1 - Governance and Administration: CEO evaluation/selection.
3.2.2. Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure:

- 3.2.2.1 institution’s mission;
- 3.2.2.2 fiscal stability of the institution;
- 3.2.2.3 institutional policy

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance this principle.

The Governing Board of the University of Florida is the Board of Trustees. The Board of Trustees has clearly defined legal and operating control of the institution with respect to the university’s mission, fiscal stability, and policy. This compliance is demonstrated and documented in the narratives that follow for Comprehensive Standards 3.2.2.1, 3.2.2.2, and 3.2.2.3.
3.2.2.1. Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure:

3.2.2.1 institution’s mission.

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The institution's mission is widely disseminated through online publications (see the Undergraduate and Graduate Catalogs, and the Faculty Handbook for examples). The mission statement reproduced here in its entirety:

The University of Florida (UF) is a public land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States. The university encompasses virtually all academic and professional disciplines. It is the largest and oldest of Florida’s eleven universities, a member of the Association of American Universities and has high national rankings by academic assessment institutions. Its faculty and staff are dedicated to the common pursuit of the university’s threefold mission: teaching, research and service.

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, university faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world’s societies.

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

- Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.
- Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses.
- Service reflects the university’s obligation to share the benefits of its research and knowledge for the public good. The university serves the nation’s and the state’s critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce.

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.
These three interlocking elements — teaching, research and scholarship, and service — span all the university’s academic disciplines and represent the university’s commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

Legal Authority and Operating Control

As set forth in Board of Governors Regulation 2.002, each year the Board of Trustees prepares and submits a work plan and annual report to the Board of Governors. The regulation states that the “work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.” Among the required elements of the work plan is the university’s mission statement and vision for the next five to ten years. Board of Governors Regulation 1.001(3) also delineates the responsibilities of the board of trustees with regard to the university’s mission.

Closing Statement

The Board of Governors has legal authority and operating control of the university's mission and commissions this authority to the board of trustees by regulation. This process is substantiated in practice (see Comprehensive Standard 3.1.1 for a description of the mission development and approval process in progress at the time of this report). Through these processes and practices, the University of Florida is in compliance with Comprehensive Standard 3.2.2.1 - Governance and Administration: Governing Board Control: Mission.
3.2.2.2 Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida (UF) Board of Trustees’ Finance and Facilities Committee oversees the financial status of the university and annually approves and regularly reviews the institution’s status under its operating and capital budgets as demonstrated in the committee minutes and board minutes from June 2012.

Operating Budget
Under Board of Governors Regulation 9.007, the Board of Trustees must ratify an operating budget annually, and the ratified budget is then presented to the Board of Governors for its further approval. The regulation states that the operating budget must represent the following:
(a) The university’s plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including tuition. The provisions of the General Appropriations Act and Allocation Summary will be taken into consideration in the development and preparation of the Education and General data.

(b) Actual prior-year revenues, expenditures (including prior-year encumbrances), and positions (excluding Education and General carry forward amounts expended, except on Schedule I reports) and current-year estimated revenues, expenditures, and positions.

(c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors guidelines and priorities. The university’s president is required to “implement the operating budget as prescribed by the regulations of the Board of Governors, policies of the University Board of Trustees, provisions of the General Appropriations Act, and data reflected within the Allocation Summary.” Board of Governors Regulation 9.007 also provides that “expenditures from any source of funds by any university shall not exceed the funds available” and that “no expenditure of funds, contract, or
agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.”

**Capital Outlays**

**Board of Governors Regulation 14.0025** sets forth the actions required prior to capital outlays. The university is responsible for its building program, and the “university president shall have the responsibility for building program review and approval, modification, or disapproval, to assure compatibility with the institution’s approved strategic plan, master plan, educational plant survey and with space utilization criteria.” Further, “building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction.”

**Financial Statements**

The University’s financial statements must be prepared in accordance with Government Accounting Standards Board and **Board of Governors Regulation 9.009**. The State of Florida Auditor General audits the university’s financial statements. The audited statements are presented to the University of Florida Board of Trustees and its Audit and Operations Review Committee as well as to the Board of Governors which prepares the State University System Consolidated Financial Statements.

**Closing Statement**

The University of Florida has been in continuous operation for over 150 years and is fiscally stable. The Board of Governors holds legal control and authority of the institution’s fiscal stability and sets forth the processes and procedures to ensure fiscal stability in regulation. The university follows these regulations, and through these processes and practices meets Comprehensive Standard 3.2.2.2 - Governance and Administration: Governing Board Control: Fiscal Stability.
3.2.2.3. Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

Board of Governors regulation 1.001 empowers the University of Florida Board of Trustees as the legal governing body with specific authority over the university and gives them the “powers and duties necessary and appropriate for the direction, operation, management, and accountability” of the university. The board of trustees adopts, amends, and repeals university regulations through the Regulation Development Procedure for State University Boards of Trustees adopted by the Board of Governors. The board of trustees also adopts, amends, and repeals internal operating memoranda.

Authority

The Board of Trustees has delegated authority, including the authority to subdelegate, to the president of the university under the terms and conditions set forth in its University of Florida Board of Trustees Resolution 07-37. The president and vice presidents regularly review and amend regulations and other policies under their jurisdiction as demonstrated by the Board of Trustees minutes for December 2, 2011; June 8, 2012; and September 21, 2012.

Closing Statement

The legal authority and operating control of the university is clearly defined for institutional policy within the governance structure and is commissioned to the Board of Trustees, as defined by Board of Governors regulations, Board of Trustees resolutions, and this authority and operating control is exercised in practice. Through these processes and practices, the University of Florida meets Comprehensive Standard 3.2.2.3 - Governance and Administration: Governing Board Control: Institutional Policy.
3.2.3. Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) Board of Trustees (BOT) has an ethics and conflict of interest policy for its members which requires an annual disclosure statement and annual ethics affirmation. The conflict of interest policy as stated in Article VII, Section 7.1 of the Board of Trustees Bylaws is as follows:

Trustees stand in a fiduciary relationship to the University. Therefore, Trustees shall act in good faith, with due regard to the interests of the University, and shall comply with the fiduciary principles and Florida law set forth in the Code of Ethics for Public Officers and Employees. The Board shall adopt a written conflict of interest policy, to be included in the Board Operating Procedures or other policies, which shall be reviewed periodically and revised as necessary.

State of Florida Code of Ethics

Board members are also required to follow the State of Florida Code of Ethics for Public Officers and Employees (Florida Statute Chapter 112, Part III) and the University of Florida Guidelines, Policies, and Procedures on Conflict of Interest and Outside Activities, Including Financial Interests. The UF Conflict of Interest policy (page 3) protects the integrity of the institution by describing conflicts of interest as the following:

Conflicts of interest include a variety of situations in which an employee is faced with conflicting loyalties. Traditionally of most concern are those situations in which regard for a private interest may lead to a disregard of the faculty or staff member’s duties toward the university and its mission. Most often these arise when personal economic interests conflict with the duties toward the institution.

Board members are given a briefing on these policies at the beginning of their service. Examples of the implementation of these policies can be found in the Board of Trustees' minutes from December 2, 2011 and May 3, 2012 including specifically the Voting Conflict provisions of state law.

Closing Statement

The University of Florida has a clear policy on board conflict of interest, and Board of Trustees members are also subject to the State of Florida Code of Ethics for Public Officers and Employees. Board members are made aware of this policy at the beginning of their terms, and the policy is publicly disseminated. Through these policies and practices, the university meets Comprehensive Standard 3.2.3 - Governance and Administration: Board conflict of interest.
3.2.4. Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

**Judgment**

- ✔ Compliance
- □ Partial Compliance
- □ Non-Compliance
- □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida (UF) Board of Trustees (BOT) is the governing body of the university. The Constitution of the State of Florida Article IX, Section 7(c) establishes the membership of the BOT as follows:

*Local Board of Trustees. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.*

**Processes for Limiting External Influence**

The Florida Board of Governors (BOG) Regulation 1.001(2)(a) mandates the composition of the Board of Trustees as stated below, further limiting the possibility of external influence with these statements:

*Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.*
The Florida Code of Ethics is described in Florida Statute 112.311-112.326 which states the following:

*It is essential to the proper conduct and operation of government that public officials be independent and impartial and that public office not be used for private gain other than the remuneration provided by law. The public interest, therefore, requires that the law protect against any conflict of interest and establish standards for the conduct of elected officials and government employees in situations where conflicts may exist.*

**Board Responsibilities**

The members of the Board of Trustees are given a briefing on their responsibilities, including their duties of loyalty to the institution, in connection with the ethics and conflict of interest briefing board members are given at the beginning of their service. Periodic new trustee orientations are conducted by the Florida Board of Governors.

Board of Trustees meetings are subject to the public meeting statute (Florida Statute 286.011) which states that

*All meetings of any board or commission of any state agency...including meetings with or attended by any person elected to such board or commission, but who has not yet taken office, at which official acts are to be taken are declared to be public meetings open to the public at all times, and no resolution, rule, or formal action shall be considered binding except as taken or made at such meeting. The board or commission must provide reasonable notice of all such meetings.*

**Closing Statement**

The University of Florida abides by the regulations of the Board of Governors and the statutes of the State of Florida. These regulations and statutes set forth the processes and responsibilities of the Board of Trustees, and ensure that the Board is free from undue external influence. These processes and responsibilities are: 1) the appointment to the Board of Trustees by either the Governor or Board of Governors, 2) trustees are subject to the Florida Code of Ethics and 3) Board of Trustees meetings are subject to the public meeting statute. Through these processes and practices, the university meets Comprehensive Standard 3.2.4 - Governance and Administration: External influence.
3.2.5. Governance and Administration: Board dismissal
The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida Board of Trustees is the governing body of the university. As stated in Article IX, Section 7(c) of the State of Florida Constitution, "each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The chair of the faculty senate...and the president of the student body of the university shall also be members."

Dismissal Process
A trustee may be dismissed from office only for cause. Under Article IV, Section 7, of the State of Florida Constitution, the governor may suspend a trustee from office by executive order “stating the grounds and filed with the custodian of state records,” “for malfeasance, misfeasance, neglect of duty, drunkenness, incompetence, permanent inability to perform official duties, or commission of a felony.” The State of Florida Senate may remove from office or reinstate the suspended official. The Florida Board of Governors may remove a trustee appointed by that board for cause. This policy is stated in the University of Florida Board of Trustees Bylaws.

No trustee has been dismissed; therefore, there are no examples of implementation of these provisions.

Closing Statement
The University of Florida has a clear policy on the dismissal of board members only for cause. This is in statute in the State of Florida Constitution, and is in the Board of Trustees Bylaws. At the time of this report no board members have been dismissed; however the processes and procedures are clear should a case ever arise. Through these processes and practices, the university meets Comprehensive Standard 3.2.5 - Governance and Administration: Board dismissal.
3.2.6. Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment
✔ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida (UF) Board of Trustees (BOT) is the policy-making body of the University of Florida. The university administration and faculty administer and implement policy.

Policy Making Authority and Implementation

The University of Florida Board of Trustees and the President

The delegation of authority from the Florida Board of Governors to the University of Florida Board of Trustees reflects the policy-making authority of the Board of Trustees (Board of Governors Regulation 1.001). Board of Trustees Resolution R07-37 explicitly states the authorization of the president as well as the retained authorities of the board and the delegation of authority. The delegation of authority to the Provost and Senior Vice President for Academic Affairs and to the Senior Vice President and Chief Operating Officer demonstrate the implementation of the delegation of authority as granted by the UF Board of Trustees. The Board of Trustees’ Committee on Governance minutes from June 16, 2007 and March 13, 2008 demonstrate the Board of Trustees’ policy-making of presidential authorizations.

UF Regulation 1.100[2](a) states "the president shall be responsible and accountable for administering the personnel programs. The president may delegate authority for the personnel program through regulation or written delegation. The regulation further states in (2)(b) that "the board of trustees and the president shall establish and maintain all policies, procedures, and records necessary to substantiate compliance with all laws and regulations relating to employment". UF Regulation 3.020[3] states "the university board of trustees has authority to establish a system of coordinated procurement policies, procedures, and practices to be used in acquiring commodities and contractual services required by the university", and the Purchasing Department has the duty to "award
contracts for commodities and contractual services" and "reject or cancel any or all competitive solicitations when determined to be in the best interest of the university.

The Faculty Senate

The Faculty Senate is the university-wide body through which shared governance is practiced at the University of Florida. The colleges also have shared governance vehicles. As stated in Bylaws of the Faculty Senate, Bylaw 4, "as the legislative body of the university, the Senate is directed by the University Constitution to take cognizance of matters which concern more than one college, school, or other major academic unit, or which are otherwise of general University interest; and it is empowered by the University Constitution to legislate with respect to such matters" such as "(1) the educational policies of the university; (2) the creation of new degree programs; (3) the abolition of degree programs; (4) curricula matters affecting more than one college; (5) criteria for faculty appointment, promotion and tenure; (6) matters of general professional importance; (7) recommendation of candidates for honorary degrees; (8) the University calendar; and (9) academic regulations affecting students. The Faculty Senate meeting minutes from August 30, 2012 demonstrate the approval of a candidate for an honorary degree, the September 27, 2012 minutes demonstrate approval to terminate the master of insurance program, and the October 18, 2012 minutes demonstrate the Faculty Senate approval of a policy for co-listed graduate/undergraduate courses.

Public Dissemination

All Board of Trustees and Faculty Senate meetings are open to the public and written policies are available online. Any changes to UF Regulations require notification prior to adoption, amendment, or repeal and the notice is at least 30 days in advance with the exception of emergency regulations. Once a regulation has been approved by the BOT, the new policy is filed online at the UF Regulations website.

Closing Statement

The University of Florida ensures there is a clear and appropriate distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. Through these processes and practices, the university meets Comprehensive Standard 3.2.6, Governance and Administration: Board/administration distinction.
3.2.7. Governance and Administration: Organizational structure
The institution has a clearly defined and published organizational structure that delineates
responsibility for the administration of policies.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

Organizational Structure - Defined
The University of Florida (UF) is part of the State University System of Florida. As stated
in Section 7 of the Constitution of the State of Florida, “each local constituent university
shall be administered by a board of trustees....” The UF Board of Trustees (BOT) is the
university’s legal entity and sets policy and provides governance for the university. (UF
Regulation 1.0001).

The university president serves as the chief executive officer and corporate secretary to
the Board of Trustees and is responsible to the Board for all operations of the university
(Board of Governors Regulation 1.001 (2)(c)), and the Board of Trustees establishes the
powers and duties of the university president (Board of Governors Regulation 1.001
(2)(e)). The Board of Trustees holds the university president responsible for the
university's operation, management, and administration. These responsibilities include
efficient and effective budget and program administration, leading the university to
accomplish its education missions and goals, overall university performance, fiscal
accountability, and compliance with federal and state laws and regulations (UF Board of
Trustees Bylaws Section 2.3 and Section 4.6).

Article II of the Constitution of the University of Florida defines the administration of the
university as follows:
Section 1. The President shall be the chief executive officer of the University and shall
exercise general supervision over all its activities. The President shall be appointed by the
Board of Trustees. The President shall have veto power over all actions of committees,
college faculties, and the councils of the Faculty Senate.... In all matters not otherwise
provided for in the Constitution and Bylaws, the President shall, under the Board of
Trustees, have plenary power.
Section 2. The Provost shall be the principle executive officer under the President and shall exercise the functions of the President in the President’s absence. The Provost shall assist the President in such ways as the latter may designate. The Provost shall be appointed by the President.

Section 3. There shall be other administrative officers as the President may designate. They shall have such duties as the President may assign them.

Administration of Policies

UF Board of Trustees Resolution R07-37 provides the general authority of the president to manage and administer the university and to exercise all of the powers, duties and authorities of the university and includes such areas as academics and research, intellectual property and technology, student affairs, human resources, financial and asset management, and athletics.

As shown in the UF organizational chart which is posted online on the Office of Institutional Planning and Research’s website, the provost and senior vice president for academic affairs, the senior vice president for health affairs, the senior vice president for agriculture and natural resources, and the senior vice president for administration and chief operating officer manage academics, financial matters and administration, agricultural issues, and health care. Additionally, the vice president and general counsel, and nine vice presidents oversee various critical needs of the university such as student affairs, research, technology, and human resources. The online UF organizational chart is the official version that is annually updated through the Office of Institutional Planning and Research and is the version consistently presented for university use.

Closing Statement

The University of Florida has a clearly defined organizational chart that delineates responsibility for the administration of policies. The State of Florida Constitution defines the administration of the university in statute, and the Board of Trustees has commissioned the president of the university to manage and administer the university by regulation. Through these processes and practices, the university is in compliance with Comprehensive Standard 3.2.7 - Governance and Administration: Organizational structure.
3.2.8. Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The administrative and academic officers at the University of Florida (UF) have the experience and competence to lead the institution. All administrators are qualified for the positions they hold and are evaluated on a regular basis.

Assurance of Competency to Lead

Personnel Policy and Guidelines

UF’s Division of Human Resources Academic Personnel department is responsible for the hiring practices and policies via the Faculty Toolkit for administrative and academic officers. The policy and guidelines apply to all searches for faculty and administrative titles of director or higher. Depending upon the position level and expertise required, UF does employ search firms to assist in identifying a diverse applicant pool to ensure the successful candidate has the appropriate experience and ability to meet the responsibilities of the position. In all cases, an appointed group of faculty, administrators, staff, students, and alumni (when appropriate) serve as a search committee to further assess potential candidates. All academic credentials are verified by the Division of Human Resources Academic Personal office prior to making an offer of employment.

Qualifications

Appendix 3.2.8-1 contains the UF organizational chart which lists the key administrative roles of the university and the individuals in those current roles. Each administrator with the title of dean or higher is linked to a matrix summarizing his or her main responsibilities for the role and the individual’s qualifications. Following the summary of responsibilities and qualifications is each individual’s detailed résumé or curriculum vitae.
Evaluations

The evaluation process at the University of Florida is designed to ensure that administrators’ competency to lead is sustained. UF’s Board of Trustees is charged with the evaluation of the president, which is based upon goals established via a consultative process between the president and the trustees. The president’s policy for evaluation of the senior vice presidents and vice presidents includes monthly meetings throughout the year. During the individual vice presidents meetings, the president provides feedback, guidance, and discusses expectations. The Provost’s policy for evaluation of the deans includes annual evaluations of performance and a timeline for in-depth evaluations conducted on a five-year cycle.

Closing Statement

The University of Florida ensures that administrators are qualified for their positions through established policies and guidelines for hiring, and the ongoing evaluation of administrative leaders to ensure that their competency to lead is sustained. Through these processes and practices and the qualifications of the administrative leaders provided, the University of Florida is in compliance with Comprehensive Standard 3.2.8 - Governance and Administration: Qualified administrative/academic officers.
3.2.9. Governance and Administration: Personnel appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) Board of Trustees provides governance and approves university regulations for the university in accordance with its powers as established by the Florida Board of Governors. The president has delegated the authority of developing, implementing, and publishing policies regarding appointment, employment, and evaluation of all personnel to the Vice President and Human Resource Services.

Regulations Related to Appointment, Employment, and Evaluation

The University of Florida operates under regulations approved by the University of Florida Board of Trustees. Prior to the adoption, amendment, or repeal of any regulation, except an emergency regulation, the Board of Trustees gives a 30 day public notice of its intended action. Florida Board of Governors Regulation Development Procedures for State University Boards of Trustees requires university board of trustees to "monitor the effects of new regulations and periodically review existing regulations to ensure they are current and consistent." The Board of Trustees minutes from March 17, 2011 and June 8, 2012 demonstrate periodic review of the various university regulations including those pertaining to appointment, employment, and evaluation of all personnel.

Regulations related to appointment, employment, and evaluation for staff (both TEAMS-Technical, Executive, Administrative, and Managerial Support staff and USPS-University Support Personnel System staff) include UF Regulations 3.0421-3.062:

- Appointment; Technical, Executive, Administrative, and Managerial Support Staff
- Pay Upon Appointment and Probationary Status After Promotion; University Support Personnel System Employees
- Personnel Policy for Technical, Executive, Administrative, and Managerial Support Staff; Recruitment and Selection
- University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Performance Evaluations
• University Grievance Procedures for Technical, Executive, Administrative, and Managerial Support Staff: General Information, Resort to Other Procedures, Time Limits, Procedures, and Arbitration Appeal
• Discipline, Suspension and Dismissal for Cause of Technical, Executive, Administrative, and Managerial Support (TEAMS) Staff
• Resignation and Non-Reappointment of Technical, Executive, Administrative, and Managerial Support Staff
• University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status
• General Personnel Policy for University Support Personnel System Employees
• University Complaint Procedure for University Support Personnel System Employees
• Workers’ Compensation, Unemployment Compensation and Drug Testing
• University Support Personnel System; Disciplinary Procedures
• Employee Debt Collection
• Direct Deposit Program

Regulations related to appointment, employment, and evaluation for faculty include UF Regulations 7.003-7.048:

• Academic Personnel Employment Plan: Academic Appointments, Types of Appointments, Appointment Status Modifier, and Academic-Administrative Classification Titles
• Faculty and Appointments: Screening and Selection, Notice of Initial Appointments, Renewal of Appointments, and Delegation of Authority
• College of Medicine; Clinical Faculty Teaching Appointments; Restrictive Covenants
• Faculty Evaluation and Improvement: General Policy, Areas of Performance to be Evaluated, Sources of Data for Evaluation, Methods of Evaluation, Utilization of Evaluations, Junior Faculty Mentoring, Sustained Performance Evaluation and Administrative Evaluation
• Non-Renewal of Non-Tenured or Non-Permanent Status Faculty Appointments: Appointments Subject to Non-Renewal Notification, Non-Renewal Notification Requirements, and Non-Renewal Transmittal Procedures
• Academic Freedom and Responsibility
• Tenure and Promotion: Definition, Eligibility, Granting of Tenure, Criteria, Procedures and Methods of Processing, Confidential Nature of Materials and Discussions, Reports and Appeals, Permanent Status and Sustained Performance Evaluations
• Permanent Status for County Extension Faculty and P.K. Yonge Developmental Research School Faculty
• Personnel Exchange Program
• Complaints Against Faculty Members
• Methods for Review and Resolution of Faculty Grievances
• University Grievance Procedure for Faculty: Definitions, General Information, and Procedures
• Procedures of the University Senate Committee on Academic Freedom, Tenure, Professional Relations and Standards Committee
• Suspension Termination, and Other Disciplinary Action for Faculty: Definition of Just Cause, Termination, Suspension, and Other Disciplinary Action, Suspension Pending Investigation, Notification and Records of Disciplinary Action

Regulations pertaining to general employment include UF Regulations 1.006-1.0101 and 1.100-1.201:

• Non-Discrimination/Harassment/Invasion of Privacy Policies
• Affirmative Action; Complaints and Appeal Procedures for Academic Personnel (AP), Technical, Executive, Administrative and Managerial Support (TEAMS) Staff Members, and University Support Personnel System (USPS) Employees
• Code of Penalties
• Disruptive Behavior
• Employment of Relatives
• Policy for Dealing with Conduct in Research
• General Personnel Policy
• Compensation
• Benefits, Retirement Programs, Employment Services, and Holidays
• Leaves

Policies Related to Appointment, Employment, and Evaluation

In addition to UF Regulations, Human Resources Services develops, implements, and publishes policies regarding appointment, employment, and evaluation of faculty, staff, and temporary employees. Human Resource Services is also charged with monitoring compliance of employment policies. Human Resource Services collaborates closely with the Office of the Provost regarding policy development and implementation of policies for academic personnel including faculty, adjunct faculty, and post-doctoral associates. All policies regarding appointment, employment, and evaluation are published online on the Human Resource Services website. Furthermore, all policies related to appointment, employment, and evaluation are published, updated annually as well as on an as needed basis in the TEAMS and USPS Employee Handbook and the Faculty Handbook.

Appendix 3.2.9-1 provides redacted, completed TEAMS evaluations for exempt and non-exempt employees, Appendix 3.2.9-2 provides redacted appointment letters for both
TEAMS and faculty employees, and Appendix 3.2.9-3 provides redacted employment compensation for a TEAMS special pay increase and a faculty counteroffer.

The University of Florida reviews policies and disseminates new employee booklets to all newly hired faculty and staff at new employee orientation. New employee orientation is held bi-weekly for staff and at the beginning of each semester for faculty. The Vice President of Human Resource Services holds monthly Human Resource Forums with college level human resources administrators to review and discuss policies and standard operating procedures, legal and legislative updates, strategic goals, and new employment initiatives.

The university is committed to negotiating collective bargaining agreements that are competitive and fair for our employees. These agreements build a strong foundation for long-term working relationships with our unions and positions the university as a successful institution of achievement, innovation, and teamwork. UF has four collective bargaining agreements including United Faculty of Florida (UFF), American Federation of State, County, and Municipal Employees (AFSCME), Florida Police Benevolent Association (PBA) and the Graduate Assistants Union (GAU).

The University of Florida considers compliance with federal and state laws, UF Regulations, and policies essential and is diligent in ensuring compliance. The Office of Internal Audit, the Office of Institutional Equity and Diversity, and the State of Florida Auditor General regularly audit Human Resources Services for compliance.

Closing Statement

The University of Florida has established clear regulations and policies regarding the appointment, employment, and evaluation of all personnel, and publishes and disseminates them widely. Through these procedures and practices, the university meets Comprehensive Standard 3.2.9, Governance and Administration: Personnel appointment.
3.2.10. Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

University of Florida (UF) Regulation 7.010(6) states the administrative evaluation policy of the university:

(6) The evaluations of administrators of the colleges or academic units shall be the responsibility of the dean and/or appropriate vice president.
(a) The annual evaluation process and the evaluation process and procedures involved in the evaluation of administrators requiring input from faculty and other appropriate personnel shall be the responsibility of the Dean, Director, and/or appropriate Vice President.

President

The president is responsible for evaluating all senior vice presidents and vice presidents that report to him. (Senior) vice presidents at UF are designated as "executive service" which are those employees who hold the title of vice president or who are so designated by the university president or the board of trustees (UF Regulation 3.054 (2)(a)2.). Additionally, employees designated as executive service serve at the will of the president and do not have tenure or permanent status, and have no expectation of appointment beyond a 60 days' notice period (UF Regulation 3.054 (2)(c)2.).

Provost and Senior Vice President for Academic Affairs

The Provost and Senior Vice President for Academic Affairs is responsible for evaluating all deans and vice presidents that report to him. The evaluation process for administrators is completed on a 4-5 year cycle using a combination of assessment tools and processes. Administrators typically have a five year appointment. The provost schedules evaluations in the fourth or fifth year depending on the initial appointment date and the length of time since the last review. After the initial appointment, the administrator is
reviewed in the fifth year of his or her appointment. If that administrator’s appointment is renewed, then the evaluation occurs in the fourth year thereafter.

The Provost and Senior Vice President uses the following assessment tools for evaluating administrators: a self-assessment by the administrator, college review committee report when available, anonymous online survey conducted by external agency (currently The IDEA Center, and discussion between the administrator and the provost.

The Provost and Senior Vice President’ evaluation process is as follows:

1. The Provost and Senior Vice President maintains a schedule of administrator evaluations. In the year the evaluation is due, colleges/units are notified of the review and process at which time the administrator is required to provide his or her self-assessment.

2. The Office of the Provost and Senior Vice President for Academic Affairs engages the external evaluation firm and provides the external evaluation firm a listing of contacts for the administrator’s evaluation including students, faculty, staff, any external governing bodies, and other entities with a stake in the evaluation such as boards of directors.

3. The college/unit process is held according to college/unit bylaws and that information is provide to the Provost and Senior Vice President.

4. Once the evaluation survey results are completed, the external evaluation firm forwards the final results to the provost and senior vice president. The Provost and Senior Vice President communicates all evaluation results to the administrator including an action plan for improvement if necessary. If an action plan for improvement is necessary, the plan is monitored for compliance and to ensure appropriate progress is made for improvement.

Provost and Senior Vice President’s evaluation criteria are guided by the categories of the external evaluation firm survey. In 2010, the university provided feedback to the external evaluation firm and the evaluation survey was modified and updated to reflect the university’s input.

Appendix 3.2.10-1 is a redacted, completed evaluation survey report completed for an administrator reporting to the Provost and Senior Vice President for Academic Affairs.

**Senior Vice President for Agriculture and Natural Resources**

The Senior Vice President for Agriculture and Natural Resources is responsible for evaluating all deans and assistant/associate vice presidents that report to him. The evaluation process for administrators is completed on a five year cycle. In preparation for the evaluation, the administrator prepares a statement of accomplishments for the
immediate past five-year period, a job summary, and a statement of personal goals for the upcoming five-year period. This senior vice president also utilizes the external evaluation firm, The IDEA Center, for the evaluation survey.
For the senior vice president for agriculture and natural resources, input is solicited from the unit’s deans, associate deans, chairs, center directors, and 20% of all IFAS (Institute of Food and Agricultural Sciences) tenure and tenure-accruing faculty which are randomly selected. Once the evaluation survey results are completed, the external evaluation firm sends the survey results to the university’s president.

For other administrators reporting to the Senior Vice President for Agriculture and Natural Resources, input is solicited from associate deans, chairs, center directors, appropriate university leadership, and IFAS faculty and staff. Once the evaluation survey results are completed, the report is sent to the Senior Vice President for Agriculture and Natural Resources. The senior vice president provides the administrator with a copy of the evaluation survey results and meets with the administrator to discuss the input received and overall performance and leadership. Following the meeting, the senior vice president provides a written summary of the five year evaluation to the administrator.

Appendix 3.2.10-2 is a redacted, completed evaluation survey report completed for an administrator reporting to the Senior Vice President for Agriculture and Natural Resources.

Senior Vice President for Health Affairs

The Senior Vice President for Health Affairs is responsible for evaluating all deans and assistant/associate vice presidents that report to him. The evaluation process for college administrators varies depending on college bylaws or discipline specific accrediting agencies.

College of Dentistry

The dean and other college administrators are evaluated every two years by full time faculty and select staff. Administrator evaluations are initiated and managed in the college dean’s office as an administrative process of the college. The chief of staff has primary responsibility under the dean’s director for the process based on an established schedule and serves as the contact person for the IDEA Feedback System for College and University Administrators. The IDEA online evaluation instrument assesses the effectiveness of administrators as rated by the college faculty and provides national comparative information. The process is conducted in accordance with The IDEA Center’s “Guide to Administering IDEA Feedback for Administrator System”.

Results of the numerical evaluations for the administrator are provided as feedback to the faculty and those staff who participate in the evaluation. In addition, the dean’s numerical evaluation and proposed action plan is provided to the senior vice president for health
College of Medicine

In addition to the annual faculty evaluations that assess the effectiveness of each faculty member’s administrative and leadership accomplishments, the College of Medicine participates in a faculty workplace satisfaction and engagement survey administered by the Association of American Medical Colleges (AAMC). The survey titled “Faculty Forward” is conducted approximately every three years and every college of medicine faculty member is asked to submit responses anonymously via an electronic process. The survey is used to identify areas of greatest and least faculty engagement and to determine faculty satisfaction with leaders within their department and the college. Respondents are also asked to evaluate the effectiveness of faculty-related institutional policies and practices, governance and operations, department strengths and development areas. The results of the survey provide an overview of various dimensions of job satisfaction among faculty and are designed to facilitate meaningful analysis, decision making, and action planning. The dean of the college shares the survey results with the department chairs and with the college’s faculty and uses the survey results to address strategic initiatives and resolve areas of concern expressed by the faculty.

The College of Medicine’s Faculty Council, which is comprised of faculty representatives from each department in the college of medicine, also conducts an anonymous evaluation by the faculty of the college’s department chairs. The Faculty Council previously evaluated one-third of the college’s department chairs every year. Beginning in 2013, the Faculty Council revised its assessment tool and moved to have all the department chairs evaluated each year. The evaluation is now conducted through an anonymous survey of the faculty that is administered by the University of Florida’s Office of Human Resource Services. The results of the evaluation survey, which are shared with the dean of the college of medicine and with each department chair, are used to address issues raised by the faculty and to promote effective administrative leadership within the college.

College of Nursing

The college administration, including the dean, is evaluated every two years by the college faculty. As part of the evaluation process, the administrators submit self-evaluations, goals, updated CVs, and bio-sketches to the dean. The faculty complete two survey forms, one for the dean’s evaluation, and one for other college administrators. The dean’s evaluation surveys are collected in sealed envelopes and delivered to the Office of the Provost and Senior Vice President for Academic Affairs for compilation of the raw
data. The evaluation feedback is provided to the dean in the form of grouped data and typed comments only, thus insuring anonymity of respondents. For the other administrators of the college, the evaluation surveys are collected in sealed envelopes and returned to the dean’s administrative assistant for compilation of the survey raw data. The evaluation feedback is provide to the administrator in the form of grouped data and typed comments only, thus insuring anonymity of respondents. The dean meets with each administrator to review the evaluation results and uses the evaluation results to provide guidance to the college administrators regarding their performance and role development.

**College of Pharmacy**

Within the college of pharmacy, all department chairs are evaluated annually by both the executive associate dean and the dean in their annual review letters. These letters evaluate the respective chair’s research, teaching and administrative roles. The dean evaluates annually the administrative roles of executive associate dean; the senior associate deans and the associate dean for distance, continuing and executive education. The senior associate dean for professional affairs performs an annual evaluation of the associate dean for curricular affairs and accreditation, the associate dean for experiential programs and the assistant dean for student affairs. The associate dean for distance, continuing and executive education performs an annual evaluation of the assistant deans at each of the educational sites in Orlando, St Petersburg and Jacksonville.

The dean of the college is evaluated each year by both the provost and senior associate vice president for health affairs through the academic program reviews. Furthermore, the dean and administrative staff are evaluated every other year through a survey administered nationally through the American Association of College of Pharmacy and the Accreditation Council on Pharmacy Education (ACPE). Additionally, every eight years ACPE conducts an onsite accreditation visit and assesses the performance of the dean during that visit.

**College of Public Health and Health Professions**

The college of public health and health professions follows the university’s annually evaluation process of faculty and at that time all roles for the individual, administrative and non-administrative responsibilities, are addressed in the single evaluation.

Appendix 3.2.10-3 is a redacted annual evaluation letter from the college of public health and health professions.
College of Veterinary Medicine

Each spring semester, associate deans and department chairs provide the dean of the college of veterinary medicine with a report of their activities including teaching, research, service, and administration from the previous calendar year along with a self-assessment that includes goals for the coming year. The dean then evaluates each administrator's documentation, meets with them for a face-to-face review, and provides them with a written evaluation letter. The dean provides a progress report for the college to the senior vice president for health affairs and the senior vice president for agriculture and natural resources. Each senior vice president evaluates the performance of the dean and college. Additionally in March 2013, the college of veterinary medicine developed the Faculty Opinion Survey of CVM (College of Veterinary Medicine) Administrators as a method for faculty to provide yearly input on the performance of each administrator. This anonymous survey will be completed each December, and the results will be provided to the dean and senior vice presidents as additional information to be used in their respective annual evaluations.

Senior Vice President and Chief Operating Officer

The Senior Vice President and Chief Operating Officer is responsible for evaluating his direct reports: assistant vice president and director of the office of technology licensing, chief audit executive, vice president and chief information officer, vice president for business affairs, vice president for human resource services, and the vice president for research. The Senior Vice President and Chief Operating Officer evaluates his direct reports on an annual basis by interview and follow-up letter addressing each administrator’s performance and achievements for the appraisal period of March 1 to the last day of February each year. For the Technical, Executive, Administrative, and Managerial Support (TEAMS) exempt personnel, a performance appraisal form is also completed giving an overall rating on performance of exceeds, above average, achieves, minimally achieves, or below performance standards.

Appendix 3.2.10-4 provides a sample, redacted evaluation letter by the Senior Vice President and Chief Operating Officer and a redacted, completed TEAMS exempt appraisal form.
Closing Statement

The University of Florida evaluates its administrators on a periodic basis. The evaluations are based on a synthesis of evaluative input from constituents at all levels of the institution appropriate to the administrator under evaluation. The structure of evaluation responsibility is clear and the criteria for evaluation are widely disseminated and transparent. Through these processes and practices, the university meets Comprehensive Standard 3.2.10 - Governance and Administration: Administrative staff evaluations.
3.2.11. Governance and Administration: Control of intercollegiate athletics

The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The president of the University of Florida (UF) serves as the institution’s chief executive officer and has ultimate responsibility for and exercises appropriate administrative and fiscal control over the university’s intercollegiate athletics program. The University of Florida Board of Trustees Resolution 07-37 reflects the longstanding authority of the president over intercollegiate athletics: “to develop, approve, implement and govern the inter- and intra-collegiate athletics programs, policies, and procedures of the University.”

Responsibility for Intercollegiate Athletics

The University Athletic Association, Inc. (UAA), a direct support organization of the University of Florida, is responsible for the intercollegiate athletics program at the university. The president maintains ultimate responsibility for the intercollegiate athletics program as chairman of the board of directors of the UAA (UAA Bylaws, Article III, 1.) and appoints all of its other directors. The board of directors includes members of the faculty, the university administration, alumni, and students. Per the UAA Bylaws, Article IV:

...the chairman of the board shall retain the authority to monitor and control the use of this Corporation’s resources. The Chairman shall retain control of this Corporation’s name and shall monitor compliance of this Corporation with State and Federal laws and the Regulations of The University of Florida Board of Trustees.

The Chairman shall possess line-item authority over the budget of the University Athletic Association, Inc. This authority includes the establishment of additional line items and reduction or elimination of existing budgetary items.
The athletic director is appointed by and reports directly to the president. The president is involved in major personnel decisions in athletics and both personnel and financial decisions must be ratified by the UAA board of directors. While the athletic director has been delegated administrative authority, ultimate responsibility for the administrative decisions and policies of the athletic program lies with the president of the university.

UF is an active member of Division I of the National Collegiate Athletic Association (NCAA) which also monitors appropriate institutional controls. The NCAA certification process has been approved as satisfying the program review self-study. The university also conducts internal audits (financial aid and scholarships, sports camps and clinics, student-athlete academic eligibility, sport camps 2012), and the UAA senior associate athletic director for compliance reports directly to the athletic director.

Closing Statement

The University of Florida President has ultimate responsibility for, and exercises appropriate administrative and fiscal control over the university's intercollegiate athletics program. This authority is conferred in Board of Trustees resolution and in University Athletic Association bylaws. Through these processes and practices, the university meets Comprehensive Standard 3.2.11 - Governance and Administration: Control of intercollegiate athletics.
3.2.12. Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The president of the University of Florida serves as the institution's chief executive officer and has ultimate responsibility to the board of trustees for all operations of the university (BOG Regulation 1.001) including the university's fundraising activities.

Oversight and Policy

The oversight of these activities has been delegated to the vice president of development and alumni affairs who reports to the president and also serves as the executive vice president of the University of Florida Foundation, Inc. (UFF). The vice president for development and alumni affairs organizational chart shows the internal reporting structure of the office. Fund-raising activities support the university priorities by providing means for scholarships and fellowships, professorships and chairs, named facilities, and program and research support. Additionally, the president provides fundraising initiatives and progress as well as other UF issues to the UFF board of directors twice a year at their fall and spring board meetings.

The UFF is the primary fundraising entity for the University of Florida. The UFF Bylaws (Article 1) state the mission as "to exclusively support and enhance the University of Florida’s mission of teaching, research, and service as determined by the University of Florida Board of Trustees by encouraging alumni and friends to provide private funds and other resources for the university's benefit, managing those assets, providing volunteer leadership in support of the university's objectives, and performing all business-related matters to accomplish these purposes."

Under UFF Articles of Reincorporation of January 9, 1964, as amended, the University of Florida Foundation is the official, not-for-profit, 501(c) entity "responsible for raising, receiving, and administering gifts and other revenues on behalf of the University". All fundraising activities conducted on behalf of the University of Florida, whether by
University of Florida faculty, staff, and volunteers or by the UFF must be coordinated with UFF and must comply with UFF policies. According to UFF’s policy on Fundraising and Administration of Gifts: “All gifts, whether for current use or endowment, solicited in the name of and treated as a gift to any part of the University, must be received by UFF or in accordance with specific exceptions delineated in written agreements with Gator Boosters, Inc., Southeastern Healthcare Foundation, Inc., Shands Hospital and its affiliates, the 4-H Foundation, Inc. or other affiliated organizations of UF.”

**Closing Statement**

The University of Florida president controls and coordinates the university’s fund-raising. The university has a clear policy related to fund-raising and a bylaw that requires all fund-raising to support the university’s priorities. Through these processes and practices, the university meets Comprehensive Standard 3.2.12 - Governance and Administration: Fund-raising activities.
3.2.13. Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The legal authority and operating control of the university are clearly defined for entities organized separately from the institution and are formed primarily for the purpose of supporting the institution. Also, the relationship of those entities to the institution are clearly defined. The University of Florida (UF) defines these entities as direct support organizations (DSO), health services support organizations (HSSO), and faculty practice plan corporations.

Direct support organizations, health services support organizations and faculty practice plan corporations are regulated through Florida Statutes 1004.28, 1004.29 and 1004.30; Florida Board of Governors Regulations 9.011 and 9.017; University of Florida Regulation 1.300; and UF Board of Trustees Internal Operating Memoranda 01-1, 07-20, 7-21, and 7-22. These entities are organized and operated solely for the benefit of the University of Florida with appropriate controls as set forth in the governing law, regulations, and internal operating memoranda.

Essential Elements of Direct Support Organizations (DSOs) and Health Support Organizations (HSSOs)

As described in UF Internal Operating Memorandum 07-20 (II.) and 7.22, creating a DSO or HSSO requires:
a) **Purpose** – A DSO may be established when an organization will use the property, facilities, or personal services or in the name of the University and/or when it will receive, hold, invest or administer assets or property or make expenditures for the benefit of the university. An HSSO may be established to provide clinical practice setting and opportunities in support of the missions of the University of Florida Health Science Center.

b) **Incorporation** - A DSO or an HSSO must be a Florida not-for-profit corporation organized under the provisions of Chapter 617 of the Florida Statutes.

c) **Tax-Exempt Status** - A University DSO or HSSO must also be exempt from federal and state taxes. A DSO or HSSO must qualify as a tax-exempt organization (typically referred to as a "501(c)(3) organization") by making application to the Internal Revenue Service.

d) **Articles of Incorporation** - In order to incorporate, a corporation must prepare and file articles of incorporation with the Florida Secretary of State. The content of the articles of incorporation is prescribed by Florida Statute section 617.0202 but generally must include the name of the organization, its initial street address, the name and address of each incorporator, and, most important, the purposes for which the corporation is organized. A DSO’s purpose must be wholly in support of University of Florida programs. An HSSO’s purpose must be wholly in support of University of Florida Health Science Center programs. DSO and HSSO articles of organization should be prepared by or in consultation with the Office of the University’s Vice President and General Counsel, and must be confirmed by that office to be consistent with the applicable internal operating memorandum.

e) **Bylaws** - The day-to-day governance of corporate affairs is provided in the corporation’s bylaws. The bylaws must contain provisions dealing with election/appointment of directors, terms of office, procedures for calling meetings, quorum requirements, voting, appointment of committees, the establishment and appointment of corporate officers, and indemnification and insurance. The bylaws may not contain any provisions inconsistent with the DSO or HSSO statute, rule, or the applicable internal operating memorandum. DSO and HSSO bylaws should be prepared by or in consultation with the Office of the Vice President and General Counsel and must be confirmed by that office to be consistent with the applicable internal operating memorandum.

Approval of a DSO or an HSSO by the University of Florida Board of Trustees requires the submission of the items stated above as well as the following:

*Policies on conflict of interest and records; Audit committee charter; Names and qualifications of proposed initial members of the board of directors, initial members of all board committees and initial chief executive officer; and a business plan that shall include:*
a) A statement of the specific purpose(s) for which the corporation is organized and how it will benefit the university.

b) A statement of how the corporation intends to use university facilities, property, personal services and/or the name of the university.

c) A statement of how the corporation intends to receive, hold, invest or administer assets or property or make expenditures on behalf of the university.

d) The names of, with biographical information, its initial board of directors.

e) The names of, with biographical information, its initial officers.

f) A proposed operating budget for the first two full years of corporate activity.

g) A balance sheet.

h) A detailed statement of proposed fund raising activities, if any.

Each DSO and HSSO is to observe the university’s fiscal year of July 1 - June 30 unless approval for a different fiscal year is granted during the certification process. Each DSO and HSSO prepares an annual budget, and each proposed budget is received and approved by the DSO’s or HSSO’s governing board and submitted to the university president or his/her designee for approval no later than 60 days after the first day of the fiscal year. The university president or his/her designee reports annually to the university board of trustees the approved DSO’s/HSSO’s budgets and financial performance. The March 21, 2013 UF Board of Trustees’ Committee on Audit and Operations Review demonstrates the annual financial report approval within which the DSOs and HSSOs are included.

At least every five years, the university vice president having line authority for a DSO or HSSO shall certify to the president in writing that the DSO or HSSO continues to meet all criteria for being considered a DSO or HSSO pursuant to applicable statutes, rules and applicable operating memorandum and that the corporation’s continued certification as a DSO or HSSO is in the best interest of the university (Internal Operating Memorandum 07-20, page 9; Internal Operating Memorandum 07-22, page 9).

**Decertification of a DSO or HSSO**

At any time the president of the university may recommend to the university board of trustees that an organization be decertified as a DSO or HSSO. A recommendation for decertification shall be based on a determination that the organization or the organization’s status as a DSO or HSSO no longer serves the best interests of the university and/or that the functions of the DSO or HSSO can be accomplished within the existing university framework. Other grounds for decertification include: a) dissolution of the corporation by the Florida Secretary of State, b) the denial or revocation of tax-exempt status of the corporation by the Internal Revenue Service, or c) persistent failure to materially comply with applicable laws, rules, or the operating memorandum (IOM 07-20, page 9; IOM 22,
Relationship and liability of DSOs and HSSOs

Florida Board of Governors Regulation 9.011 requires that "the director or chief operating officer of the support organization shall report to the university president or designee." Additionally, the regulation states "each board of trustees shall establish conditions with which a support organization must comply in order to use university property, facilities, or personal services and such additional conditions, controls, and requirements for support organizations such as each board deems appropriate to provide budget and audit review and oversight."

Full or part-time employees of DSO’s or HSSO’s are not, by virtue of their employment by the DSO or the HSSO, University of Florida employees and may not participate in the State of Florida Retirement System (IOM 07-20, page 8; IOM 07-22, page 8). University of Florida employees may provide services to DSOs and HSSOs.

Faculty Practice Plan Corporations

Faculty Practice Plans in the University of Florida Health Science Center “provide clinical practice opportunities and experiences essential for the training of students and postgraduate health professionals and for enhancing the skills and knowledge of faculty members who must teach and train medical and other health professional students,” Internal Operating Memorandum, 07-21, page 1). Each Faculty Practice Plan is required to include a Florida not-for-profit corporation that must be exempt from federal and state taxes.

In order to incorporate a corporation must prepare and file articles of incorporation with the Florida Secretary of State. The content of the articles of incorporation is prescribed by Florida Statute section 617.0202 but generally must include the name of the organization, its initial street address, the name and address of each incorporator, and, most important, the purposes for which the corporation is organized. The purpose of a Faculty Practice Plan Corporation must be wholly in support of University of Florida programs. Because the corporation is organized solely to support one or more of the public or charitable purposes of the university, the Faculty Practice Plan Corporation should qualify as a not-for-profit corporation under state law as well as be recognized as a tax-exempt charitable organization by the Internal Revenue Service. Faculty Practice Plan Corporation articles of organization should be prepared by or in consultation with the Office of the University’s Vice President and General Counsel, and must be confirmed by that office to be consistent with the internal operating memorandum.
Further, the bylaws must contain provisions dealing with election/appointment of directors, terms of office, procedures for calling meetings, quorum requirements, voting, appointment of committees, the establishment and appointment of corporate officers, and indemnification and insurance. The bylaws may not contain any provisions inconsistent with the Faculty Practice Plan statute, regulation, or this internal operating memorandum. Faculty Practice Plan Corporation bylaws should be prepared by or in consultation with the Office of the Vice President and General Counsel, and must be confirmed by that office to be consistent with this internal operating memorandum.

Faculty Practice Plans must be approved by the board of trustees and the Florida Board of Governors and are subject to the same audit requirements as are the DSOs and HSSOs.

**General**

University of Florida Internal Operating Memorandum 01-1 provides a listing of the DSO, HSSO or other affiliated boards and whether that organization is required to include a UF trustee on their board, a designated-non-trustee representative of the UF board of trustees as a board member, and a designee of the university president as a member with a report of such designees to the UF board of trustees.

University of Florida Internal Operating Memorandum 01-1 provides a listing of the DSO, HSSO or other affiliated boards and whether that organization is required to include a UF trustee on their board, a designated-non-trustee representative of the UF board of trustees as a board member, and a designee of the university president as a member with a report of such designees to the UF board of trustees.

The University Athletic Association, Inc. (UAA), a direct support organization of the university, is responsible for the intercollegiate athletics program for the university. The university’s president serves as chairman of the board of directors of the UAA and appoints all other directors. The university athletic director is appointed by and reports directly to the university president. As chairman of the UAA board of directors and with the university’s athletic director reporting directly to the president, the president has adequate information and control to ensure that the UAA conducts activities in a manner consistent with the university mission without compromising the integrity of the university. Additional information on control of intercollegiate athletics can be found in Comprehensive Standard 3.2.11.

The University of Florida Foundation, Inc. (UFF), a direct support organization of the university, is the primary fundraising entity for the University of Florida. All fundraising activities conducted on behalf of the University of Florida, whether by University of Florida faculty, staff, and volunteers or by the UFF must be coordinated with UFF and must comply with UFF policies. According to UFF’s policy on Fundraising and Administration of Gifts: “All
gifts, whether for current use or endowment, solicited in the name of and treated as a gift to any part of the University, must be received by UFF or in accordance with specific exceptions delineated in written agreements with Gator Boosters, Inc., Southeastern Healthcare Foundation, Inc., Shands Hospital and its affiliates, the 4-H Foundation, Inc. or other affiliated organizations of UF."

Closing Statement

The University of Florida has legal authority and operating responsibility for entities organized separately from the university. The university has clear and well established processes and procedures for control of these entities that are defined in statute, Board of Governors and University of Florida regulations, and internal operating memoranda. Through these processes and procedures, the university is in compliance with Comprehensive Standard 3.2.13 - Governance and Administration: Institution-related entities.
3.2.14. Governance and Administration: Intellectual property rights
The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida’s Intellectual Property Policy applies to students, faculty, and staff of the university and is clear regarding the ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property.

Intellectual Property
As defined in the Intellectual Property Policy, University of Florida Regulation 1.018, and Article 25 of the university’s collective bargaining agreement with the United Faculty of Florida, intellectual property includes all works and inventions.

"Work" includes any copyrightable material, such as printed material, computer software or databases, audio and visual material, circuit diagrams, architectural and engineering drawings, lectures, musical or dramatic compositions, choreographic works, and pictorial or graphic works.

"Invention" includes any discovery, invention, process, composition of matter, article of manufacture, know-how, design, model, technological development, biological material, strain, variety, culture of any organism, or portion, modification translation, or extension of these items, and any mark used in connection with these items.

Additionally, the policy defines "university personnel" to include all full-time and part-time employees, appointees of the university, volunteers, “personnel paid by or through the university, including fellows, and anyone working under university auspices.” Further,
“students who are encompassed within any of these categories shall be considered ‘university personnel.’” Students who do not fall within any of these categories retain rights to their intellectual property.

Ownership

A work which is made in the course of independent efforts is the property of the creator. A university-supported work (with certain exceptions) is the property of the university, and the creator shall share in the proceeds therefrom subject to preexisting commitments to outside sponsoring agencies.

An invention which is made in the field or discipline in which the creator is engaged by the university or made with the use of university support is the property of the university, and the creator shall share in the proceeds therefrom subject to preexisting commitments to outside sponsoring agencies. An invention made outside the field or discipline in which the creator is engaged by the university and for which no university support has been used is the property of the creator. In the latter case, however, the creator and the university may agree that the invention by pursued by the university and the proceeds shared pursuant to the university’s Intellectual Property Policy.

Use of Intellectual Property

If after a full disclosure of a work or invention, as required under the university’s policy, and review, the invention is determined to have been made or developed in the field or discipline in which the creators was engaged by the university to teach, do research, or to perform other duties, or the work or invention is determined to have been made with university support, the office of Technology Licensing may, on behalf of the university,

a) elect to waive the university’s rights to the work or invention, thus allowing the creator to protect the invention creation as he or she may wish,

b) elect to acquire title to the work or invention by assignment (i.e., the creator assigns the rights to the university); the development and marketing of the work or invention is at the discretion of the university and the University of Florida Research Foundation, or

c) decide the work or invention disclosure is premature or incomplete, in which case, the creator will be asked to resubmit the work or invention disclosure when additional information is obtained.

Proceeds from any work or invention owned by the university are distributed as follows: For net adjusted income up to $500,000 - 40% individual creator(s), 10% program(s), 7.5% creator(s)’s department, 7.5% creator(s)’s college, 35% vice president for research or University of Florida Research Foundation.
For net adjusted income $500,000 or over - 25% individual creator(s), 10% program(s), 10% creator(s)’s department, 10% creators(s)’s college, 45% vice president for research or University of Florida Research Foundation.

**Resolving Disputes**

University regulations and collective bargaining agreements provide informal appeal and formal grievance procedures for university employees and students who believe that they have not been afforded their rights under the university’s Intellectual Property Policy.

**Dissemination of Policies and Procedures**

The university’s Intellectual Property Policy is available through print brochures from the Office of Technology Licensing and online through the Faculty Handbook, Office of Research, Office of Technology Licensing, and Office of the Provost.

**Closing Statement**

The University of Florida has a clear intellectual property policy that is published in university regulation and in the collective bargaining agreement. The policy addresses ownership, use, and dispute resolution related to works and inventions. The policy is disseminated widely and available in multiple formats. Through these processes and procedures, the university meets Comprehensive Standard 3.2.14 - Governance and Administration: Intellectual property rights.
3.3.1. Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes;

3.3.1.2 administrative support services;
3.3.1.3 academic and student support services;
3.3.1.4 research within its mission, if appropriate; and
3.3.1.5 community/public service within its mission, if appropriate.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this standard.

As described in Core Requirement 2.5, institutional effectiveness at the University of Florida is a dynamic, integrated, synergistic process of planning and evaluation activities that advances the university’s mission, and engages all units of the university and its constituents in an environment of shared responsibility for the success of the university framed within a long-standing culture of entrepreneurial autonomy, academic excellence, research, and service. The components that comprise institutional effectiveness are correlated and interdependent, yet function autonomously at each level of the institution in support the university’s mission.

The size, scope, autonomy, and entrepreneurial nature of the university’s units require that the institutional effectiveness process be responsive, purposive, and flexible to maximize mission fulfillment. The process is framed within an established system, yet adapted and operationalized strategically to utilize resources effectively and ensure that each institutional priority is realized to its full potential. The following narratives for Comprehensive Standard 3.3.1 - 3.3.1.1, Educational Programs; 3.3.1.2, Administrative Support Services; 3.3.1.3, Academic and Student Support Services; 3.3.1.4, Research; and 3.3.1.5, Community and Public Service - describe and document the process as it is operationalized within the units across the university.
3.3.1.1. Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida places education at the core of its mission with these statements:

*The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links...with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas. Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.*

The central importance of the quality of educational programs is reflected throughout the university's Strategic Work Plan goals and in its vision to reach top ten status:

*UF aspires to become a top-ten public research university by: enhancing the quality of undergraduate education; meeting the state’s workforce needs through advanced professional degrees; attracting the finest student minds in the world for doctoral research and training...*

The university's commitment to institutional effectiveness and its processes and practices are described in Core Requirement 2.5. The University of Florida has a well-established system of measuring and monitoring the effectiveness of its academic programs that began in the 2003-04 academic year. The process has matured over time and the university has made significant progress toward creating a culture of assessment.
This narrative provides a description of the institutional effectiveness process for educational programs. The narrative includes samples of evidence and documentation that substantiate the systemic, responsive nature of the process at the college and program levels. The narrative is in four broad sections:

- A review of the state regulations regarding the assessment of student learning outcomes,
- The development of academic assessment at the university since our last reaffirmation,
- A description and examples of academic program review, and
- A description and examples of assessment from the colleges and academic programs.

State Regulations regarding Academic Assessment

As part of the State University System of Florida, the University of Florida follows the policies and regulations of the State Board of Governors. On March 29, 2007, the Board of Governors adopted regulation 8.016, Academic Learning Compacts, which became university policy and practice. This regulation required that program faculty develop academic learning compacts for baccalaureate degree programs that "identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of (i) content/discipline knowledge and skills; (ii) communication skills; and (iii) critical thinking skills." The regulation also states that faculty must develop the following assessment structures and processes:

- Assessment tools and procedures used within the context of the program to determine if individual students have met each of the articulated core student learning expectations;
- Robust and effective program assessment/evaluation systems (which can involve sampling), including external corroboration, to substantiate that graduates have truly attained the expected core competencies. Such program assessments/evaluations should provide assurance that completion of the baccalaureate degree programs indicates that individual students have attained the articulated core learning requirements; and
- Use of results from program assessments/evaluations to continuously improve program effectiveness and student learning.

The first Academic Learning Compacts for baccalaureate programs appear in the 2006-07 undergraduate catalog, and have appeared in all subsequent catalogs since then.

On January 19, 2012, the Board of Governors amended regulation 8.016, and renamed it Student Learning Outcomes Assessment. This amendment was more concise and added the requirement that Academic Learning Compacts "list the types of assessments students may encounter in the (baccalaureate) program (e.g., capstone projects, juried performances,
standardized exams, common embedded exam questions, portfolio requirements, etc.).” The amendment also recognized that "as appropriate, this regulation shall support and be supported by regional and specialized accreditation efforts, as well as the program review procedures in Regulation 8.015." In response to this amendment, the 2013-14 undergraduate catalog was modified to include the types of assessments that students can expect in their programs.

The Board of Governors regulations for student learning outcomes assessment of undergraduate programs did not extend to graduate programs. Graduate Student Learning Outcomes, their measurement, and the use of the results to modify and improve programs were housed in the program areas and the responsibility of the program faculty was to report on these annually to the Office of Institutional Research and Planning (see the 2009-10 Assessment Report Format for an example of the template used for assessment reporting through 2009-10). When the university submitted its March 2010 5th Year Interim Report for SACSCOC, graduate and distance program SLOs were requested as part of the follow-up report. These were provided in the SACSCOC April 2011 5th Year Interim Referral Report, and it became a university priority to establish a centralized institutional process for the collection of graduate student learning outcomes. The Associate Dean of the Graduate School and the Chair of the Academic Assessment Committee issued a memo to all graduate program leadership on November 15, 2010, requesting that they enter their graduate Student Learning Outcomes in the Graduate Information Management System. In June 2011, the graduate Student Learning Outcomes were migrated to the Office of Institutional Assessment for monitoring and reporting.

**Academic Assessment at the University of Florida**

From 2003-04 through 2010-11, educational goals, measures, and use of results to improve programs was submitted annually to the Office of Institutional Planning and Research. In 2011-12, this process transitioned to the Office of Institutional Assessment, and coincided with the establishment of centralized academic assessment planning and assessment reporting using *Compliance Assist!* software. The development and implementation of the new institutional assessment processes initiated in 2011 are described here. First, there is a description of the development and activities of the Academic Assessment Committee. This is followed by a description of the Academic Assessment Plan development and the institutional review/approval process.

**The Academic Assessment Committee**

In December 2009 the Faculty Senate received a proposal to form a new joint committee for Academic Assessment. The Faculty Senate approved the committee's formation in January 2010, and the committee met for the first time on March 29, 2010. At its inaugural meeting the committee was charged to
...review Academic Learning Compacts (ALC) and Student Learning Outcomes (SLO) developed by each unit in order to assess their feasibility and consistency with University-wide evaluation. The committee will provide recommendations to the Provost on methods of assessing SLOs for each unit (including General Education). These recommendations may include unit self-assessment criteria already established. The committee will develop methods for assessing progress in implementing curricular recommendations. These methods should include input from student surveys. The committee will also develop long-term assessment plans for the undergraduate program at an institutional level. The committee will provide an annual report of its work, findings, and recommendations to the Senate and the President. (Academic Assessment Committee).

The committee consists of 8 faculty members, one student member, and several liaisons. Because this is a joint Senate committee, four faculty are elected by the Faculty Senate, and four are appointed by the President. The Chair of the committee is the Director of Institutional Assessment, and the co-chair is elected from the senate members. The committee represents the faculty and oversees all academic assessment matters on the campus. Since its inception in March 2010, the committee has overseen the assessment of 466 degree and certificate programs, and taken actions on each program’s Academic Assessment Plans, Academic Learning Compacts, and student learning outcomes.

**Academic Assessment Planning**

While program faculty have submitted annual reports of educational goals and their assessments centrally since 2003-04 (see the 2009-10 Assessment Report Format for an example of the template used from 2003-04 through 2009-10), the academic assessment plans for their programs were housed in the units. As part of the centralization of institutional assessment processes, a university template for academic assessment plans was developed by the Office of Institutional Assessment and approved by the Academic Assessment Committee at its September 13, 2011 meeting. While academic assessment planning had been taking place in the programs and colleges, the use of an institutional template for this process and the centralized submission of these documents to Institutional Assessment was new to the university. Because of the size and scope of the University of Florida, a two-year initial submission timeline was employed to manage this process. The initial submission timeline is shown in Figure 3.3.1.1-1.
An Academic Assessment Plan Template for Undergraduate Programs was distributed to undergraduate program faculty for the first time in September 2011 for the 2011-12 academic year, and these were submitted to Institutional Assessment in May 2012. Plans were extensively reviewed and institutional guidance and assistance was provided for faculty during this initial planning process; an analysis of the initial undergraduate submissions resulted in a 97% return rate for revisions. Additional assessment planning resources were provided, including templates for developing a Curriculum Map and an Assessment Cycle for the student learning outcomes for each program. Undergraduate Academic Assessment Plans are now submitted annually.

An Academic Assessment Plan Template for Graduate and Professional Programs and instructions (including templates for an assessment timeline and assessment cycle) for 2012-13 were distributed to graduate program faculty in September 2012. The graduate and professional Academic Assessment Plan templates were pre-loaded with the graduate and professional student learning outcomes that were on file in Institutional Assessment, as well as all program missions published on University of Florida web pages.

Certificates became official university credentials in the 2012-13 academic year. The Certificate Academic Assessment Plan Template and instructions (including a template for
developing an assessment timeline) for 2012-13 were sent to all program faculty (graduate and undergraduate) in September 2012.

Academic Assessment Plans address the following components:

1. **Mission alignment** - the program mission and how it aligns with the college and university missions;
2. **Student Learning Outcomes** for undergraduate programs, and **Student Learning Outcomes and Assessment Measures** for graduate and professional programs;
3. **Curriculum Map** (undergraduate) or **Assessment Timeline** (graduate, professional, and certificate) - how the assessments map across the program;
4. **Assessment Cycle** - the frequency of SLO assessment, with the expectation that SLOs are measured each year. In cases where there are large numbers of SLOs, programs can cycle these through over a period of up to three years;
5. **Methods and Procedures** (undergraduate) or **Measurement Tools** (graduate) - a description of the assessment methods and procedures, including at least one rubric used to measure an SLO; these also present a balance of direct and indirect assessments; and
6. **Assessment Oversight** - the names and contact information of those individuals who are responsible for the assessment processes in the programs

To ensure the quality of the Student Learning Outcomes and their adherence to university guidelines, Institutional Assessment established a rigorous and thorough review and approval process for the Academic Assessment Plans. Using the university's online **Academic Approval Tracking System**, program faculty submit their Academic Assessment Plans into the process using specific instructions for undergraduate, graduate, and professional degree program and certificate plan submissions. The tracking path for these plans mirrors the path for all university curriculum approvals. Figure 3.3.1.1-2 shows this process graphically. First, the program faculty enter the plan into the approval system. Next, it is reviewed by the college designees (a faculty assessment committee or an associate dean), and when it receives college approval it is sent on to the Office of Institutional Assessment. The Director of Institutional Assessment reviews the plans using rubrics specific to the undergraduate and graduate/professional programs, and returns them to the faculty for modifications if needed. Once the plan is approved by the Director, it is presented to the Academic Assessment Committee for their review and approval. Once the plan receives approval from the Academic Assessment Committee, it moves on to the University Curriculum Committee. The University Curriculum Committee has the option to review the plans as they deem necessary, but they have agreed to accept the approval of the Academic Assessment Committee as prima facie evidence that it is acceptable and meets university guidelines. Once the plan has been approved by the University Curriculum Committee, it moves to Student Academic Support System personnel, who review this for its adherence to curriculum requirements in the university catalogs. In some instances, the Student Academic Support System personnel return an Academic Assessment Plan for clarification of a particular issue, and it travels back through the levels of the process until it
reaches the level that needs to address the cited issue. In these instances, the plans are revised by the program faculty and resubmitted to the system for re-approval. Figure 3.3.1.1-2 presents this process graphically.

All Undergraduate, Graduate/Professional, and Certificate Academic Assessment Plans and Student Learning Outcomes are linked to the Institutional Assessment website.

**Continuous Quality Enhancement: Student Learning Outcomes**

The Continuous Quality Enhancement process at the University of Florida is described Core Requirement 2.5. A 2012 review of the student learning outcomes submitted in the 2011-12 undergraduate academic assessment plans revealed inconsistencies in quality and measurability. Sixty-eight percent (68%) of the initial 108 undergraduate Academic Assessment Plans for 2011-12 were returned for revisions of their outcomes due to measurability issues (see Summary of Academic Assessment Plan Evaluations). A review of the graduate and professional student learning outcomes revealed similar issues. The Office of Institutional Assessment developed a series of resources and professional development sessions to assist faculty with the revision of their outcomes and the refinement of their work in other areas related to assessment (see Student Learning Outcomes and Workshops and Presentation Materials). To further enhance institutional quality and measurability of student learning outcomes, the Academic Assessment Committee applies the university guidelines to their reviews of student learning outcomes and does not approve outcomes that do not meet them.

**Figure 3.3.1.1-2. Student Learning Outcome Approval Process**
This process yielded a transformation of the student learning outcomes for all academic programs at the university. The revised outcomes and curriculum maps from the Academic Assessment Plans were the basis for a revision of the undergraduate Academic Learning Compacts in the 2013-14 catalog. In catalogs through 2012-13, the student learning outcomes were listed in matrices that identified the courses where outcomes were addressed. Beginning in 2013-14, the Academic Assessment Plan curriculum maps replaced the previous matrices in order to show where the outcomes were introduced, reinforced, and assessed. To comply with the revised Board of Governors regulation 8.016, the types of assessments that students may encounter in the programs are listed. Here are a few examples from the undergraduate catalogs; the 2012-13 entries are in the previous format, and the 2013-14 entries reflect the revised format.

- Journalism - 2012-13; 2013-14
- Classical Studies - 2012-13; 2013-14
- Applied Physiology and Kinesiology - 2012-13; 2013-14
- Music Education - 2012-13; 2013-14
- Entomology and Nematology - 2012-13; 2013-14

Graduate and Professional program Academic Assessment Plans are also linked to the graduate catalog.

**Effectiveness of Academic Programs**

As described in Core Requirement 2.5, the institutional effectiveness process synergizes a network of units and processes that are best suited to achieve goals in fulfillment of the university's mission. In this section, we describe the processes for academic program review and the assessment of student learning at the University of Florida. Because of the number of the university’s colleges and academic programs, we used a two-stage sampling procedure to select academic program examples for this narrative. For each college, we first sampled the academic programs. Once the sampled programs were determined, we further sampled each degree level and type offered in the selected programs.

**Academic Program Review**

The University of Florida has a long history of thorough, rigorous academic program review at the institutional level. From 2003-2006, the reviews consisted primarily of *compendia of program information* collated into a data file and submitted to the Board of Governors. Beginning in 2007, the process changed with the adoption of Board of Governors regulation 8.015. The regulation mandated specific components to be addressed in the reviews and required the “cyclic review of all academic degree programs in State universities at least every seven years.” The university developed a set of *guidelines* and a *seven-year review*...
cycle of academic programs to comply with the regulation. When programs come up for review in the cycle, the faculty program leaders receive the Academic Program Review Template, and complete the report for each degree level in their respective disciplines. These reports are submitted to the Provost and the Associate Provost for Academic Affairs, who review the reports and communicate with the academic program leadership as needed. Once approved, these reports are sent to the Assistant Provost and Director of Institutional Planning and Research, who prepares these for submission Board of Governors annually. From 2007-12, the university conducted 322 program reviews. Table 3.3.1.1-1 provides a sample of 54 (17%) academic program reviews from the 2007-2012 period, representing each degree level and college.

Table 3.3.1.1-1. Sample of Academic Program Reviews 2007-12

Key: The degree program is linked to the narrative report submitted that year; the degree level designations are linked to the review submission. All degree levels were reported in one review in 2007 and 2008; disaggregated reviews began in 2009.

<table>
<thead>
<tr>
<th>Year</th>
<th>COLLEGE</th>
<th>NARRATIVE REPORT</th>
<th>DEGREE LEVEL REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Agricultural and Life Sciences</td>
<td>Plant Pathology</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctorate</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Sciences</td>
<td>Psychology</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctorate</td>
</tr>
<tr>
<td>2008</td>
<td>Health and Human Performance</td>
<td>Exercise Science</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Doctorate</td>
</tr>
<tr>
<td></td>
<td>Dentistry</td>
<td>Dental Science</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Dentistry</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmacy</td>
<td>Pharmaceutical Science</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>
Table 3.3.1.1-1. Sample of Academic Program Reviews 2007-13, continued

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>Veterinary Medicine</td>
<td>Veterinary Medicine</td>
</tr>
<tr>
<td>2009</td>
<td>Business</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Master</td>
</tr>
<tr>
<td>2010</td>
<td>Engineering</td>
<td>Materials Sciences Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Sciences Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Sciences Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td>Public Health and Health Professions</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td></td>
<td>Veterinary Medicine</td>
<td>Veterinary Medical Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional</td>
</tr>
<tr>
<td>2011</td>
<td>Education</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td>Elementary Education</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td>Elementary Education</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Design, Construction, and Planning</td>
<td>Construction/Building Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Construction/Building Technology</td>
</tr>
</tbody>
</table>
Table 3.3.1.1-1. Sample of Academic Program Reviews 2007-13, continued

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Public Health and Health Professions</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>Tax Law/Taxation, LL.M.</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Tax Law/Taxation, S.J.D.</td>
<td>Doctorate</td>
</tr>
<tr>
<td>2012</td>
<td>Nursing</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Nursing Science</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>Nursing Practice</td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Sciences</td>
<td>Bachelor</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
<td>Master</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

Assessment of Student Learning in the Programs

Program faculty design and employ academic assessment practices they judge appropriate for their programs. From 2003-11, educational goals, data collection on the extent to which these goals were achieved, and the analysis and use of results to modify and improve educational programs was overseen solely by the unit, and reported to the Office of Institutional Planning and Research in an annual call for this information (see the 2009-10 Assessment Report Format for an example). Program faculty were given the latitude to report data on goals and/or outcomes according to the unit's assessment cycle. A review of the reports submitted by the program faculty from 2003-2011 revealed that while all programs reported their goals and/or outcomes, some data was not collected in a given year because the unit's cycle did not require data for that year. The reports also reflect the maturing unit assessment processes and practices, so they varied considerably across the campus. All academic programs were evaluating their effectiveness and closing the loop on goal and outcomes achievements, but within various, independently designed frameworks and timelines.
In 2011, the Office of Institutional Assessment implemented institutional processes that provide a consistent framework for reporting assessment progress. This process, described thoroughly in the preceding narrative, has strengthened academic assessment and effectiveness at the university. At the time of this report, the Office of Institutional Assessment tracks 466 academic programs across 16 colleges. Table 3.3.1.1-2 lists the number and type of academic programs by college.

**Examples from the Colleges**

The Colleges play an integral role in the academic program effectiveness process that complements the Board of Governors’ program review. The Colleges have primary responsibility for program quality and set goals for academic programs within their purview, collect data on those goals, and modify and improve their academic programs based on that data (see Table 2.5-4 for their Effectiveness Documentation Plans).

The university’s 16 college deans lead their units to engage in the continuous review and improvement of their academic programs. This narrative presents a sample of the academic program improvement actions taken by the colleges, based on the collaborative review of multiple years of data. The six examples presented here represent 38% of the colleges, and reflect the diverse array of academic program goals they establish, the various methods and approaches they adopt to address their goals, the types of data they collect, how they analyze and evaluate their data, and how they use the data to modify and improve their academic programs. The colleges in the sample are: the College of Education, the College of Law, the College of Dentistry, the College of Business, the College of Fine Arts, and the College of Health and Human Performance.

*College of Education - Continuous Improvement Planning*

The College of Education began its Continuous Improvement Process with academic programs in 2008, and adapted its academic program process as a means to examine systematically College data annually. The Unit (College) Continuous Improvement Plan was launched in 2010. This process involves Program Coordinators from academic programs in the College, the Senior Data Manager, the Director for Assessment and Accreditation, the Assistant Dean for Student Affairs, and the Associate Dean for Academic Affairs. Throughout the year, this group works collaboratively to analyze relevant data, determine necessary next steps if applicable, and set goals for the following academic year. The final Unit Continuous Improvement Plan is compiled during the summer semester and reviewed by the constituents/stakeholders in the fall term. The initial 2010-11 Unit Plan was developed by examining 2009-10 Graduate Satisfaction Survey data on **P-12 Student Impact** and the **2009-10 data on assessment questions** from their Student Exit Surveys. This analysis led to revisions in their **Employer Satisfaction** and **Graduate Satisfaction** Surveys to include...
Table 3.3.1.1-2. Academic Assessment Units at the University of Florida

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate Degree Programs</th>
<th>Graduate Degree Programs</th>
<th>Undergraduate Certificate Programs</th>
<th>Graduate Certificate Programs</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agricultural and Life Sciences</td>
<td>20</td>
<td>40</td>
<td>11</td>
<td>13</td>
<td>*82</td>
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<tr>
<td>Warrington College of Business</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>College of Design, Construction, and Planning</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>College of Education</td>
<td>2</td>
<td>53</td>
<td>1</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>15</td>
<td>41</td>
<td>2</td>
<td>2</td>
<td>60</td>
</tr>
<tr>
<td>College of Fine Arts</td>
<td>14</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>College of Health and Human Performance</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>College of Journalism and Communication</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Levin College of Law</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>48</td>
<td>72</td>
<td>0</td>
<td>0</td>
<td>120</td>
</tr>
<tr>
<td>College of Medicine</td>
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<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>College of Public Health and Health Professions</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>16</td>
<td>120</td>
<td>285</td>
<td>26</td>
<td>37</td>
</tr>
</tbody>
</table>

* 2 Certificate Programs are offered as graduate or undergraduate certificates.
items related to the graduates’ and employers perceptions of their impact on P-12 student learning. The 2011-12 Unit Plan reveals revised goals based on the 2010-11 analysis and plans to measure the new Florida Educator Accomplished Practices. College continues to call for Unit level data annually, and the process continues to strengthen the Colleges programs.

*College of Law - Increasing Applicants and Diversity*

The College of Law set a long-term academic program goal from 2009-2012 to annually "enroll, prepare and graduate 330-360 Doctor of Jurisprudence (JD) students (300-310 first year students, and 30-50 transfer students). (See College of Law 2009-12 Academic Program Goal Report.) To assess their progress annually towards this goal they tracked the following data:

- Total applications to UF Law
- Total offers of admission made by UF Law
- Total students enrolled at UF Law
- Total applicants nationally
- Total applicants in Southeast region
- Total transfer applications to UF Law received
- Total offers of transfer admission at UF Law
- Total transfer students enrolled

The 2009-10 data reflected a continuation of a trend of slightly increased applications over the prior year’s data, tracking somewhat ahead of the region and nation. However the yield ratio showed a slight decline for both first year and transfer students. They admitted and matriculated a class of 310 first year students and 37 transfer students, which met their goal and therefore no significant modification of goals or actions were taken in response to the data. The 2010-11 and 2011-12 data reflected a significant drop in JD applications both at UF Law and nationally, and a sharp change from the trend of increasing JD applications to UF Law and to JD programs nationally. The yield ratio (enrolled/offers made) also continued to show a decline. These were in line with the national trends, suggesting that this reflected the changes in the national economy and market for legal services rather than a decline in the perceived desirability of UF Law relative to other law schools. As this trend became apparent during the admissions cycle, assessments were made regarding how to achieve the goals of enrolling students who would be successful and reflect the broadly defined diversity outlined in the admissions policy. The decision to admit a slightly elevated number of transfer students was an adjustment made during the admissions cycle to ensure the admissions goal was met. Based on all the data available, including reports assessing the qualifications of the admitted class, the Dean, after consultation with the UF Provost, made the decision to allow the size of the admitted first year class to fall below the goal of 300 students in order to ensure the quality of the admitted class.
After review of the composition of the 2011-12 entering class, close analysis of the demographic composition of the class raised concerns about the broadly inclusive diversity of the class. Despite a large cohort of minority students in the entering class, the number of African American students showed a significant decline and was overall very small. Extensive analysis of data on the racial and ethnic composition of the applicant pool, the pool of admitted students, and the class led to the conclusion that additional steps to ensure a robust pool of minority applicants and particularly African American applicants and increased funding for scholarship assistance to recruit students was needed. This led to a number of significant changes. First, the Dean appointed a Task Force on Diversity in Admissions co-chaired by an Associate Dean and the incoming President of the Florida Bar. The Task Force, comprised of faculty, staff, students, and alumni, was charged with developing recommendations for expanding the pool of applicants and enhancing the strategy for outreach and recruitment of minority students, working closely with the Assistant Dean for Admissions. The Dean also sought and obtained a commitment of $1 million per year in additional funding from the university president for scholarships to help address this problem.

*College of Health and Human Performance - Expanding Distance Education*

During the 2009-2012 period, the College of Health and Human Performance (HHP) pioneered efforts to advance the undergraduate instructional reach of the university. They developed 3 online bachelors programs, allowing students to complete the last 60 hours of these degree programs from anywhere in the world. The long-term goal for online courses and distance learning programs was to *expand offerings in distance education/technology development*, and specifically to develop quality courses, increase enrollment/student credit hours, and grow the program to be a self-sustaining alternative revenue stream. *Data for 2009-12* reveal that enrollment in the programs consistently increased each year. These goals were satisfied. Revenue was used to improve the distance education efforts of the college while also supporting the instructional, research, service, outreach, and graduate education components of the college’s mission. Additionally, the college began offering Distance Education fee-based courses (in Spring 2012) designed for on-campus students who may be away from campus or who cannot fit certain face-to-face classes into his/her schedule. Distance education efforts have also opened unique collaborative opportunities with other colleges (Fine Arts and Liberal Arts and Sciences) that have resulted in classroom improvements and technology upgrades. Looking ahead, the college plans to continue to build its distance education program and is currently exploring development of 4-year online programs in health education and sport management, acquisition of new faculty/lecturers supported through distance education fees, and the development of online MS program(s).
Over a three-year period from 2009 through 2011, the College of Fine Arts (CFA) engaged in an intensive series of conversations that resulted in its strategic plan, *The Arts and Creativity in the Research Intensive University*. Implemented in the fall of 2011, this plan has guided the work of the college across its programs. Prompted by the University of Florida’s implementation of a centralized reporting process, college leadership has worked to align the multiple, de-centralized assessments undertaken within each program in the past. Moreover, the CFA strategic plan is not organized according to degree programs. Rather, its structure is intended as a comprehensive set of goals and strategies for meeting these goals. The College has initially engaged successful coordination of multiple reporting requirements for its own internal planning, for discipline-specific accreditation requirements, and for campus-wide institutional assessment.

One of the last components to come under this larger coordination of strategic planning and institutional assessment is the annual development of (and subsequent reporting on) the academic program goals for each of the degrees offered by CFA. Each School and Institute Director has been independently developing and reporting on these goals. All of the goals are laudable and relevant; however, very few of them have been assessed through a comprehensive assessment, whether qualitative or quantitative. The process of developing embedded assessment practices has revealed the need for CFA to develop comprehensive and systematic means for collecting and reporting on data that previously was gathered informally and at need, through normal processes of curriculum development in each degree program.

In 2011-12 and 2012-13, Academic Program Goal #1 for the BA in Art Education, offered through the School of Art + Art History was to “Examine the viability of the program given increase of MA on-line program, enrollment in BA program, and current limited resources.” In the School of Music, several degree programs have the Annual Program Goal to “determine optimal number of students for program.” In the college’s comprehensive plan, the direct strategy correlate is to “maintain student credit hour production and degree candidates, increasing both where possible.” In support of both goals, a comprehensive Strategic Enrollment Analysis for 2011-13 correlates headcount, scheduled credit hour production and full-time equivalent (FTE) distribution across the degree programs in CFA as one data source used to measure these goals.

The deans and directors developed detailed benchmarks to guide their implementation of the strategic plan. These benchmarks are program-specific, and are adapted by each program to align with their missions. Benchmarks may overlap with Annual Program Goals and Student Learning Outcomes, and may also include tactical/operational items as well. A specific set of outcomes may be initiated with the Dean’s Office, and impact one or more of the programs of CFA. Thus, CFA Goal #2 is to “develop a culture of creativity, innovation and access” and includes one specific strategy (#2.4) to “Accelerate integration of academic technology.” In 2011-12, a competitive proposal to the University of Florida’s Student...
Technology Fee competition, called the “Hyper-Hybrid Classrooms” was funded, allowing CFA to install state-of-the-art technology in one seminar room. The completion of this classroom then allowed the School of Art + Art History to realize its Goal #1 to “offer academic and outreach programs that meet the highest standard of excellence,” and part of strategy (#1.4) to “raise the quality of the graduate programs” through its consortium agreement with the University of South Florida, where graduate students in both institutions may have access to specialized seminars offered by particular research faculty on one or the other campus. Specific benchmarks for the Dean’s Office, the Schools of Art + Art History, Music, Theatre + Dance and the Digital Worlds Institute document the implementation of the strategic plan on an annual basis.

At the time of this report, CFA is implementing its strategy to “develop and maintain embedded assessment practices.” The CFA community is adapting its data collection and assessment practices to its internal planning processes. With the development of comprehensive assessment plans for each degree program in 2011-12, and substantive revisions of the Student Learning Outcomes in 2012-13, the foundation has been well-established. In 2013-14, specific academic program goals for each degree are planned to complement the strategic planning goals. Specific, measurable outcomes and reporting mechanisms that directly correspond to the annual program goals will be implemented as the final stage of alignment.

College of Dentistry - Strengthening Preparation for the National Board Dental Examination

In the Strategic Plan for the College of Dentistry one of the long-term strategies for success has been to engage in continuous improvement based on measured outcomes. In 2009, two of the measured outcomes for our Academic Degree Program were “Doctor of Medicine in Dentistry (DMD) percent pass rate on the National Board Dental Examination (NBDE) Parts I and II, comparing average class score with national average.” This long-term goal is documented in the College of Dentistry 2010-2012 Strategic Plan.

Preparation for the NBDE is a critical component of the DMD educational program. In 2008, the College of Dentistry offered two elective review courses to assist students in preparation for NBDE Parts I and II. A review of examination score data prompted a review of these courses and their effectiveness in preparing students for the exam, which led to modifications in the DMD program.

NBDE Part I. The elective course, DEN 8290, *Part I: National Board Dental Examinations Review*, was a successful, high-attendance course which students found useful for NBDE Part I preparation. Therefore, in October of 2009, the Curriculum Committee converted this elective to a core curriculum course in combination with DEN 6416, *Advanced Anatomy of the Head and Neck: Form, Function and Pathofunction*, creating DEN 6416, *Basic Sciences Review*. The purpose of this integration into the core curriculum was to provide better support for student success in this high stakes examination. The April 23, 2009 Curriculum
Committee minutes document the actions taken by the college to implement this change. This curricular change was successful in raising student performance and has resulted in a 100% pass rate for dentistry students evidenced by the Joint Commission on National Dental Examination (JCNDE) 2009-2012 Part 1 examination data.

NBDE Part II. The elective course, DEN 8290, Part II: National Board Dental Examinations Review was reasonably well attended, however student feedback reflected it was not an effective tool for board exam preparation for NBDE Part II and not an effective use of their time. In 2009, this course was no longer offered. Canceling this elective review course provided students with the flexibility to study using methods most effective for them as independent learners. The college also provided students with study resources (released examinations and Dental Decks) to help them prepare. The April 23, 2009 Curriculum Committee minutes document the actions taken by the college to implement this change. This curricular change was also successful in raising student performance on Part II, evidenced by the Joint Commission on National Dental Examination (JCNDE) 2009-2012 Part II data.

The College of Business - Top Ten Program status and Ph.D. program improvement

The Warrington College of Business has set two long-term goals for its academic programs:

1. The College seeks to be ranked among the top public business programs in the nation.
2. The College seeks to be among the most productive colleges in its peer group in terms of degree production.

The College's goal #1 directly supports the vision of the university to be a top-ten institution. To address their goal #1, the college has collected and compared ranking data for its undergraduate and graduate programs, tabulated its research productivity, and has monitored the GMAT scores of students selected for the Ph.D. program. This analysis led to a longitudinal review and the development of a plan to improve the Ph.D. program. To address goal #2, the college has analyzed the degrees produced per faculty member from 2009-2012 and completed a situational analysis of this productivity from 2008-2013. The data collected and analyzed by the faculty of the College of Business is used annually to strengthen its academic programs and to modify its goals for the next academic year. The college's goals for 2013-14 provide evidence of this ongoing work to improve its programs.

Examples from the Academic Programs

The program faculty, department chairs, and deans are central to the academic effectiveness process. The Academic Assessment Units shown in Table 3.3.1.1-1 each develop outcomes, measure those outcomes, and use the results of their measurements to modify and improve their programs.

It is important to emphasize that the University of Florida holds all programs to the same level of academic accountability regardless of delivery mode. Every student in a
given program must meet the same student learning outcomes regardless of where or through what medium the program is delivered. Additionally, this list does not present certificate assessment data because these were not official university credentials until the 2012-13 academic year, and the first year of data collection will be completed in October 2013.

In Table 3.3.1.1-3 we provide a sample of 74 of the academic programs’ outcomes, assessments, results, and use of results from 2008-09/2009-10 through 2011-12 (the most recent year of reporting at the time of this report) for each degree level offered by each college. Through 2010, the programs reported on educational goals; these were not distinguished from outcomes or program goals. Therefore, the goals links in the table point to the data reported as educational goals for those years. Beginning in 2011-12, the reporting structure modified to differentiate student learning outcomes from program goals, and all programs began reporting on both SLOs and program goals.

The sample represents 18% of the university’s 405 undergraduate, graduate, and professional degree programs. In some cases, programs reported data in 2008-09 and not in 2009-10 to comport with the program’s assessment cycle. Beginning in 2011-12, all programs began reporting data annually as part of the centralized reporting processes described earlier in this narrative. The new reporting template for assessment results will be initiated in October 2013 when the academic year 2012-13 data is reported (see Core Requirement 2.5 for a description of the template’s development).

Table 3.3.1.1-3. Sample of Academic Program Outcomes and Goals Assessment

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Degree</th>
<th>Outcomes</th>
<th>Goals</th>
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<tr>
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<td>x</td>
<td>x</td>
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<tr>
<td>Animal Science</td>
<td></td>
<td>BS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Microbiology &amp; Cell Science</td>
<td></td>
<td>BS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Wildlife Ecology &amp; Conservation</td>
<td></td>
<td>BS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Agricultural &amp; Biological</td>
<td></td>
<td>MS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agronomy</td>
<td></td>
<td>MS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Animal Science</td>
<td></td>
<td>MS</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Agricultural &amp; Biological</td>
<td></td>
<td>PhD</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Engineering</td>
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</tr>
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<td>Agricultural Education and</td>
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<tr>
<td>Information Systems &amp;</td>
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<td>PhD</td>
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<td>Management</td>
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Table 3.3.1.1-3. Sample of Academic Program Outcomes and Goals Assessment, continued

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<td>x</td>
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<tr>
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<td>x</td>
<td>x</td>
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<tr>
<td>Sustainability &amp; Built Environment</td>
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<td>x</td>
<td>x</td>
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<td></td>
<td>x</td>
<td>x</td>
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<td>Landscape Architecture</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
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<td></td>
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<td>PhD</td>
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<td>Health and Human Performance</td>
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<td>x</td>
<td>x</td>
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Table 3.3.1.1-3. Sample of Academic Program Outcomes and Goals Assessment, continued

<table>
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<td>History</td>
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<td>DVM</td>
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Closing Statement

The University of Florida is committed to the comprehensive and integrated processes through which it plans, allocates resources, and documents success in fulfilling its educational mission and its goal to become a top public research institution. These processes are well established and highly successful, evidenced by the transformative improvements in academic programs and student learning that result from the university’s ongoing, integrated planning and evaluation of educational programs. The university allocates significant resources to ensure a vital, responsive, and entrepreneurial academic environment and a culture of shared responsibility for the success of the university framed within a long-standing culture of academic excellence. The university’s integrated planning and evaluation processes synergize each level of the institution to advance goal attainment and fulfill the university’s educational mission, and through these processes and practices meets Comprehensive Standard 3.3.1.1, Institutional Effectiveness: Educational Programs.
3.3.1.2. Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support services.

Judgment

- [x] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance
- [ ] Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

As a large and diverse public institution, the University of Florida has multiple units dedicated to providing the administrative support services that ensure efficient and effective fulfillment of the University's mission of "teaching, research and scholarship, and service." Each unit offering administrative support services establishes goals and plans actions to meet these goals for its programs and services, systematically assesses the extent to which they are attained, and uses the results of those assessments to improve services.

Within the organizational structure of the university, the primary responsibility for the oversight of university administrative support services lies with the Office of the Senior Vice President and Chief Operating Officer. The Vice President of Business Affairs reports directly to the Chief Operating Officer, and the Vice President and Chief Financial Officer reports directly to the Provost. These two vice-presidents operationalize the monitoring, assessment, and improvement of administrative support services at the institutional level. Additionally, leadership of each of the 16 colleges and the remaining non-academic units develop administrative support services goals, action items, and resource allocations to meet these goals (see Table 2.5-3 for their Effectiveness Documentation Plans).

The missions of these institutional units align to support the university's mission and commitment to providing the highest quality administrative support services possible. The mission of the Office of the Senior Vice President and Chief Operating Officer is to "assure that the university's physical and operating infrastructure supports the university's mission of teaching, research, scholarship and service." The mission of the Office of Business Affairs is to "support the university's mission by establishing, operating, managing, and promoting programs and services for the benefit of the university community." The mission of the Office of the Vice President and Chief Financial Officer is to "provide financial and analytical
support for the multifaceted missions of UF and the State of Florida; to provide leadership in financial decision-making; and to guide strategic financial planning to help the university fulfill its goal of excellence in teaching, research, and service.” These associated missions are operationalized to comport with the President’s Strategic Work Plan principle #2: Strategic planning is a dynamic process and it must be sensitive to new opportunities, to changes in resources and conditions, and to new information; they are responsive to changing needs and economic conditions. Improvements in the efficiency and effectiveness of administrative support services have been made in response to evolving university needs and resources.

Like the missions of these units, the goals and outcomes related to administrative support services are also associated and hierarchically support the university mission. The primary goal of the Office of the Senior Vice President and Chief Operating Officer is to "provide infrastructure and operational systems in support of the university's mission". The Office of the Vice President and Chief Financial Officer supports the goals of the Senior Vice President with the long-term goal to "improve business processes in the academic units at the College, Department and Center levels, and in the central administrative support services." The Office of the Vice President of Business Affairs supports the Senior Vice President's goal with the long term goal to "provide responsive, timely, and courteous customer service to students, faculty, staff, and the public.” Each of these institutional units has specific action items (outcomes) for which there are measures, a timeline, assigned responsibility, and allocated resources to accomplish these goals.

**Institutional Effectiveness of Administrative Support Services**

The assessment of administrative support services is an ongoing process overseen by these institutional units. The institutional effectiveness process for administrative support services begins with planning - setting goals, planned actions and measures, setting a timeframe for the actions, identifying responsible individuals, and allocating resources. Then, data is gathered, reviewed, and used to modify and improve university services. All units responsible for administrative support services have engaged in this process since their inception. Through 2011, the documentation of their services and effectiveness processes was housed in the units. Beginning in the 2012-13 academic year, the university centralized the planning and reporting processes, and the units began submitting their Effectiveness Documentation Plans and reporting their results to the Office of Institutional Assessment.
Effectiveness of Administrative Support Services

As described in Core Requirement 2.5, the institutional effectiveness process synergizes a network of units and processes that are best suited to achieve goals in fulfillment of the university's mission. This narrative provides documentation and evidence of a representative sample of the administrative support services that have modified and improved at the University of Florida since its last reaffirmation of accreditation. These examples are from the Office of the Vice President and Chief Financial Officer, the Office of the Vice President for Business Affairs, the Office of the Vice President for Information Technology and Chief Information Officer, and the College of Liberal Arts and Sciences.

The Office of the Vice President and Chief Financial Officer

The University of Florida Tigert Hall Shared Services Center

In May of 2010, the university president issued a message alerting the university community of potential budget cuts. The message revealed that the university would be evaluating the impact of developing shared, university-wide services centers that pool human resources, finance, information technology and administrative functions for multiple units.

Because the budget cuts occurred as predicted and were sustained over a number of years, the “Shared Services Center” model was explored as a way to streamline and improve administrative services. The benefits of this type of administrative support center were to achieve cost savings through increased efficiency and economies of scale through the following practices:

- Increase faculty and staff support – so they can focus on core missions,
- Relieve departments of the business transactional workload,
- Provide greater staffing coverage during illnesses and annual leave,
- Shift resources to critical needs and provide stronger research support, and
- Achieve cost savings to reinvest in core missions.

A Shared Services Center Team was appointed and charged to review Shared Services as they were implemented by other universities, Shared Services Networks, and management consultants. The Shared Services Center Team contacted the following organizations and universities in this process:

- Education Advisory Board
- Harvard Summit on Shared Services
- Shared Services Opportunity Network
- Cornell University
- Johns Hopkins University
- Miami of Ohio
3.3.1.2 Institutional Effectiveness: Administrative Support Services

The Shared Services Center team then analyzed all administrative transactions to identify those that were standardized and routine, and would lend themselves to a centralized Shared Services environment, and those that were unique and should stay within a unit. In conjunction with the Shared Services analysis, the Office of the Vice President and Chief Financial Officer piloted the Shared Services Center model by establishing the Tigert Hall Shared Services Center in October of 2010. The Center has functioned efficiently and effectively since then, and performs the transactional functions in myUFL for units so that departments and colleges are able to focus more on their core missions of education, research, and service.

Prior to 2010, the units processed their own transactions in the university Enterprise Reporting System, called myUFL. As a result of budget cuts and employee turnover, several of the units contacted the Tigert Hall Shared Services Center to outsource the transactional processing so they could focus on their core missions. At the time of this report, the Center provides services to the following units:

- Office of the Vice President and Chief Financial Officer
- College of Fine Arts
- Finance and Accounting
- Contract and Grants Accounting
- The Office of the Vice President for University Relations
- Privacy Office
- Sustainability Office
- Florida Polytechnic University

The Shared Services Center Director and staff monitor specific metrics on volume production, error rates, and turnaround time. Service delivery and customer service are adjusted for optimal performance. For example, service delivery metrics revealed that customers had too many paper forms to complete. As a result, paper forms became optional and electronic submissions were enabled. Customer service continues to be optimized by analysis of the customer input.

After the Shared Services Center was launched, the method for quantifying administrative work and estimating Shared Service Center staffing needs was further refined (see
The development of the Tigert Hall Shared Services Center has served as a university-wide model of institutional effectiveness and improvement of administrative support services in support of the university’s mission, the Strategic Work Plan, and the Chief Financial Officer’s goal to “improve business processes in the academic units at the College, Department and Center levels, and in the central administrative support services.” This strategic and significant modification of administrative support services involved a flexible response to diminishing budgets, careful review of existing external models in 2010, and the synergistic engagement of appropriate units within the Office of the Vice President and Chief Operating Officer.

**Annual Support Unit Budget Reviews**

As described in Core Requirement 2.5, the university began a review of the Responsibility Center Management budget model in 2008, and implemented the model in 2010. Central the ongoing effectiveness of this budget model is the annual periodic review of central support centers’ costs. The Budget Review Council was formed as a representative body charged with annual reviews of central support centers’ costs. The Council makes recommendations to the President concerning support unit budget increases or decreases, and modification in services provided to the Responsibility Centers. Each year every support unit submits a written incremental budget for projected uses of their funds (see the comprehensive list for FY14). The unit budgets highlight accomplishments from the prior year and initiatives for the upcoming budget year. Units may request additional funds for initiatives during this process.

Every five to six years, each support unit goes through a “zero-based” budget review. A comprehensive budget presentation is given to the Budget Review Council. This includes three budget scenarios, a statement of the services, objectives, and programs of the department. The elements of the comprehensive review are listed here and described in an annual memo from the Chief Financial Officer:

- Prepare an internal review of each program. The goal of this requirement is to communicate the unit’s strategic plan, centrality (or essential relationship) to the University role and mission, and value of service offered.
- Gather baseline data to document the current general assignment of responsibilities, organizational structure and staffing plan, and the amount of resources in terms of
dollars and staff FTE’s devoted to the program. List mission-critical programs and services.

- Supply benchmarks or indicators of demand, productivity, cost effectiveness measured against appropriate peer institutions.
- Develop a measurable standard for evaluating the quality of service delivery and procedures for regular evaluation.
- Review policies and practices with the objective of eliminating low value added activities and enhancing value where appropriate. Identify the unit’s strengths and note areas for improvement in the future.
- Recommend strategies for overcoming any barriers and/or constraints that may be impediments to realizing savings.

The offices of University Relations, Enrollment Management, The University Police Department, and the Division of Sponsored Research underwent comprehensive reviews for FY13-14. The complete reviews can be found here.

This budget review process ensures that administrative support services provided by these units are appropriately funded, aligned with the university Strategic Work Plan and the unit’s Strategic Plan, and support the university mission. This process engages the Office of the Vice President and Chief Financial Officer and the Budget Review Council, and is central to the effectiveness and efficiency of the university.

Scorecards

In 2008-09 the Finance and Accounting office received consistent feedback from their staff that there were recurring procedural errors caused by personnel in the university units who were out of compliance with Finance and Accounting directives. These errors created additional work for staff and reduced staff efficiency. In response to this data, the office developed a mechanism to provide feedback to areas creating the errors, so that the area personnel could take steps to correct these problems and increase efficiency. Increasing efficiency became a goal for the 2009-10 fiscal year. To address this goal, the first step was to monitor those tasks and functions which, if not followed correctly or not followed in a timely manner by departments created inefficiencies, additional work, non-compliance and extra costs.

Several issues were identified and analyzed. The results of the analysis revealed the primary key tasks and functions that had ongoing issues. To communicate these issues to the appropriate administrators, the staff developed a monthly scorecard report summarizing the issues specific to the area. These were sent to the administrators so that they could develop better and timelier compliance with the proper fiscal procedures. Each area in the Office of the Vice President and Chief Operating Officer - Finance & Accounting, Human Resources and Purchasing - selected the to monitor and report on the Scorecards monthly. Additional data was compiled and analyzed to develop
trends and provide comparative data across units. To acquire comparative data for all campus units, additional summary information was developed on the maximum and average number of errors. Colleges/units were contacted to discuss the identified areas of concern. Additional analysis was performed comparing 2011 errors with 2010 errors. Departments with a pattern of continuing errors were identified, their errors summarized, and some were visited in an effort to help identify what could be done to minimize or eliminate the recurring errors.

The Scorecard reports have been modified since their initiation in 2010 to continue to provide useful information to the campus units. The Scorecard report, which began with the identification of an issue, followed by data collection and analysis to specify the process components that needed attention and led to a major improvement in university administrative support services, has improved efficiency and reduced errors.

The Office of the Vice President for Information Technology and Chief Information Officer

The UF Information Technology Office (UFIT) is a strategic partner in support of the university’s mission through the development of university infrastructures that improve technology access and knowledge acquisition. Strategic goals for Information Technology at the University of Florida are the result of a formal strategic planning effort and continuous refinement; this process has been longitudinal and well documented. The Office of the Chief Information Officer is charged with coordinating strategic planning efforts which are executed under the IT governance structure.

The office has set administrative support services goals and actions to reach those goals, and the review of data collected by the unit is used to improve its services to the university. One of its goals is to “increase the efficiency of knowledge acquisition activity while reducing costs.” The actions taken to address this goal focused on providing services that (a) reduce the cost of instruction and (b) improve faculty competence.

To reduce the cost of instruction, the office invested $1.2 million annually for the three year period 2010-13 to create instructional design services and increase the capacity of the organization to produce high quality learning environments in blended and online education. The results of this show that major courses developed increased from 8 in 2010-11 to 41 in 2012-13, and the cost of developing a course reduced from almost $20,000 per course to about $10,000 per course since 2009. The area is also preparing to support the University of Florida Online Institute (described in Core Requirement 2.5).

Increasing faculty skills and understanding for online and blended learning environments is a major focus area for the university. To increase faculty competence in these environments, Information Technology provides training services to ensure that the best pedagogical knowledge and technology tools are available, and that faculty can use these in all forms of instruction (blended, asynchronous, extension education, etc.). For this purpose learning
resources are made available in a variety of forms, including formal face to face training sessions, and just-in-time learning resources. In addition, web resources were developed from 2009-2012 and are available at the Assistance for Teaching portal, along with the University of Florida Standards and Markers of Excellence for Online Courses. Outcomes from UFIT’s faculty training programs are assessed via feedback obtained through the governance structure, instructional designer-faculty reviews of courses, and student surveys. Measures include:

- the levels of student satisfaction as determined by the numbers of student interactions with the learning resources,
- improving access to learning platforms and services as determined by the numbers of user logins to university lab computers, and
- making services available on all mobile devices.

Information Technology also takes actions to meet its goal to "improve competitiveness in securing external funding." All scientific, engineering, scholarly, and educational activities are deeply impacted by developments in Information Technology. These innovations improve upon established approaches and make it feasible to follow previously unsearched paths. To ensure that UF researchers, scholars and students remain productive and competitive in the coming decade, UFIT has provided a framework and tools that result in services that allow these stakeholders to focus on using their core competence in advancing research to create new knowledge. In particular, to ensure UF researchers competitiveness for acquisition of external funds, the following actions were taken and results obtained:

- **Construction of a high-reliability High data center.** Construction of the Eastside Campus Data Center started in November of 2011 and was completed on February 1, 2013. It provides 10,000 square feet of machine room space and 2.25 MW of power. Half of the machine room space is dedicated to research computing. The data center can withstand 130 MPH CAT-3 hurricane winds and has several levels of network and power redundancy.
- **Increase research network capacity.** To ensure faculty and researchers have at their disposal the capability of moving Big Data across the network for purposes of discovery and collaboration, network capacity was increased tenfold from 2009-2012.
- **Increase computing and storage capacity.** To provide faculty with a high-end managed and supported computational resource, HiPerGator, a computing and storage system in the UF Data Center was created. This resource brings UF to #225 in the top 500 list of supercomputers in the world and to #8 among US universities with supercomputers. The university invested $2.6 million in this project.
- **Created a staffed a consulting and support team.** To ensure faculty and researchers stay focused on their core mission and are not distracted by the technical and operational aspects of managing and supporting a large computer resource, a team of highly competent high performance computing professionals was
assembled. This team manages the facility and provides the necessary support to faculty and researchers using the facility.

Through the combined efforts of academic leaders, faculty and the Office of the Vice President for Information Technology and Chief Information Officer, a sustainable research computing environment was created that allows faculty to access state-of-the-art IT systems, infrastructure, and improved support services. The unit's goal setting, longitudinal data collection, and review of this data to improve services and modify goals continues to provide faculty with the means to acquire research funds and to collaborate with their peers nationally and internationally in support of their high-impact research.

The Office of the Vice President for Business Affairs

The Office of the Vice President for Business Affairs provides administrative support services to fulfill the University's core mission of teaching, research, and service. The Office oversees eight widely diverse divisions that are committed to providing quality customer service making advancements in campus-wide sustainability and enhancing the safety of all University students, faculty, and staff in a cost-effective manner. The divisions are:

- Business Services
- Environmental Health and Safety
- Facilities Planning and Construction
- Office of Sustainability
- Physical Plant
- Small Business and Vendor Diversity
- Stephen C. O'Connell Center
- University Police Department

The Vice President sets goals for the Office, and each of the divisions sets goals in support of the Office's goals and the university mission. The units report on these goals annually to the Vice President. The reports present the division's annual goals, the assessment methods they used to measure their progress toward the goals, and the use of their results to modify services and set future goals. The 2009-2012 summary reports are here:

- 2009-10 Summary Assessment Reports for Business Affairs Divisions
- 2010-11 Summary Assessment Reports for Business Affairs Divisions
- 2011-12 Summary Assessment Reports for Business Affairs Divisions

The Office also provides administrative counsel to the executive administration of the University to ensure that the University operates within the legal and regulatory parameters determined by the State of Florida and the Board of Trustees. The Office of the Vice President for Business Affairs supports the University's mission by establishing, operating, managing, and promoting programs and services for the benefit of the University community. These programs and services are an integral part of the University's learning
environment, enhancing the quality of campus life by meeting the demands for goods and services in an atmosphere of excellent customer service and high-quality, well-maintained facilities. The Office’s ongoing practice of setting annual goals, measuring progress toward the goals, and using the results to review and modify services advances the university’s mission by providing improved administrative support services.

The College of Liberal Arts and Sciences: The Development of a College Shared Service Center

The College of Liberal Arts and Sciences set a goal in its 2010-13 strategic plan to improve College administration. Specifically, their goals were to (a) provide more central services to reduce burden on departmental staff and to (b) refine duties and processes in the new organizational structure.

Through 2010, the college used a distributed administrative support services model. This model required a large number of generalists across the college, each of whom had to master a broad range of skills and manage a multifaceted workload. The heavy demands placed on these generalists led, in some cases, to ongoing problems, both in the ability to adequately complete all tasks and in employee satisfaction. Staff reductions due to budget cuts put even more stress on this model. For example, the management of visas for international scholars was a particular issue for the college, due to arcane and changing rules that required specialized expertise in the area. Because many departments handled only a few such transactions per year, a significant inefficiency occurred due to lack of understanding and procedural missteps.

To resolve and address this issue and to meet the goals of the college’s strategic plan, the college explored the process of establishing a Shared Services Center. The process began in early 2011. The first step was to solicit input from college staff to understand better the problems encountered by front-line staff and to explore the potential benefits and liabilities of adopting a Shared Services model. In May 2011, the college’s planning staff initiated discussions of the concept with representatives from central university administration, Human Resources representatives and Classification and Compensation representatives. The purpose of these meetings was to clarify and refine the list of activities deemed appropriate for consolidation. The college needed the expertise of Finance and Accounting to gather statistical data and of Human Resources to assure compliance with UF HR policies. Meetings with these external groups have continued throughout the process. Interviews and discussions with employees added value to the process. Through their questions and responses, data collected was validated or researched further as needed. Interviews with other SSCs on campus indicated improved service, improved efficiencies, reduced number of personnel, and reduction of costs.
Each job description for administrative staff in the college was reviewed and converted from qualitative to quantitative information. For the purpose of determining how much time was spent on activities that potentially could be consolidated and how much time was spent in departmental support, the activities were divided into four categories: fiscal, Human Resources, Grants, Departmental Support. The result was an FTE distribution for the four categories based on job descriptions departments provide to the Office of Human Resources when hiring, upgrading, or replacing an employee.

The fiscal data compiled consisted of the number of transactions processed by each unit. Information was gathered on the estimated average completion time for fiscal transactions. Those activities include the four categories of purchase orders, expense reports, vouchers and PCard transactions. Calculations were completed to determine the number of working hours per year per employee. The college's Shared Services Center hired its first employee in July 2012 and officially opened in October 2012. At the time of this report, 20 units within the college use the new center to process its business transactions. The center has a total of 7 full-time employees who replaced over 20 staff positions within the college.

Through an inclusive process of exploration, data collection, analysis, and use of results, the college effectively fulfilled its goal to improve college administrative support services. The Shared Service Center not only has increased the efficiency of processing business transactions and achieved a substantial savings for the college through modified staffing.

**Closing Statement**

The University of Florida is committed to the ongoing, comprehensive and integrated processes through which it plans, allocates resources, and documents success in the provision of high-quality, efficient administrative support services to fulfill its mission. These processes are well established and highly successful, evidenced by the transformative improvements that result from the assessment, measurement, evaluation, and use of results to strengthen administrative support services. The university allocates significant resources to ensure that the administrative support services are provided to the highest degree possible. The administrative support provided by the university reflects its commitment to shared responsibility for the success of the university and its long-standing culture of academic excellence, research, and service. The university’s assessment processes synergize the responsible units to advance goal attainment and fulfill the university’s service mission, and through these processes and practices meets Comprehensive Standard 3.3.1.2, Institutional Effectiveness: Administrative Support Services.
3.3.1.3. Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida places education at the forefront of its mission with this statement: "Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels." The university is committed to providing the academic and student support services that ensure efficient and effective fulfillment of this mission. To that end, each unit offering academic and student support services establishes goals and plans actions to meet these goals for its programs and services, systematically assesses the extent to which they are attained, and uses the results of those assessments to improve services.

Within the organizational structure of the university, the primary responsibility for the oversight of academic and student support services lies with the Office of the Senior Vice President for Academic Affairs and Provost. As a direct report to Provost, the Vice President of Student Affairs operationalizes the monitoring, assessment, and improvement of academic and student support services at the institutional level. Additionally, each of the 16 colleges develop academic and student support services goals, action items, and resource allocations to meet these goals (as described in Core Requirement 2.5 and listed in the Effectiveness Documentation Plans in Table 2.5-3).

The missions of these institutional units align to support the university's mission and commitment to providing the highest quality academic and student support services possible. The mission of the Office of the Senior Vice President for Academic Affairs and Provost is to support and maintain the university's "research, graduate education, undergraduate education, its land grant tradition (including extension/outreach), and economic development through technology transfer, licensing, and new companies." The
mission of the Office of Student Affairs is to "provide comprehensive student services...and to educate the future workforce and to prepare them for becoming citizens."

These associated missions are operationalized to comport with the President's Strategic Work Plan principle #2: Strategic planning is a dynamic process and it must be sensitive to new opportunities, to changes in resources and conditions, and to new information; they are responsive to changing needs and economic conditions. Through their assessment and improvement of academic and student support services, these units work to fulfill Strategic Work Plan Goal 13, to "provide a wide range of excellent co-curricular/extra-curricular activities and student services to maximize students' development as outstanding scholars, leaders and citizens in Florida, the nation and the global community."

Similar to their associated missions, their goals and outcomes for academic and student support services advance the university mission. The primary goal of the Office of the Senior Vice President for Academic Affairs and Provost is to support and maintain "the quality of program instruction, collaborative research initiatives, and budgetary planning and priorities for academic programs". The Division of Student Affairs works to fulfill the Provost's goal with its long-term goal to "enrich student learning through leadership, service, engagement, and self-discovery resulting in a well-qualified, healthy, and broadly diverse citizenry and workforce." Each of these institutional units has specific action items (outcomes) for which there are measures, a timeline, assigned responsibility, and allocated resources to accomplish these goals.

**Institutional Effectiveness of Academic and Student Support Services**

The assessment of academic and student support services is an ongoing process overseen by these institutional units. The institutional effectiveness process for academic and student support services begins with planning - setting goals, planned actions and measures, setting a timeframe for the actions, identifying responsible individuals, and allocating resources. Then, data is gathered, reviewed, and used to modify and improve the services. All units responsible for academic and student support services have engaged in this process since their inception. Through 2011, the documentation of services and effectiveness processes was housed at the unit level. Beginning in the 2012-13 academic year, the university centralized the planning and reporting processes, and the units began submitting their Effectiveness Documentation Plans and reporting their results to the Office of Institutional Assessment.

The Division of Student Affairs is the primary provider of academic and student support services for the university. The Division places assessment as a fundamental process in its 2012-16 Strategic Plan. They state:

*Assessment is paramount to everything we do in Student Affairs. In order to continually improve programming, services and initiatives, Student Affairs assesses...*
satisfaction, effectiveness and outcomes. It is our gauge of quality and cost effectiveness, the basis for strategic and long-term planning, and the foundation for policy development and accreditation. We believe assessment should be the basis of sound decision making and continuous quality improvements.

The Division of Student Affairs plans its assessment initiatives in five broad areas of strategic focus:

- Student Learning & Engagement
- Global Understanding & Diversity
- Service Delivery
- Communication & Collaboration
- Resources: People, Finances, Technology, & Facilities

The Division has a diverse and representative Assessment Team that operationalizes its assessment initiatives and takes action based on the results of this work. As described in Core Requirement 2.5, the institutional effectiveness process synergizes a network of units and processes that are best suited to achieve goals in fulfillment of the university's mission. This narrative provides documentation and evidence of a sample of the academic and student support services that have been initiated, modified and improved at the University of Florida since its last reaffirmation of accreditation.

Effectiveness of Academic and Student Support Services

The following are examples of the assessment of institutional initiatives that led to the modification and improvement of academic and student support services from 2009-12. The sections are organized by year of initiation and the areas of strategic focus for the Office of the Vice President for Student Affairs.

Examples from 2009-2010

Area of Strategic Focus: Student Learning and Engagement
Goal: In collaboration with Academic Affairs, sponsor the first convocation for the first year students in August 2009

In Fall 2009, the department of New Students and Family Programs organized the first convocation for first year students in collaboration with the Office of the Provost to set academic expectations, build a sense of community, provide a learning opportunity and an official welcome to their university's community of scholars. The event serves as a shared first year experience for all 6400 first year students that welcomes students in to their campus community and scholastic program and is held at the O'Connell Center a few days prior to the beginning of Fall classes. Following Convocation each college then leads its own
breakout session directly after the large group event, most with their own deans in attendance. This event is also open to family members, and has grown to host 10,000 attendees. Student surveys provided a structured method for collecting feedback (see the 2010 and 2011 survey results). After the first year, improvements were made to the logistics of the flow of attendees. In 2010, the organizers added a peer-led oath of the university honor code and incorporated the author of the common reader book, which is given to each first year student during their summer orientation. In 2011, family members were specifically invited to attend Convocation and a new family reception afterwards to enhance engagement. In 2012, social media tools were used to provide additional student engagement opportunities regarding the event, the speaker, and the common reader book.

**Area of Strategic Focus: Resources (People, Finances, Technology, and Facilities)**

**Goal: Complete the Consolidation of the Counseling Center and the Student Mental Health Center by May 2010**

Two different providers of mental health support for students had evolved over the years at the University of Florida, with the Counseling Center under Student Affairs and the Student Mental Health Center under the Student Health Care Center and the College of Medicine. To better serve students and use resources, the two departments were consolidated into a new Counseling and Wellness Center (CWC) and were placed into a new building on Radio Road which opened September 2010. Both departments are made up of faculty, who provided their opinions about the future of the department and the consolidation process through a survey, and eventually wrote new bylaws for the new CWC. The consolidation saved the University of Florida approximately $700,000 in recurring state funds due to the restructuring of the organization. Additionally, the CWC has since implemented a system to measure effective psychotherapy treatment to students based on evidence based practice using the Behavioral Health Measure (see the Counseling and Wellness outcomes results for 2011-12).

**Examples from 2010-2011**

**Area of Strategic Focus: Student Learning and Engagement; Global Understanding and Diversity; Resources (People, Finances, Technology, and Facilities)**

**Goal: Complete the remodeling of offices in Peabody Hall by December 2010**

With the relocation of the Counseling Center staff to the new Counseling and Wellness Center building in September 2010, the third and fourth floors of Peabody Hall provided new opportunities for engaging students in the core of campus. Space was very limited for offices for Off Campus Life; Lesbian, Gay, Bisexual, and Transgender (LGBT) Affairs; and the Center for Leadership and Service who were located within the Dean of Students Office. New spaces were created in the top two floors of Peabody Hall for new offices for Multicultural and Diversity Affairs; Asian Pacific Islander Affairs (APIA); two resource rooms for student use (the Rainbow Room for LGBT students and APIA lounge); and new work space and offices for the Center for Leadership and Service, LGBT Affairs, and Off
Campus Life. Additionally, an outpost of the Counseling and Wellness Center was created as the Crisis and Emergency Resource Center to provide emergency walk-in crisis stabilization and a range of consultation and training services for UF faculty and staff. Peabody Hall provides new space for students to engage with each other, to gain leadership experiences, and to provide new population-specific space for diverse populations. Student usage of the open spaces is tracked and input is routinely gathered from users to improve the space usage and to provide resources (see the Post renovation usage statistics for Peabody Hall).

**Area of Strategic Focus: Resources (People, Finances, Technology, and Facilities)**

**Goal: Finalize the partnership with the University of Florida and Provident Resources Group/Capstone on the Continuum project by August 2010**

This public-private partnership was a new opportunity for Housing and Residence Education (HRE) to collaborate with the private sector in building a new residence facility for graduate and professional students called the Continuum Project. HRE refers graduate and professional students to this off campus facility and provides live-in staff and university safety amenities to residents. The partnership, signed August 2010, allowed the private sector to fully support the financial burden of this project. Accordingly, the Continuum project was built and opened in August 2011 for University of Florida graduate and professional students. The facility was 85% occupied by fall 2012.

**Examples from 2011-2012**

**Area of Strategic Focus: Student Learning and Engagement**

**Goal: Develop and implement a campus-wide exit survey for graduating seniors to collect data about future plans for graduate school and career and salary information by May 2012**

The Career Resource Center collaborated with the Office of the University Registrar and Institutional Planning and Research to begin collecting systematic data from students who are graduating from the University of Florida. The first survey was a voluntary survey without incentives for May 2012, and 56.5% of students completed the survey providing the university data about their future plans. Beginning with the August 2012 graduates, students were required to complete the survey to lift a hold on their records preventing access to their transcripts, with a 99.6% completion rate. These data have been used in reports to the Governor, the state Legislature, the Board of Governors, the University of Florida Trustees, deans of colleges, and have been made publicly accessible on the Institutional Planning and Research site (see the Career Survey Results Usage data and the Grad Survey Report 2013). The Career Resource Center has used the results to:

- Determine the percentage of graduates who received jobs and assess how the University of Florida compares with similar institutions.
• Create effective student and employer programs, as well as outreach initiatives that resulted in higher percentages of students who used the Career Resource Center to find employment (data indicates that each semester more students use the Career Resource Center to secure employment).

• Accurately depict the facts of employment after graduation from the University of Florida (for example, data shows that over half of all graduates secured jobs each semester as early as two weeks prior to graduation).

*Area of Strategic Focus: Resources (People, Finances, Technology, and Facilities)*

*Goal: The Reitz Union Renovation and Construction Project: Develop and implement strategy for long-term needs of building by May 2012*

Built in 1967, the Reitz Union serves more than 20,000 people each day and has significant use by students and student organizations as well as faculty and staff and visitors to the university; by the 2010s, it became critically apparent that the building needed to be upgraded and expanded to better accommodate the contemporary student body. A proposed renovation project included the construction of a new 100,000 square foot multilevel structure, and renovation of up to 50,000 square feet of the existing building to provide better union space for students. The Reitz Union renovation and construction project gained new financial resources during 2011-12 from the University Fee Committee, which recommended adding new funding from the Activity and Service Fee to create a building fund for the project to be maximized through a 30-year bond. That decision, approved by the Board of Trustees at their December 2011 meeting, provided the financial support to initiate the plans for adding 100,000 square feet of student space and renovating the current student union. Additionally, student leaders gathered more than 5,000 student signatures in support of the project in 2011-12. During 2012-13, significant amounts of student input were gathered by the leadership team and plans were drafted by the architects. The demolition of a portion of the Reitz Union began in June 2013 and the facility will be completed in August 2015.
Closing Statement

The University of Florida is committed to the ongoing, comprehensive and integrated processes through which it plans, allocates resources, and documents success in the provision of high-quality academic and student support services to fulfill its educational mission (see the 2012-14 Division of Student Affairs goals). These processes are well established and highly successful, evidenced by the transformative improvements that result from the assessment, measurement, evaluation, and use of results of academic and student support services initiatives. The university allocates significant resources to ensure that the academic and student support services provided are of the highest quality possible and reflect the shared responsibility for the success of the university and its long-standing culture of academic excellence, research, and service. The university’s assessment processes synergize the responsible units to advance goal attainment and fulfill the university’s mission, and through these processes and practices meets Comprehensive Standard 3.3.1.3, Institutional Effectiveness of Academic and Student Support Services.
3.3.1.4 Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida places research as a fundamental component of its mission with this statement:

Research and scholarship are integral to the educational process and to the expansion of our understanding of the natural world, the intellect and the senses... teaching, research and scholarship, and service span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.

The university has a long-standing commitment to enabling, supporting, and disseminating research to ensure efficient and effective fulfillment of this mission. To that end, each unit engaged in research establishes goals and plans actions to meet research goals, systematically assesses the extent to which they are attained, and uses the results of those assessments to improve and strengthen the research enterprise.

The research enterprise at the University of Florida is significant and its impact is vast. Total research award dollars increased from $478,427,417 in 2005 to $623,675,107. Cumulative research funding from 2005-2012 - inclusive of grants, contracts, and gifts - is $4,673,165,045. Active projects have also increased from 6,107 in 2005 to 9,169 in 2012.

Within the organizational structure of the university, the primary responsibility for the oversight of research lies with the four Senior Vice Presidents: the Senior Vice President and Chief Operating Officer, the Senior Vice President for Health Affairs, the Senior Vice
President for Agricultural and Natural Resources (IFAS, the Institute for Food and Agricultural Sciences), and the Senior Vice President of Academic Affairs and Provost. The Vice President for Research is a direct report to the Chief Operating Officer and interfaces with each of the Senior Vice Presidents on relevant research matters. The Vice President for Research operationalizes the monitoring, assessment, and improvement of research policies and practices and the advancement of the research enterprise at the institutional level. Additionally, each of the 16 colleges develops research goals, action items, and resource allocations to meet these goals (as described in Core Requirement 2.5 and listed in the Effectiveness Documentation Plans in Table 2.5-3). The faculty who oversee each of the 285 graduate educational programs also set research expectations and outcomes for their students in their Academic Assessment Plans (described in Comprehensive Standard 3.3.1.1).

The missions of these institutional units align to support the university’s mission and commitment to research. The relationship of these unit research missions to the university research mission is shown in Figure 3.3.1.4-1. These associated missions are operationalized to comport with the President’s Strategic Work Plan principle #2: Strategic planning is a dynamic process and it must be sensitive to new opportunities, to changes in resources and conditions, and to new information; they are responsive to changing needs and economic conditions.

Through their assessment, evaluation, and modification of research services and monitoring of research activity, these units work to fulfill the following Strategic Work Plan Goals:

- **Goal 16**: Lower class sizes in areas where large class sizes are especially detrimental to the pedagogical goals of those classes, improve the adviser/student ratio, provide students with opportunities to develop research and writing skills, and enhance academic support for students.

- **Goal 26**: Given the central importance of the libraries to the research and teaching missions of the university, develop a separate strategic plan specifically devoted to long-range planning to meet future needs for library resources and facilities, and bring library resources at the university in line with top ten public AAU universities.

- **Goal 28**: Develop faculty resources specifically in the arts and humanities by providing a supportive research environment to increase faculty productivity; recruiting and retaining the best faculty possible in the arts and humanities and; developing a plan to build the size of arts and humanities programs to achieve parity with top ten public AAU institutions.

- **Goal 30**: Enhance existing and develop new programs to promote international research, teaching and study abroad and exchange programs.

- **Goal 32**: Identify where there is fragmentation in research and teaching programs in the biological sciences at the university and introduce coordinated training in biology as a way of addressing it.
- **Goal 33**: Develop a plan to achieve leadership in fields in the life sciences selected to match the strengths of the university and its partners by sharing talents and resources of the colleges and units involved in life sciences and focusing and coordinating their research efforts.
- **Goal 34**: Strengthen the faculty and programs in the areas of cancer and genetics, bio-nanoscience, life science and emerging pathogens in conjunction with completion of the Cancer and Genetics Research Complex, the Nanoscale Research Facility, the Biomedical Sciences Building and the Pathogens Research Facility.
- **Goal 36**: Continue and strengthen the university’s activities to generate and to promote renewable energy technologies through integrated research, education and training.
• **Goal 37:** Strengthen the IFAS statewide network of extension, research and academic programs to continue to be relevant and to provide science-based solutions to Florida's citizens.

• **Goal 38:** Increase extramural funding and scholarly productivity for agricultural research, extension and academic programs that span basic discovery, innovation and application.

• **Goal 39:** Develop a staffing plan and a coordinating plan for the participation of faculty in nanoscale science and technology research in conjunction with completing construction of the Nanoscale Research Facility.

• **Goal 40:** Develop a plan for assessing the impact of anthropogenic nano-compounds and materials on health and environment, including attention to research on natural nano-materials.

• **Goal 41:** Continue to expand the university’s activity in space science and look for ways to increase interdisciplinary research and collaboration in this area.

• **Goal 42:** Strengthen the educational and research facets of professional programs and colleges, with special emphasis on interdisciplinary endeavors, as appropriate.

• **Goal 46:** Assist the state to improve the pre-K to 20 educational system through research, demonstration programs, outreach with school districts, community agencies, other higher education institutions and training more educators and teachers, especially in high need areas.

• **Goal 47:** Improve the health and well-being of children and families through research, education and service. Promote interdisciplinary approaches to complex health and social problems facing children and families.

Each of the Senior Vice Presidents sets research goals that advance the University Strategic Work Plan goals and the mission, and the Vice President for Research provides the services and structures to meet those goals. The alignment of the research goals of these units with the research-specific President’s Strategic Work Plan Goals are shown in Table 3.3.1.4-1. The Area titles are linked to the current Effectiveness Documentation Plan for each unit.

**Institutional Effectiveness Process for Research**

The assessment and evaluation of research activity is an ongoing process overseen by these institutional units. The institutional effectiveness process for research begins with planning - setting goals, planned actions and measures, setting a timeframe for the actions, identifying responsible individuals, and allocating resources. Then, data is gathered, reviewed, and used to modify and improve the services. All units responsible for research have engaged in this process since their inception. Through 2011, the documentation of services and effectiveness processes was housed at the unit level. Beginning in the 2012-13 academic year, the university centralized the planning and reporting processes, and the units began submitting their Effectiveness Documentation Plans and reporting their results to the Office of Institutional Assessment.
### Table 3.3.1.4-1. Alignment of Area Research Goals with the President’s Strategic Work Plan

<table>
<thead>
<tr>
<th>AREA</th>
<th>AREA RESEARCH GOALS</th>
<th>ALIGNED STRATEGIC WORK PLAN GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Vice President, Agricultural and Natural Resources</strong></td>
<td>Identify and invest in high impact areas for UF/IFAS that align with the University of Florida and UF/IFAS' current position, the research environment and social and academic concerns. Develop multi-disciplinary solutions for issues that affect sustainability of agriculture, natural resources, and human well-being.</td>
<td>16, 30, 33, 36, 37, 38, 40, 46, 47</td>
</tr>
<tr>
<td><strong>Senior Vice President, Chief Operating Officer</strong></td>
<td>Ensure integrity of the university's operations via audits. Support the academic and research missions by monitoring and maintaining facilities (classrooms, labs). Support the academic and research missions by providing state of the art technology and technology support. Facilitate research results transfer for the public good and to support the economy. Enable the university to reach its research mission, vision and goals.</td>
<td>28, 33, 34, 41</td>
</tr>
<tr>
<td><strong>Senior Vice President and Provost, Academic Affairs</strong></td>
<td>Pursue &quot;top 10&quot; public status to elevate the university's performance and national standing, hire new faculty to strengthen its research and teaching portfolio. Plan, manage and implement new educational and research information systems to capitalize on efficiencies, competencies and economies of scale.</td>
<td>16, 28, 30, 41, 42, 46, 47</td>
</tr>
<tr>
<td><strong>Senior Vice President, Health Affairs</strong></td>
<td>Open and make fully operational the Lake Nona Academic and Research Building (Lake Nona) and the Clinical and Translational Research Building (CTRB) to further expand academic and scientific collaborations across the health sciences. Grow total sponsored research funding and National Institutes of Health (NIH) funding at a rate greater than our peers to support the 5-year goal of achieving national leadership in research.</td>
<td>16, 30, 33, 34, 39, 40, 47</td>
</tr>
</tbody>
</table>
Effectiveness of Research

As described in Core Requirement 2.5, the institutional effectiveness process synergizes a network of units and processes that are best suited to achieve goals in fulfillment of the university’s mission. This narrative provides documentation and evidence of a sample of institution-level research initiatives that have been planned, measured, modified and that led to improvements at the University of Florida since its last reaffirmation of accreditation. We also present one current project, UFirst, that is designed to increase research efficiency and productivity.

Institute for Food and Agricultural Sciences (IFAS)

The University of Florida’s Institute for Food and Agricultural Sciences (IFAS) is a federal-state-county partnership dedicated to developing knowledge in agriculture, human and natural resources, and the life sciences, and enhancing and sustaining the quality of human life by making that information accessible. In April 1964, Florida’s governing body for higher education (the Florida Board of Control) created the Institute of Food and Agricultural Sciences by reorganizing UF’s College of Agriculture, School of Forestry, Agricultural Experiment Station, and the Cooperative Extension Service into a single unit.

IFAS provides research and development for Florida’s agricultural, natural resources and related food industries, which in 2010 made value-added contributions of $108.7 billion to the gross domestic product of the state economy. The long-term research goals of the unit are:

- Identify and invest in high impact areas for UF/IFAS that align with the University of Florida and UF/IFAS' current position, the research environment and social and academic concerns, and
- Develop multi-disciplinary solutions for issues that affect sustainability of agriculture, natural resources, and human well-being

To meet these goals, the IFAS convened series of retreats in 2008-09 and published its Research Road Map to frame and guide its research for the "next 10-20 years." The process was extensive, thorough, and well planned. To address the identification of high impact areas, each unit developed a vision of a Research Road Map applied to their particular department or research and education center; these were guided by a set of common questions. While all of the units had unique goals and needs, common themes were found across the research opportunities the units envisioned. The science of integration was one such theme: the desire to integrate with other disciplines and utilize shared research goals. Other common themes included sustainability, human and animal ecosystems and interactions, and the impact of urbanization. To meet address their goal to develop multi-
disciplinary solutions, faculty were convened to discuss the combined road maps and identified three areas of multi-disciplinary research.

The IFAS Research Road Map planning process has continued, and the faculty reviewed and modified the 2009 Research Road Map and published the Research Road Map Update in July 2013. Here is the timeline of the IFAS Research Road Map process from 2008-2013:

- 2008-2009 Strategy, Planning and Development of unit visions and plan for multi-disciplinary research
- Sept. 2009 Publication of “UF/IFAS Research Road Map Executive Summary”
- 2012-2013 Strategy, Planning and Development of unit vision Road Map update
- July 2013 Publication of “UF/IFAS Research Road Map Update: Unit Vision”

IFAS measures its research success annually with metrics for grants, high impact publications, and patents and licenses. The latest data available is for the year 2010-11, shown here in the aggregate for the ten-year period from 2001-2011. These data are used to award and recognize faculty and to guide investment - such as new plant variety investment or research for finalizing a patent application. The IFAS high impact faculty publications for 2012 and 2013 evidence the research in the multi-disciplinary areas outlined in the Research Road Map. IFAS’s commitment to the state of Florida is also evidenced in its plant breeding program for new plants in Florida, and documents the results of faculty research as they continue to work to meet their institutional research goals.

IFAS continues to be a leading agricultural research entity in Florida, the nation, and the world. By establishing clear research goals, engaging in faculty-led long-term research planning, measuring research success both quantitatively and qualitatively, and using the results of their measures to modify future research investments and outcomes, they clearly demonstrate institutional effectiveness.

Office of the Vice President for Research

The Office of the Vice President for Research operationalizes the research enterprise of the university, works to fulfill the goals of the President's Strategic Work Plan, and provides essential data on research activities. The Vice President oversees the following areas:

- The Division of Sponsored Programs
- Research Compliance
- Program Development
- Research Communications

The metrics tracked by the Office of Research are:

- number of proposal submissions
- number of awards received
- number of new awards received
- number of continuations or supplementals
- grant and contract dollars awarded
- gifts for research
- total sponsored research funding
- number of projects active during the fiscal year
- number of faculty receiving awards
- sponsors

The 2005-2012 data for these metrics are summarized here. The Office analyzes trends in these data, and uses them to sets goals and project future targets for funding, and research and development (R & D) expenditures. As reported in Core Requirement 2.5, the university submits Annual Work Plans to the State University System Board of Governors. In these Annual Work Plans, the Office of Research reports in detail on research funding and expenditures, and projects future goals. For example, in the university’s 2013-14 University Work Plan, the Vice President reports that the 2011-12 actual research expenditures were $740 million, and estimates the 2012-13 expenditures will be $697 million (due to anticipated reduced Federal funding because of the sequester). These data were used to project 2013-14 goals of $662 million and a 3-year goal for 2015-16 of $681 million.

**Centers and Institutes**

The University of Florida currently operates a total of 177 Active Centers and Institutes that serve as primary research generators. Their operation and evaluation is critical to the effectiveness of the university’s research enterprise and the fulfillment of its research mission.

All Centers and Institutes submit annual reports to Board of Governors using the board’s ExpertNet online reporting system. Additionally, university guidelines require that all Centers and Institutes undergo an institutional evaluation on a cyclical basis. The Senior Vice President for Academic Affairs and Vice President for Research evaluate each State of Florida Center/Institute every three years; these are reported in the Annual Accountability Reports submitted to the Board of Governors. Deans evaluate the University of Florida Centers/Institutes assigned to their respective colleges every five years, and these are reported to the Office of Institutional Research, Planning, and Evaluation.

State of Florida Centers and Institutes are regulated by the Board of Governors and evaluated both quantitatively and qualitatively for their research, collaboration, and...
economic development effectiveness. Quantitative evaluation is based on a data for a specific set of metrics that is tracked annually. Qualitative evaluation is done in narrative form, and provides context for interpreting the quantitative data and describing the impact of the center or institute's research. For example, the 2011-12 Annual Accountability Report presents the evaluations of the Florida Institute for Sustainable Energy (FISE) Technology Incubator, Center of Excellent for Regenerative Health Biotechnology, and the Center for Nano-Bio Sensors. In each of these evaluations, the metrics are presented both in cumulative form (from the start date of the center to the present) and for the fiscal year of the report. These reports are provided here:

- FISE Technology Incubator Evaluation
- Center for Excellent in Regenerative Health Biotechnology Evaluation
- Center for Nano-Bio Sensors Evaluation

The deans evaluate the university centers and institutes every five years. Evaluations focus on the mission and stated objectives of the Center/Institute, provide a brief critical review and evaluation of the Center/Institute’s progress within the context of UF’s mission of research, education, and service; and where possible, to the strategic goals of the Florida Board of Governors as outlined in their strategic plan. The evaluators also address a set of criteria highlighted here, from which s/he can select those that are most relevant to the center or institute under evaluation. S/he may also address additional criteria of their choice. Here are the evaluations for an entire five-year cycle, from 2009-2013:

- 2009 Centers and Institute Evaluations
- 2010 Centers and Institute Evaluations
- 2011 Centers and Institute Evaluations
- 2012 Centers and Institute Evaluations
- 2013 Centers and Institute Evaluations

The Vice President for Research (or designee) reviews each Dean’s evaluations of their respective university centers/institutes and makes a recommendation for its continued operation. Annual reports submitted by each university center/institute to the Board of Governors are used as a component of the evaluation. The Vice President for Research and the Provost complete the evaluations by reviewing the dean’s evaluation in combination with the annual reports submitted to the Board of Governors. The Vice President for Research and Provost follow university guidelines when a center or institute is not recommended for continued operation and disbanded.

**UFIRST - University of Florida Integrated Research Support Tool**

To address its goals to increase research funding, increase effectiveness and integration of services, increase volume and quality of competitive application submissions, and maintain compliance with university, State of Florida, and Federal rules for sponsored research expenditures, the Office of Research announced on July 8, 2013 that it is leading a major
new project to review and significantly improve the way it and other central university resources perform and support the business of sponsored research administration institution-wide. The project goals are (1) to improve systems and processes, as well as assign resources to important and supportive functions, and (2) provide faculty and staff with coordinated and enhanced support in the business of securing and managing sponsored projects by identifying and replacing business practices that are inefficient and ineffective.

The scope of the project spans the processes and requirements from proposal development through project closure. The following processes and requirements are to be reviewed:

- Development of sponsored program budgets
- Routing of internal & limited applications as well as applications and agreements for external support
- Collection of post-submission documentation, revisions, and updates such as National Institutes of Health Just-In-Time requests and National Science Foundation revised budgets
- Tracking of proposal status and agreement or award negotiations
- Collection of award information (including obligated funding, effort commitments and award conditions)
- Document management, sharing and security requirements
- Integration of award and project data into PeopleSoft Financials
- Interfaces with compliance data systems
- Reporting requirements
- Security requirements

The anticipated output of this project is a new integrated system, the *University of Florida Integrated Research Support Tool (UFIRST)*. The outcome of the project is expected to be improved research administration processes throughout the proposal and award lifecycle. The tool is anticipated to efficiently route proposals and related documents, ensure compliance with all appropriate rules and regulations, collect information, present information to stakeholders for approval, and provide user-friendly systems for tracking and reporting pertinent information.

The project engages several core teams whose members represent research administrative staff from across the institution and liaise with their respective units regarding the project. Their input and feedback is used to review and recommend modifications and improvements in the processes and system requirements that best meet unit business needs. The overall business review and subsequent technology necessary to implement is expected to result in:

- Identification and application of best practices through stakeholder engagement to facilitate time savings and create capacity for growth,
• Intuitive web-based self-service application that is configured to facilitate best practices,
• Business intelligence tools to facilitate dashboard and point in time access to critical information. Additional reporting needs facilitated through user friendly reporting, extraction and analysis tools,
• Improved integration and interfaces with other systems, specifically compliance systems, and
• Optimized use of advanced technology with the understanding that meeting needs years in to the future must be considered now.

At the time of this report, demonstrations of peer processes have already begun. The requirements collection and business process redefinition sessions with the core team are scheduled through August 2013. Faculty fora and larger town hall sessions are planned in August 2013, and a proposed set of redefined processes should be available for approval by the Executive Sponsors mid-September 2013. A review of current systems capability to meet those requirements is scheduled to be completed mid-October 2013.

The Office of Research plans, assesses and evaluates is operations, and uses the results of its assessments to improve research efficiency, productivity, administration, and dissemination. By setting goals, taking appropriate actions to address those goals, monitoring and measuring its actions, and using this data to modify and improve its operations, the Office works to fulfill the university's research mission. The Office demonstrates institutional effectiveness through the annual collection and dissemination of university research data, the use of these data to set targets for future research funding and expenditures, the ongoing evaluation of centers and institutes, and the initiation of the UFIRST project.

**Closing Statement**

The University of Florida is committed to the ongoing, comprehensive and integrated processes through which it plans, allocates resources, and documents success in the production of high-quality research to fulfill its educational mission. These processes are well established and highly successful, evidenced by the transformative improvements that result from the assessment, measurement, evaluation, and use of results to strengthen research the university. The university allocates significant resources to ensure that the research enterprise is enabled and supported to the highest degree possible. The research enterprise reflects the shared responsibility for the success of the university and its long-standing culture of academic excellence, research, and service. The university’s assessment processes synergize the responsible units to advance goal attainment and fulfill the university’s research mission, and through these processes and practices meets Comprehensive Standard 3.3.1.4, Institutional Effectiveness of Research.
3.3.1.5. Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

**Judgment**

- Compliance  [✓]  Partial Compliance  [ ]  Non-Compliance  [ ]  Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida identifies service as a fundamental component of its mission with this statement:

*Service reflects the university's obligation to share the benefits of its research and knowledge for the public good. The university serves the nation's and the state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce... These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life.*

The university has a long-standing commitment to service to ensure efficient and effective fulfillment of this mission. Each unit establishes goals and plans actions to meet service goals, systematically assesses the extent to which they are attained, and uses the results of those assessments to improve their service to the state and nation.

Service at the University of Florida constitutes a significant commitment of time and effort. Each of the full-time faculty commits a portion of her/his work to service, as determined appropriate by their deans. At the time of this report there are 348 public service and outreach programs at the University of Florida. Community service takes on many forms, including but not limited to service to the public schools, health care for medically underserved populations, outreach via public media, IFAS extension, and civic engagement at all levels.
The Vice President for University Relations operationalizes the monitoring, assessment, and modification of community service activities at the institutional level. The Vice President for University Relations reports directly to the President and interfaces with each of the Senior Vice Presidents on relevant community/public service matters. Within the organizational structure of the university, the primary responsibility for the oversight of community/public service lies with university's colleges and vice presidential units. These units are overseen by the four Senior Vice Presidents, who support the units' community and public service activities through their administrative services. Each of the 16 colleges and the 13 non-academic units develop service goals, action items, and resource allocations to meet these goals and monitor them as appropriate for their unit (as described in Core Requirement 2.5; each unit’s community service goals and activities are presented in the Effectiveness Documentation Plans shown in Table 2.5-3).

The missions of all university units align to support the university’s mission and commitment to community and public service. These associated missions are operationalized to comport with the President’s Strategic Work Plan principle #2: Strategic planning is a dynamic process and it must be sensitive to new opportunities, to changes in resources and conditions, and to new information; they are responsive to changing needs and economic conditions. The university’s community service activities relate directly to goals in the university’s Strategic Work Plan and to goals set by the units in their annual effectiveness documentation plans.

**Effectiveness of Community and Public Service**

The broad array of community service activities at the University of Florida is represented in this narrative. Service goals are set by all units to be appropriate for their unit mission and purposes, and are assessed to determine the degree to which the services have been effective using methods that meaningfully measure the goal. In this narrative, we document a representative sample of the significant community and public service activities led by the faculty, staff, and administration of the university and describe their effectiveness processes.

**The Office of the Vice President for University Relations**

The Vice President for University Relations oversees the offices of Marketing and Public Relations, Community Relations, and Government Relations. The Office of University Relations has set three primary unit goals:

1. Enhance the national and international image, reputation and brand of the University of Florida through effective marketing, media relations and public affairs.
2. Provide leadership and build effective relationships with internal and external stakeholders to generate additional support and resources for the university’s educational, research and service missions.
3. Link the global community with university resources to enhance quality of life for those touched by UF.

The Office of University Relations operates a number of community service activities to fulfill these goals in support of the university's service mission, three of which are presented here. To support the service missions of the university units, the Office of Community Relations website serves as an information source for the University of Florida community. This website contains a separate web page that provides links to all community outreach efforts on campus. Each college or relevant unit maintains its own page showing the unit's outreach programs and activities, and the office's page provides all available links in one location.

**UF Campaign for Charities (UFCC)**

To fulfill its goal #3 to "link the global community with university resources to enhance quality of life for those touched by UF", the Vice President holds an annual Campaign for Charities for employee donations to the United Way. The campaign is led by a planning committee that plans the campaign and measures its success in terms of the dollars raised. The campaign set its 2012 goal at $1 million, and raised $1,022,482.41 in 2012, exceeding its goal. The campaign has set its 2013 goal also at $1 million. The University of Florida has exceeded the giving of its Southeastern Conference peers each year since 2008.

The campaign undergoes an annual review and evaluation. At the end of each campaign, the planning committee reviews the campaign structure, execution and results to improve the next year's campaign plan. Based on this review, the committee sets the new campaign goal for the next year. The campaign staff also meets with participating agencies to give campaign tips and get feedback on issues. All data is used to future campaign goals and structure – and to make campaign meetings and events more productive for the agencies and our volunteers. For example – we have improved communication between our agencies and our fiscal agent based on feedback. Maintaining an excellent campaign helps the university fulfill its mission "...to advance by strengthening the human condition and improving the quality of life."

**Eye Opener Discovery Breakfasts**

To further fulfill its goal to enhance the national and international image, reputation and brand of the University of Florida, the Office holds monthly breakfasts for university and community leaders featuring university and community speakers. The purpose of these meetings is to provide an opportunity for interaction between university and community leaders and to raise awareness of university research, educational activities, and issues of importance in the community. Invitees are surveyed in May regarding their overall satisfaction with the previous year’s breakfast location, time, speakers, etc.; they are also asked to recommend future speakers. Survey results are used to review and potentially
modify the breakfast structure and to assure participant interest in future speakers (see the Eye Opener Discovery Breakfast 2013 survey results here). The review of survey data review led to the modification of the breakfast price point; the data is also used to develop speaker lists for the coming year.

*Orange and Blue Plate Lunches in Tallahassee*

The further fulfill its goal #1 to enhance the national and international image, reputation, and brand of the University of Florida, the Office also holds a quarterly luncheon in the state capitol, Tallahassee. This luncheon provides an opportunity for interaction between UF and those in government and government related roles and to raise awareness of UF research and educational activities. The attendees are surveyed on their overall satisfaction with the luncheon location, time, speakers, etc.; they are also asked to recommend future speakers. The Office has also formed an advisory committee of attendees to provide guidance on speakers and for assistance in building their invitation database. Survey results are used to review and potentially modify the lunch structure and to assure participant interest in future speakers (see the Orange and Blue Plate Luncheon 2013 survey results here).

The Office of the Vice President for University Relations is committed to the service mission of the university. The Office sets annual goals for its service activities, gathers data on its goal achievement, and uses this data to modify and improve its services and to develop goals for the next academic year.

*Institute for Food and Agricultural Sciences (IFAS) Extension*

The University of Florida is one of two land-grant universities in the state of Florida, and the Institute for Agricultural Sciences (IFAS) is charged with the fulfillment of the university's land-grant mission. A core principle of the land-grant mission is service, and the Institute for Agricultural Sciences serves the state of Florida and fulfills this mission through its integrated system of county cooperative extension offices and research and education centers known collectively as IFAS Extension. IFAS Extension fulfills the mission of the Institute for Food and Agricultural Sciences to "provide research and development in support of Florida's agriculture, natural resources and related food industries," and the university's mission to "lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...and strengthen the human condition and improving the quality of life."

IFAS Extension is one of the university's primary and most widely known, publicly acclaimed service providers, and its reach is vast. Its cooperative extension offices extend to each of Florida's 67 counties, and its 19 research and education centers span the state. The IFAS Extension Electronic Document Information Source provides Floridians access to over 7,500 IFAS publications, which include curricula, handbooks and guides, and series. IFAS Extension has set the following long term goals:
• Identify and develop high-priority programs that address Florida’s economic, social, and environmental issues
• Maximize organizational efficiency and effectiveness
• Invest in UF/IFAS Extension’s human capital
• Increase the visibility and demonstrate the impact of UF/IFAS Extension

IFAS Extension also directly addresses two of the university’s Strategic Work Plan goals:

• Goal 37. Strengthen the IFAS statewide network of extension, research and academic programs to continue to be relevant and to provide science-based solutions to Florida’s citizens, and
• Goal 38. Increase extramural funding and scholarly productivity for agricultural research, extension and academic programs that span basic discovery, innovation and application

To meet these goals, the IFAS Extension convened series of retreats in 2011-12 and published *Shaping Solutions for Florida’s Future: The UF/IFAS Extension Roadmap 2013–2023* in August 2012 to frame and guide its extension service for the next decade. The process was extensive, thorough, and well planned. Here is a brief chronology of the developmental process:

• January 2011 - Steering Committee formed
• January-June 2011 - "Listening" meetings with constituents in all of Florida’s 67 counties, department faculty, and other stakeholders
• July 2011 - IFAS Extension Administration Leadership Team held a retreat to summarize the programmatic issues heard in the meetings
• October 2011-February 2012 - Road Map was drafted and revised
• March 2012 - the Roadmap final draft was reviewed by the IFAS faculty; all-faculty summit meeting held March 26-30
• August 2012 - the Roadmap was published and released

The IFAS Extension Road Map planning process has continued, and the faculty participated in seven summit meetings throughout the first half of 2013 that centered on specific teamwork and planning activity relative to the seven programmatic initiatives in the Roadmap. These seven initiatives are operationalized with key statewide priorities that clearly identify the actions needed to fulfill the initiatives.

IFAS Extension significantly impacts the economy of every county in the state, and it measures that impact periodically (see *Economic Impacts by County*). IFAS Extension service goals are measured in a manner appropriate to those goals, monitors and measures them annually and uses this data to identify successes and areas for improvement in its services.
The annual report summaries are provided here:

- 2008-09 IFAS Extension Data Summary
- 2009-10 IFAS Extension Data Summary
- 2010-11 IFAS Extension Data Summary
- 2011-12 IFAS Extension Data Summary

IFAS Extension is dedicated to service to the state, and it is committed to the assessment, measurement, and evaluation of its services and the use of this evaluation to improve its services. The long and successful history of this service, its vast impact on the state's economy, and its highly regarded reputation across the world are evidence of its effectiveness.

**Media Properties: The College of Journalism and Communications**

Each college at the University of Florida conducts activities in support of the university's service mission to "strengthen the human condition and improve the quality of life." A critical component of the service mission of the College of Journalism and Communications (CJC) is accomplished through its Division of Media Properties. These properties include WUFT-TV, a full-power digital PBS television affiliate, WRUF-TV, a full-time local news, weather and Gator sports television channel, WUFT-FM, a top-rated full-power National Public Radio FM radio station and commercial radio stations WRUF-AM (ESPN850) and WRUF-FM, a 100,000 watt full-power country-formatted radio station.

**WUFT FM: Improving Programming to Better Serve the Community**

WUFT-FM, a public-radio station, is one of the most important media properties in the College and one that provides recognized public and community service. WUFT covers a wide listening area, which includes Inverness, Alachua, Union, Bradford, Gilchrist, Levy, Marion, Putnam, Clay, Columbia, Lafayette, and Dixie Counties. Sister station WJUF simulcasts to Sumter, Hernando, Citrus, and Pasco counties. For many years the station's format emphasized classical music, interspersed with some NPR and local news content. However feedback from Advisory Council members, industry leaders, and management professionals in public and commercial broadcasting, suggested WUFT's format was out-of-date and inconsistent with the station's service mission to provide news and public affairs information. Audience data suggested that listenership declined nearly 70 percent when the station switched from news and public affairs programming to music.

Data were collected from 2007-2009 (the process is summarized here). After careful analysis and planning, the new WUFT-FM and its sister station, WJUF-FM, dramatically expanded news and public affairs programming beginning in August 2009. The new format provided previously unavailable content, including national and local news and public affairs programs such as “On Point,” “Talk of the Nation,” “The Diane Rehm Show,”
“Marketplace” and the student-produced “Front Page on the Air.” The new format also permitted more segments of “Morning Edition” and “All Things Considered.” These and other newly added programs provided invaluable information to North-Central Florida residents. In addition, WUFT increased its mid-day, evening and weekend local news programming in an effort to provide listeners more in-depth information about their communities.

Expanding news coverage is consistent with both the educational and service missions of college, and the community’s response has been overwhelmingly positive. Additionally, to ensure that listeners of classical music from prior years continued to have access to this format, the college launched a round-the-clock classical music station on its HD2 channel. Additionally, its HD3 channel broadcasts content primarily of interest to Spanish-language listeners in North Central Florida. The college provided information to the public about these changes and the reasons for these changes.

Continuous Improvement of Media Properties to Meet the University’s Service Mission

The college's media properties continue to expand and improve community service. In 2013, the college launched the Florida Public Radio Emergency Network (FPREN), a new statewide initiative that serves every Floridian through state-of-the-art weather forecasting and coverage and emergency management coordination at the local, regional, state and national level. The FPREN is hosted by WUFT-FM and coverage for each of Florida’s 13 full-power public radio stations began in August, 2013. The initiative includes content developed for radio, online and social media. Through the partnership with the State of Florida’s Division of Emergency Management, this alliance distributes critical information to millions of Floridians who may be affected by developing or impending severe weather. Information related to planning, emergency event conditions and evacuations, and volunteer and service opportunities, are also a critical component of the FPREN project.

To further fulfill its service mission and to address its goals to (a) revise and update all curricula to reflect the 21st century digital media landscape and (b) to facilitate greater collaboration among college units, including departments and the multimedia properties, the college opened its new state of the art Innovation News Center (INC) in summer 2013. At the time of this report, the INC is one of only three newsrooms operating in the Gainesville-Ocala, Florida region and the only local radio news operation in the region. In addition to its fulfilling its service mission by offering high-quality integrated (radio, TV, Web, and social media) news content, the INC also serves an important educational mission as a state-of-the-art training ground for the College’s Journalism and Telecommunications majors.

The college’s Division of Media Properties is routinely recognized for excellence and service to the public, and this recognition serves as an external evaluation of the quality of the public and community service the college provides. The more than 120 awards received by
the media properties and various professional and student journalists since 2012 evidence the high quality of the college’s public media efforts.

UF Health: Meeting the Needs of the Medically Underserved

The Office of the Senior Vice President for Health Affairs oversees the six medical colleges of the university - the College of Medicine, the College of Pharmacy, the College of Nursing, the College of Dentistry, and College of Public Health and Health Professions, and the College of Veterinary Medicine - and the academic medical center they constitute, the UF Health Science Center (formerly UF & Shands). In the Health Affairs 2010 Strategic Plan, the Senior Vice President clearly commits the area to community service:

Although clinicians are typically trained to focus attention on the prevention or treatment of disease one patient at a time, ultimately the goal of our research, educational and direct clinical efforts is to improve the overall health and quality of life for people and communities throughout the region we serve.

Each of the six colleges that comprise the University of Florida’s Health Science Center and their associated institutes and centers have clear missions for service that support the university’s service mission. They also address the following goals in the university’s Strategic Work Plan, which address health-related community service directly:

- Goal 45: Maintain and strengthen the system of clinics and hospitals and strengthen the Shands HealthCare (now UF Health) partnership
- Goal 47: Improve the health and well-being of children and families through research, education and service. Promote interdisciplinary approaches to complex health and social problems facing children and families, and
- Goal 48: Enhance faculty, resources and interdisciplinary connections between relevant units to address the social, medical and legal aspects of aging.

To meet these strategic work plan goals and to fulfill the university and unit missions for service, UF Health provides community health services through its community programs.

Each of the colleges also sets goals for community service and measures these goals in the manner best appropriate for the goal. For example, the College of Medicine reports its 2013-14 service activities and their outcome metrics as:

- "Pipeline programs" starting with high school students from disadvantaged backgrounds and undergraduates at UF.
  - Outcome metric: number of students entering college, graduate or professional schools.
- Continuation of a high school teacher science development program for teachers from economically disadvantaged communities to provide them with tools and
allow them to develop expertise in developing educational programs for their students.
  o Outcome metric: the number of new programs instituted in high schools by graduates of the program.

• An early medical school admissions program for students who are committed to serving medically underserved populations. These students are accepted in junior year, and in senior year complete community service activities as well as a course in research and a course in current topics in health equity.
  o Outcome metric: the number of students entering primary care specialties upon graduation and subsequently practicing in medically underserved areas.

• Medical and Physician Assistant students begin community service (service learning) early in their first year providing basic health assessment and care to medically underserved populations in Gainesville and Alachua County. The activity is longitudinal, extending through their educational program.
  o Outcome metric: number of patients receiving medical care who otherwise would not receive care.

• Students participate in multiple international service activities during breaks in their educational programs and as electives during their fourth year.
  o Outcome metric: number of patients receiving medical care who otherwise would not receive care, institution of new "best" practices in sites visited.

• Clinical faculty provide health care to a significant number of uninsured individuals as well as Medicaid patients as part of their professional responsibilities.
  o Outcome metric: the number of uninsured and Medicaid patients served.

Through planning, goal-setting, and the measurement of service to medically underserved populations, each of the six colleges within UF Health works to fulfill the university service mission to "strengthen the human condition and improve the quality of life." Their patient care and service through their clinics and outreach programs contributes to the achievement of Strategic Work Plan goals 45, 47, and 48 (described earlier in this narrative).

**Service in the Centers and Institutes**

As reported in Comprehensive Standard 3.3.1.4, the University of Florida houses 177 active centers and institutes. Many of the university’s centers engage in service activities as well as research. For example, the College of Fine Arts’ Center for Arts in Medicine identifies outreach as one of its core missions:
The University of Florida Center for the Arts in Medicine is committed to advancing research, education and practice in the arts in healthcare, locally and globally. The Center undertakes work in three primary areas of focus: education and training, research, and outreach.
The center reports on its service activities annually and every five years (see the 2007-2011 five year report). In its annual report for 2011-12, the center reports the following service accomplishments:

- Successful implementation of five new Arts in Healthcare programs in rural Florida communities
- Franklin County Service-Learning Project, March 4-10, 2012 (3 projects, 23 students/faculty)
- AIM for Africa: Rwanda and the Democratic Republic of the Congo, April 27 – May 16, 2013 (4 projects, 17 students/faculty)
- Implemented new Sing for Life program as an extension of the Dance for Life program
- Implemented national Arts in Healthcare for Rural Communities Network and toolkit

Based on their analysis of their service activities for 2011-12, the center set the following future goals:

- Develop and implement online MA in Arts in Healthcare
- Develop and implement Graduate Certificate in Arts in Healthcare
- Implement BA in Dance w/ Dance in Medicine Track
- Implement Dance and Autism program and study

The Center Director reported progress on the 2012-13 goals in the center's 2012-13 annual report. Based on that analysis, the director set new goals for 2013-14:

- Implement online MA in Arts in Medicine
- Establish a scholarship fund for the MA program
- Significantly expand donor and foundation funding base
- Develop and implement Graduate Certificate in Arts in Public Health
- Publish four chapters in Oxford Press text book
- Complete Dance for Life study

The center director sets goals, measures progress toward the goals, and uses this data to modify and improve the center's service and formulate new goals for the next year. Additionally, the Center for Arts in Medicine offers significant community and public service to the state, the nation, and the world through its AIM for Africa program, Dance for Life and Sing for Life programs, and Rural Communities Network and Toolkit. This commitment to service fulfills the center's outreach mission, the College of Fine Arts mission to "...provide creative and cultural opportunities for all students at the university and members of the community, nation and world," and the university's service commitment to "...strengthen the human condition and improve the quality of life."
The Bob Graham Center for Public Service is dedicated to community/public service. Its mission places community and public service at the core of its work by focusing on these three objectives:

- building a culture of student engagement in public life on the campus;
- promoting the knowledge, skills, and dispositions of engaged citizenship through academic and experiential programs; and
- pursuing knowledge and public policy initiatives that will serve the well-being of all citizens.

The center published a report in 2013, Social Media and Civic Engagement, that measured the involvement of University of Florida students in community and public service. The report revealed that 66% of the university’s students participated in some form of community service, and that over half of this community service was accomplished through student organizations. These data about University of Florida students is driving new service goals for the center, and helping to shape the services that the center offers to the student population.

These centers are representative of the service activities of the centers and institutes of the university. They are committed to research and service, and to the improvement of their community and public service through goal setting, data collection, and the modification and improvement of their services and goals through this process.

Closing Statement

The University of Florida is committed to the ongoing, comprehensive and integrated processes through which it plans, allocates resources, and documents success in the production of high-impact service to fulfill its service mission. These processes are well established and highly successful, evidenced by the transformative improvements that result from the assessment, measurement, evaluation, and use of results to strengthen and expand service. The university allocates significant resources to ensure that the service is enabled and supported to the highest degree possible. The extensive service provided to the local community, the state, the nation, and the world reflects a shared responsibility for the success of the university and its long-standing culture of academic excellence, research, and service. The university’s assessment processes synergize the responsible units to advance goal attainment and fulfill the university’s service mission, and through these processes and practices meets Comprehensive Standard 3.3.1.5, Institutional Effectiveness: Community/Public Service.
3.3.2. Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.
3.4.1 Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) faculty and administration approves each educational program for which the university awards academic credit. All academic programs and courses, regardless of their mode or location of delivery, are initiated by the faculty, approved through the faculty governance process, and approved by university administration in compliance with Office of the Provost and Senior Vice President for Academic Affairs policies. The Associate Provost for Academic Affairs is responsible for the academic degree programs and courses process within the Office of the Provost.

Course and Program Approval

Approval routing for courses and programs begins with a proposal initiated by the faculty and reviewed and approved by the faculty in the units, the curriculum committee in the college, the college dean, the University Curriculum Committee, the Faculty Senate, Academic Affairs, and the UF Board of Trustees. Undergraduate programs also require approval by the Office of Undergraduate Affairs, and graduate programs also require approval by the Graduate Council. Graduate (PhD) and professional (doctorate) programs also require the approval of the Florida Board of Governors. The approval process is managed through the online Academic Approval Tracking system. Appendix 3.4.1-1 provides flowcharts of the new degree program proposal for undergraduate, graduate, and professional degree approvals.

Responsibility for Curriculum

The faculty are responsible for establishing and evaluating programs and learning outcomes for programs that receive academic credit. The faculty initiate and review the curriculum and have responsibility for its quality (see Comprehensive Standard 3.4.10 for a full description). The faculty and academic units initiating a course or program are responsible for establishing that the course or program is current and relevant in the field or discipline,
has the appropriate level of rigor, that the course is interconnected within the curriculum, and that the program includes a coherent course of study. These factors are taken into consideration by the faculty in other units as the proposal makes its way through the approval process and are part of the criteria upon which approval is determined. Changes to the curriculum are also initiated and reviewed by the faculty to assure that the changes do not negatively affect the quality of the course or program.

**Assessment of Student Learning**

As a requirement of the process for developing new programs, the faculty define learning outcomes that specify content/discipline knowledge and skills, communication skills, critical thinking skills, and professional behavior that students are expected to attain through the program in accordance with Florida Board of Governors Regulation 8.016 Student Learning Outcomes Assessment. Review of these learning outcomes is included at each step in the approval process (see Comprehensive Standard 3.3.1.1 for a full description of this process). The faculty responsible for approved programs then develop and implement plans to assess these learning outcomes in keeping with university policies and practice for student learning outcomes assessment. The faculty evaluate assessment results on an ongoing basis to determine the effectiveness of the courses and programs and identify appropriate steps for improvement (see Table 3.3.1.1-3 for a sample of these assessments). Results of the assessment process are further evaluated by faculty review teams in the cyclical program review process in accordance with Florida Board of Governors Regulation 8.015 Academic Program Review 2007-2014.

**Example of a New Degree Program Proposal**

The PhD in Public Health is an example of an approved new degree program proposal. This proposal includes the administrative signatures of the provost, president, and chair of the board of trustees. Faculty approval is indicated by the log from the online Academic Approval Tracking system showing approval by the department, college, and Graduate Council, indicating that the appropriate faculty bodies approved the program. The decision was posted in the minutes of the Graduate Council dated February 18, 2010. The degree proposal was approved by the Faculty Senate on April 15, 2010, and by the University of Florida Board of Trustees on June 11, 2010. The Florida Board of Governors approved the degree on January 20, 2011.

**Closing Statement**

The University of Florida has a clear, well-established process for the approval of courses and programs that ensures faculty and administrative approval at multiple points within the university’s governance system. Through these processes and practices, the university meets Comprehensive Standard 3.4.1 - Educational Programs: All:Academic program approval.
3.4.2 Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida's (UF) continuing education, outreach, and service programs are consistent with and designed to fulfill the university's mission "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life."

Continuing Education

The University of Florida Division of Continuing Education (DCE) was established in 1972 to administer and support non-credit and designated credit programming sponsored by the university. The DCE is responsible for assisting academic units with developing non-credit courses and programs that are offered to working professionals for career advancement and ongoing continuing education.

Executive Education

The DCE Executive Education and Professional Development units are responsible for developing non-credit educational programs for departments, faculty, professionals and their organizations. The Executive Education unit focuses on leadership development, innovation, healthcare, advanced management/public administration, and global entrepreneurship.

Professional Development

Current Professional Development programs include non-credit pre-licensure and pre-certification programs, and courses in professional fields that include health care, dietary management, and insurance services.
Outreach and Service
As described in Comprehensive Standard 3.3.1.5, Community/Public Service, community outreach is a tradition at the University of Florida and serving its neighbors is central to the mission of teaching, research, and service. The Campaign for Charities provides an opportunity for UF employees to make charitable contributions to their area charity of choice through payroll deduction, check, cash, or stock contribution. Since 1993, UF employee contributions have helped improve the quality of life for people in the communities of the Alachua county region. More than $1 million in donations have been given annually to local agencies for the past seven years.

UFHealth

The six colleges of the University of Florida Health Science Center (Dentistry, Medicine, Nursing, Pharmacy, Public Health and Health Professions, and Veterinary Medicine) provide primary care and advanced clinical services accessible to those beyond the UF community as one means of meeting the university’s public service mission.

Institute for Food and Agricultural Sciences (IFAS)

UF/IFAS provides Floridians with lifelong learning programs in partnership with county government, the US Department of Agriculture, and Florida A&M University. The educational programs offered in each county respond to the local needs of residents, schools, regulatory agencies, community organizations, and industry.

Programs promote sustainable agriculture, environmental stewardship, financial literacy, nutrition and food safety, consumer and parenting skills, and provide leadership opportunities for youth through 4-H programs in areas such as science, technology, engineering and math (STEM), entrepreneurship, and core life skills.

By partnering with local government, advisory committees, concerned citizens, commodity groups, and the youth of Florida, UF/IFAS Extension creates an important link between the public and the research conducted on campus and at 12 UF/IFAS Research and Education Centers. Solutions for Your Life is the official website for UF/IFAS Extension which provides IFAS faculty expertise and publications online. The public can learn about many aspects of agriculture, the environment, issues for consumers and families, lawn and garden care, sustainability, disaster preparedness and recovery, 4-H youth development, as well as other topics.
Examples from the Academic Colleges

The Warrington College of Business Administration has always embraced its mission of service the population at large through the training of ethical and skilled business people who help drive the economic engine of the state of Florida and the nation. The college extends this philosophy to the local community by providing faculty, staff, and student volunteers with opportunities for community outreach in programs that educate, perform research, raise funds for charitable organizations, and provide other support services.

The Levin College of Law coordinates two programs - the Pro Bono Project and the Community Service Project. The Pro Bono Project mission is to help student develop an awareness of their future ethical and professional responsibilities to provide service to their community. Participation in the program provides students the opportunity to perform valuable community service while learning about the legal needs of the underserved and developing the legal skills necessary to help meet those needs. The mission of the Community Service Project is to help student develop an awareness of the issues and needs permeating their greater community. This service program provides needed support to a limitless variety of community-based projects, helps develop an awareness of grassroots issues, and creates a bond between the students and their community to carry into their professional careers.

The College of Design, Construction and Planning (DCP) is one of the few institutions in the country that houses a complete range of design, construction, and planning disciplines within the same academic unit. Architecture, building construction, interior design, landscape architecture, urban and regional planning, and historic preservation teach students real-world problem solving skills and encourage active participation in communities as part of being responsible citizens. DCP supports 15 interdisciplinary research centers and institutes that fund pro bono projects in the areas of community design and planning, affordable housing, sustainability, historic preservation, and health and public safety. Additionally, the Florida Community Design Center is a unique local partnership between the City of Gainesville, Alachua County, the Chamber of Commerce, and the faculty at the University of Florida to organize efforts in four areas: exhibits, events, projects, and a community archive.

The College of Health and Human Performance (HHP) serves the community by working to solve problems such as the tourism industry's reaction to extreme weather, substance abuse and prevention, and other health issues such as the obesity epidemic, Parkinson's disease, and stroke prevention. HHP researchers, teachers, students, and partners take both a classroom and community approach to reach out to the community and impact almost every aspect of the human condition and directly relates to the university's missions of teaching, research, and service.
**Student Affairs**

The Division of Student Affairs (Student Affairs) Global Initiative's philosophy is global understanding and commitment to diversity is essential for UF graduates to serve the land grant mission of the institution to provide leadership for the state, nation, and world. The Division of Student Affairs strives to increase global and multicultural competency among its students by assisting in inter/cross-cultural dialogue, increasing student exposure to diverse peoples, and offering opportunities for students to become engaged citizens. Some of the programs in this initiative include Gator Global Initiative - modeled after the Clinton Global Initiative University, Global Living-Learning Community, and Projects for Peace.

In addition to the Global Initiative, Students Affairs also offers outreach/service programs through the Center for Leadership and Service (CLS). CLS offers a variety of programs and events to enhance student development and community outreach. Programs range from one-time events to week-long service trips. Programs offered by CLS include Florida Alternatives Breaks; Days of Service: Summer Plunge, Gator Plunge, MLK Day of Service; Volunteer Organization Fair; and many others.

*Table 3.4.2-1* provides a more comprehensive listing of all the continuing education, outreach, and public service programs of the university.

**Closing Statement**

The University of Florida is committed to providing high-quality continuing education, outreach, and service programs. These programs support the university mission to strengthen the human condition and improve the quality of life. Through these programs, the university meets Comprehensive Standard 3.4.2 - Educational Programs: All:Continuing Education/Service Programs.
3.4.3 Educational Programs: All: Admission policies

The institution publishes admissions policies that are consistent with its mission.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida Office of Admissions is committed to maintaining a high level of service to students at every stage of the admission process and adheres to the highest standard of educational practices in its communication, recruitment, application, assessment, notification and enrollment of our students. We are members of the National Association of College Admission Counseling and subscribe to that organization's Statement of Principles of Good Practice.

Admissions Policies

The Office of Admissions is responsible for the administration of admission policies of the university and those of the Board of Governors of the State University System as authorized by the legislature of the State of Florida as stated in University of Florida Rule 6C-1.016; Board of Governors Regulations, Chapter 6; and Florida Statute Title XLVII, Chapter 1007. Implicit in this responsibility is to assure that admission policy and practice reflect the mission of the university and is compliant with the policies of state authorities. This intention is clearly stated in the Office of Admissions’ mission statement, and uniformly stated in all publications, both online (freshman, transfer, and graduate) and print (freshman, transfer, and graduate). These policies are followed regardless of the type of student applying for admission, whether traditional, non-traditional, or distance students.

Admission Administration

The office administers admissions standards at all levels (undergraduate, graduate and professional) of the university for all degree-seeking students. Consistency is maintained through the implementation of the University of Florida policies, Board of Governors policies, and the Statement of Principles of Good Practice. Applicants to professional programs (Medicine, Dentistry, Pharmacy, Law, Veterinary Medicine, Nursing, Physician Assistant, and Physical Therapy) are referred to the individual professional program for
specific admissions criteria and application. The University of Florida does not accept lower-division transfer students (students with less than 60 credit hours) due to space limitations. Upper division transfer students (students with at least 60 credit hours) are evaluated by the Office of Admissions for minimal standards and then referred to the college or department for the final admissions decision based on competitiveness and space availability.

Admissions at the University of Florida is highly selective. Applications are reviewed in relation to size and strength of the applicant pool. With an undergraduate freshman to sophomore year retention rate of 95% and a six-year graduation rate for the class of 2005 of 83.7%, this demonstrates that the University of Florida’s admissions standards are appropriate to yield quality students who are successful upon matriculation.

**Institutional Control of Admissions**

Institutional control of the Office of Admissions is maintained through the Student Admissions Committee whose ten members are appointed by the Vice President of Enrollment Management. This committee is responsible for administering admissions to the university and its various components; recommend undergraduate admissions policy to the Faculty Senate and the Council of Academic Vice Presidents for approval by the Board of Trustees; review requests from students for exceptions to university admission requirements referred to it by the Admissions Office; participate in the initial admission decision for non-high school graduates requesting admission to the freshman class and in other admission cases referred to it by the freshman admissions officers; and to conduct admission hearings involving alleged falsification of application for admission or readmission.

**Closing Statement**

The University of Florida maintains and publishes admissions policies that are based on widely accepted practices and these are implemented consistently by the appropriate university personnel. The admissions standards are high, followed rigorously, and yield high-quality students. The policies are consistent with the university mission and widely disseminated in multiple forms. Through these processes and practices, the university meets Comprehensive Standard 3.4.3 - Educational Programs: All: Admission Policies.
3.4.4 Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See Commission policy "Collaborative Academic Arrangement."

**Judgment**

- ☑ Compliance
- ☐ Partial Compliance
- ☐ Non-Compliance
- ☐ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida publishes policies regarding all matters related to the acceptance of academic credit. The Office of Admissions administers these policies.

**Transfer of Credit**

The Office of Admissions is responsible for the administration of transfer credit policies of the Florida Department of Education and the Board of Governors of the State University System as authorized by State of Florida Statute 1007. Credit is awarded to students matriculating from regionally accredited institutions, and nationally accredited institutions that are approved by the Florida common course numbering system. Transfer credits policies are based on national best practices and include AACRAO’s Transfer Credit Practices. Credit and awarding policies are made available to students through the electronic undergraduate course catalog.

**Credit by Examination**

The Office of Admissions is responsible for administering the transfer of credit policies and credit by examination policies through a system of established course equivalencies and meeting the high academic standards outlined in the University of Florida's mission of dedication to teaching and scholarship. The office works closely with agencies such as College Board, International Baccalaureate, Advanced International Certificate of Education (AICE) through the University of Cambridge, College Level Educational Placement (CLEP), and American Association of Collegiate Registrars and Admissions Officers (AACRAO) to
ensure that the credit awarded is equivalent to college-level work. Department chairs and other faculty representatives within the university colleges annually review the transfer credit equivalencies policy and provide their recommendations to the University Curriculum Committee for approval. Upon curriculum committee approval, equivalent courses are recognized by the university. Credit and awarding policies are made available to students through the electronic undergraduate course catalog.

**Credit from International Institutions**

The Office of Admissions’ International Evaluation Team is responsible for evaluating transcripts for completed credits and awarded degrees from international institutions. The team evaluates the authenticity of the transcript and provides a course by course evaluation using the following internationally recognized resources: World Education Services (WES); National Association of Foreign Student Advisers: Association of International Educators (NAFSA); American Association of Collegiate Registrars and Admissions Officers (AACRAO) reference manuals; and the International Association of Universities. Upon verification of authenticity and equivalency, credit is awarded to matriculating students from international institutions that have been recognized by the institution’s Ministry of Education.

**Credit Based on Military Training**

The University of Florida awards credit based on military training using the American Council of Education Guide to the Evaluation of Educational Experiences in Armed Services per Florida Board of Governors Regulation 6.013. Upon receipt of military transcript, (reflecting military courses completed by the student) or Department of Defense Form 214 (DD214; reflecting military training completed by the student), an evaluation of potential credit is initially completed by the Office of University Registrar’s Office of Veteran’s Affairs. The awarding of credit must then be approved by both the dean of the college offering the credit and the dean of the college in which the student is enrolled. Credit and awarding policies are made available to students through the University of Florida Office of Veterans Services’ website.

**Graduate Transfer Credit**

The Graduate School monitors and approves all graduate transfer credit. The amount of credit awarded is based on the level of the degree program (Master or Doctorate of Philosophy) in which the student is enrolled. The Graduate School verifies the appropriateness of the transfer credit, only allowing graduate level courses with a minimum grade of a ’B’ to transfer. The professional colleges and schools refer to their own professional accreditation to approve transfer credit and ensure the transfer courses meet the same requirements as courses taught at the University of Florida.
Closing Statement

The University of Florida has well established processes and procedures for awarding transfer credit and assuring that quality of the transfer credit meets university expectations. These policies are consistent with the university mission, widely disseminated in multiple formats, and implemented consistently by the appropriate university personnel. Through these processes and practices, the university meets Comprehensive Standard 3.4.4 - Educational Programs: All: Acceptance of Academic Credit.
3.4.5 Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) publishes academic policies that adhere to principles of good educational practice and are disseminated to students, faculty, and other interested parties through the Undergraduate Catalog, the Graduate Catalog, and via websites for each of the professional colleges. Academic Affairs policies are also published online in the Office of the Provost Policies, Procedures and Guidelines website.

Process for Developing Academic Policies and the Role of the Faculty

The University of Florida practices shared governance, based on the following tenets:

- University faculty, by virtue of their disciplinary expertise, are in the best position to make decisions about curricular, instructional, academic personnel and research policy;
- Decisions about academic policy should be independent of short term or political considerations; and
- The perspective of faculty members is essential for making sound decisions about allocating resources, setting goals, choosing administrators and promoting an environment for students most conducive to the university’s educational mission.

Through the shared governance system, faculty members participate in setting important academic policy directions for the institution. On December 5, 2003, the University of Florida Board of Trustees adopted Resolution Number R03-14 Resolution on Shared Governance that defines shared governance as "the participation of administrators, faculty, staff and students in the decision- and policy-making process."
The **University of Florida Constitution** states that the Faculty Senate councils

*...make recommendations to the Faculty Senate, facilitate the implementation of policy, and serve as liaisons between the Faculty Senate and the administration within their areas. Each policy council oversees, coordinates and facilitates the work of committees which are assigned to that respective council. However, the councils have no authority to review the decisions of any committee except insofar as such decisions may be the bases of policy recommendations. The Faculty Senate Steering Committee coordinates the referring of matters to, and the receipt of recommendations from, the Senate Policy Councils.*

*Additionally, the Faculty Senate Academic Policy Council’s area of responsibility "encompasses education policy, including the creation, modification, or deletion of academic programs and units; curriculum; academic standing; relationship of academic units to each other; general policies concerning student instruction; and academic merits of candidates for administrative positions of academic significance."

University academic policies may be initiated at the department, college, Faculty Senate, or Faculty Senate Council level. Proposals to these groups may be transmitted to these faculty groups from academic support units, but the decision to put forward educational policy must come from the faculty members themselves or their elected bodies. Faculty members comprise the membership at each level approving academic policies.

The function of the Faculty Senate as stated in the **UF Constitution** is to "be the legislative body of the University thereby providing a forum for mutual exchange of ideas between senior officers and faculty. In this capacity, the Senate shall take cognizance of, and may legislate with respect to matters which concern more than one college, school, or other major academic unit, or which are otherwise of general university interest. The Faculty Senate’s actions are subject to the approval of the president and, in appropriate instances, the UF Board of Trustees."

**How Academic Policies are Made Available**

Academic policies are published and widely distributed through a variety of means, including the Undergraduate Catalog, the Graduate Catalog, the various student handbooks such as the Graduate Student Handbook, **Vet Med Student Handbook**, **Nursing Student Handbooks**, **College of Law Student Handbook**, and the **Student Conduct and Honor Code**.
The Approval Process for Inclusion in the University Record

Graduate Catalog

When the coordinator of the Editorial Office in the Graduate School is made aware of the implementation of new policies, the coordinator notes the change and follows up with the appropriate contact person for that division to ensure the policy's inclusion in the Graduate Catalog. Appendix 3.4.5-A indicates the various policy sections and the contact person for each section. The editorial office coordinator is responsible for keeping the log up-to-date to serve as the ongoing university record of who is consulted for each preliminary section of the catalog, by heading and subheading. Annually in April, the coordinator requires the designated individuals in each section to review the content of the section for which they are responsible for the next academic year catalog. The coordinator specifically requires each section of the catalog to be reviewed and documented, and then forwarded to the Graduate School for final overview. If no changes are required, the section designees must also indicate that in writing. Accordingly, no section of the Graduate Catalog is published without review by the appropriate administrative contact for that unit or division.

Undergraduate Catalog

New undergraduate academic policies or revisions to current academic policies are initiated at the departmental, college, or administrative level. Regardless of the level where the policy or change is initiated, the policy is reviewed and approved by the Office of the Registrar, General Counsel, the Undergraduate Curriculum Committee, the Faculty Senate, and finally by the Office of the Provost and Senior Vice President for Academic Affairs. This process is shown in Flowchart 3.4.5-1. Once final approval is received, the Office of the Registrar publishes the policy in the next academic year's Undergraduate Catalog.

Closing Statement

The University of Florida has established and implements academic policies that are widely disseminated and that support the university mission. Policies are reviewed at multiple levels the institution before they are entered into the university record. Through these processes and practices, the university meets Comprehensive Standard 3.4.5 - Educational Programs: All: Academic policies.
3.4.6 Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Florida is in compliance with this standard.

Introduction

The Offices of Admissions and the University Registrar at the University of Florida are responsible for the administration of credit policies of the Florida Department of Education and the Board of Governors of the State University System as authorized by State of Florida Statute 1007. Credit is awarded, regardless of the format of course delivery, to all students enrolled at the University of Florida, consistent with the National Association of College Admissions Counseling Statement of Principles of Good Practice, American Council of Education, Council for Higher Education Accreditation, and American Association of Collegiate Registrar and Admissions Officers Transfer Credit Practices. For students matriculating from other institutions, whether regionally accredited institutions or national accredited institutions, credit is awarded based upon the Florida common course numbering system.

Establishing Course Credit

Department chairs and other faculty representatives within the university colleges review current and proposed courses within their department and provide their recommendations to the undergraduate or graduate curriculum committee, as appropriate, for approval. Both the graduate and undergraduate curriculum committees meet monthly to determine the academic level of the coursework for proposed course changes taught within the university colleges, with the amount of credit awarded being based on one credit of work is equivalent to fifteen (15) fifty-minute periods of classroom instruction as specified in the Florida common course numbering system and Florida Department of Education rule 6A-10.033. Upon curriculum committee approval, course credits and awarded credit levels are recognized by the university and published in the respective course catalogs (undergraduate and graduate).
Domestic Transfer Credit

For undergraduate domestic transfer credit and equivalent coursework earned through accelerated mechanisms (e.g. Advance Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE) through the University of Cambridge, and College Level Educational Placement (CLEP), department chairs and other faculty representatives within the university colleges annually review the transfer credit equivalency policies and provide their recommendations to the curriculum committee for approval. Upon curriculum committee approval, equivalent courses are recognized by the university and published in the course catalog. This policy is followed regardless of format or mode of delivery.

Credit Based on Military Training

The University of Florida awards credit based on military training using the American Council of Education Guide to the Evaluation of Educational Experiences in Armed Services per Florida Board of Governors regulation 6.013, regardless of format or mode of delivery. Upon receipt of military transcript (reflecting military courses completed by the student) or Department of Defense Form 214 (DD214; reflecting military training completed by the student), an evaluation of potential credit is initially completed by the Office of University Registrar's Office of Veteran's Affairs. The awarding of credit must then be approved by both the dean of the college offering the credit and the dean of the college in which the student is enrolled.

International Transfer Credit

The Office of Admissions' International Evaluation Team is responsible for evaluating international transcripts for completed credits and awarded degrees, regardless of the format and mode of delivery. The team evaluates the authenticity of the transcript and provides a course by course evaluation using the following internationally recognized resources: World Education Services (WES); National Association of Foreign Student Advisers: Association of International Educators (NAFSA); American Association of Collegiate Registrars and Admissions Officers (AACRAO) reference manuals; and the International Association of Universities. Upon verification of authenticity and equivalency, credit is awarded to matriculating students from international institutions that have been recognized by the institution's Ministry of Education.

Students who participate in University of Florida study abroad programs request the international transcript to be sent to the University of Florida International Center (UFIC). After an initial evaluation by the Ufic advisers, the transcript is referred to the faculty of the discipline for equivalency review. Upon review, the Office of Admissions reviews the faculty recommendations and posts credit to the student record, as applicable,
regardless of mode or format of delivery. In addition, if the student will receive graduate course credit, the Graduate School reviews and approves the award of credit.

**Closing Statement**

The University of Florida has well-established policies for determining the amount and level of credit awarded for courses. These policies define the processes and procedures for determining credit for course work using acceptable practices for higher education. These practices apply to all modes of instructional delivery. Through these processes and practices, the university meets Comprehensive Standard 3.4.6 - Educational Programs: All: Practices for Awarding Credit.
3.4.7 Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "Collaborative Academic Arrangements.")

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) carefully defines consortial and contractual relationships, and has set forth practices to ensure these relationships meet SACSCOC standards and that the educational programs are at the level of quality expected from the institution.

Consortial Relationships

The university defines consortial relationships as arrangements in which joint responsibility exists for delivering courses and programs that meet mutually agreed standards of academic quality. These relationships are categorized as either joint or dual degree programs. Joint degree programs are relationships in which students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions. Dual degree programs are relationships in which students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature.

As Table 3.4.7-1 Consortial Relationships and Contractual Agreements shows, the university has four consortial relationships in the form of three dual degree programs and one joint degree program.

Rural Development and Agricultural Economics Double Degree Consortium - Dual Degree Program

This consortium was developed within the framework created by the European Union (EU)-United States (US) Atlantis Program Cooperation in Higher Education and Training (RDAE-Atlantis) and provides a double Master's of Science degree program through transatlantic
cooperation in education and training in rural development and agricultural economics. RDAE-Atlantis is a collaboration between UF, the University of Arkansas (US), and Ghent University (Belgium).

**National Science Foundation Partnership for International Research and Education (PIRE) - Dual Degree Program**

UF’s Department of Chemical Engineering received a National Science Foundation PIRE grant encouraging international partnerships in research and education. To date, this collaborative research and education in thermal fluid mechanics involves the Universite Paris-Sud 11 and the Universite Lille 1 Sciences et Technologies, both in France.

**International Dual Master of Sciences CRISP (Computing, Robotics and Imaging for Surgery Platform) - Dual Degree Program**

The international dual MS CRISP enhances collaboration between universities, contributes to the development of each university, contributes to individual participants’ personal development, and contributes to transatlantic exchanges between the European Union and the United States. This program is a collaboration between UF, the University of Houston (US), the University of Strasbourg (France), and the Politecnico di Milano (Italy).

**Joint PhD in Entomology - Joint Degree Program**

The joint PhD in Entomology is a collaboration between UF and Florida A&M University (FAMU) that brings together an established, renowned PhD program at UF with a recognized center of excellence in aquatic entomology at FAMU. Additionally, FAMU and UF provide national leadership in training high-achieving African Americans and other minorities in entomology based on FAMU's proven success and recruitment record.

**Contractual Agreements**

The university defines contractual agreements as signed contract between the university and a third-party vendor or institution for receipt of courses, programs, or other academic credit delivered by the third-party vendor or other institution. UF does not have any contractual agreements at this time.

**Process and Responsibility for Review**

The UF Graduate Council has the authority to approve all graduate degree programs. Initial agreements are reviewed and approved by the Graduate Council, the Graduate Curriculum Committee which approves individual UF courses, the Faculty Senate, and the UF
International Center if the agreement involves international institutions. The Graduate Council approves each request for participation in a dual degree program involving an international institution, and reviews and approves the student’s curriculum. These agreements are typically valid for a five year period and can be renewed if all parties agree. In the case of the joint degree with FAMU, each institution is a State of Florida public university and complies not only with SACSCOC principles, but also with the Statewide Course Numbering System and Florida Board of Governors requirements for program review every seven years.

Closing Statement

The University of Florida ensures the quality of all educational programs and courses, including courses offered through consortial relationships and contractual agreements. For each agreement, UF ensures ongoing compliance with the Principles and alignments of the agreement or relationship with the university’s mission. These processes are clearly defined and carefully followed. Through these processes and practices, the university meets Comprehensive Standard 3.4.7 - Educational Programs: All: Consortial Relationships/Contractual Agreements.
3.4.8 Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
The University of Florida does not offer credit for course work that was taken as non-credit.
3.4.9 Educational Programs: All: Academic support services
The institution provides appropriate academic support services.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida is a broadly diverse institution, and offers a broad array of academic support services that meet the needs of students and faculty. These services are accessible, widely disseminated, evaluated regularly, and modified when necessary to best fit the needs of the university's constituents.

Academic Support Services Available to Students and Faculty

Table 3.4.9-1 lists the academic support services available to students and faculty and provides a description of each program or service. Faculty academic support services include services such as course development and instructional support, research support, as well as campus resources. Student academic support services include services such as writing and computer labs, teaching and writing centers, counseling resources, and disability resource center.

Additional assistance is provided for distance learning student support and for faculty distance education development. The website teach.ufl.edu provides instructional resources, faculty and graduate teaching assistant (GTA) development, and additional support services.

Services are Adequate and Appropriate to the Needs of Students

Every other year UF surveys its undergraduate students to identify best practices on campus and areas for program review and enhancement. In 2011, the Student Experience in the Research University (SERU) survey was distributed online between March 15 and July 1 to nearly all undergraduates who were enrolled in the spring 2011 semester. A total of 19,508 undergraduate students answered the SERU survey for a 63% response rate. This survey was also conducted between March 13 and July 20, 2013.
Figure 3.4.9-1 shows the 2011 SERU results for all students' use of campus support services. 87% of the students surveyed in 2011 responded they used academic advising with over 50% of the students reporting they were satisfied with the advising on academic matters by faculty, school or college staff, and departmental staff. Figure 3.4.9-2 shows all students' mean helpfulness of campus support services ranged from 3.16 to 4.24 where 5=Most Helpful.

The UF Counseling and Wellness Center's (CWC) demand for services has gone up each year, and in 2011-2012 the center added three new full-time staff and additional groups to meet the demand for increased clinical hours. Figure 3.4.9-3 as reported in the CWC's 2011-2012 Annual Report indicates the UF CWC service compared with other public universities with enrollments larger than 35,000 students demonstrating the CWC services are above the average and are appropriate.

In 2011-2012, UF had over 1,100 students registered with the Disability Resource Center (DRC) and in 2012 the center conducted a DRC Student Satisfaction Survey with almost 89% of respondents indicated accessing his/her accommodations in Fall 2011 and/or Spring 2012.

**Knowledge of and Access to Services**

Faculty resources are disseminated at New Faculty Orientation and available at any time online in the Faculty Handbook.

Student academic support services are made available to all students regardless of instructional delivery mode. The primary format is online, through several resources such as the Undergraduate Catalog, the Graduate Catalog, and web-based orientations. All new undergraduate students attend orientation (called Preview), which is coordinated through the New Students and Family Programs department of the Office of Student Affairs. Graduate students attend an orientation coordinated through the Graduate School and professional schools organize their own orientations. At those various orientation sessions, information is given out about student support services to students and any family members attending the program. Additionally, the student handbook is available online and the various departments advertise their services directly to students through the student electronic newsletter the Gator Times. Students hear directly via programs and email from their colleges about specific support services that might be relevant to their studies as well.
Closing Statement

The University of Florida provides significant academic support services to faculty and students that are designed to strengthen academic programs and ensure the success of students and faculty in meeting the goals of the university’s educational programs. These services are widely disseminated to all students regardless of instructional delivery mode, and are available in multiple formats. Through these processes and practices, the university meets Comprehensive Standard 3.4.9 - Educational Programs: All: Academic Support Services.
3.4.10 Educational Programs: All: Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The faculty of the University of Florida has been historically responsible for all matters related to the curriculum. Since the first policies and procedures document related to the University Curriculum Committee was developed in 1961, the faculty’s role in the development, evaluation, and improvement of the curriculum has been embedded in the culture of the institution. The University of Florida Constitution, developed and approved by the Faculty Senate, further establishes curriculum as a key function of shared governance as well as a primary faculty responsibility.

Quality Assurance

To ensure the quality of the curriculum and the fulfillment of the university's educational mission, the institutional curriculum approval process is rigorous and faculty-driven. The University Curriculum Committee (UCC) is a joint committee of 23 faculty, 3 students, and 4 liaisons. The committee serves as the final arbiter of institution-level curriculum decisions related to undergraduate programs and courses. The Committee has specific policies for curriculum actions and publishes clear instructions for the process. Graduate curriculum is overseen by the Graduate School Curriculum Committee and the Graduate Council, and curriculum review and approval follows the institutional approval process.

Each of the university’s 16 colleges has a curriculum committee, and within each college, most departments or other units also have curriculum committees. This hierarchical arrangement ensures that the faculty retain responsibility for the curriculum. Curriculum additions and modifications begin with the faculty at the department level, and are then reviewed and approved by the departmental and college committees before they reach the University Curriculum Committee. Here is a representative sample of college curriculum committee processes:

- College of Agricultural and Life Sciences
Curriculum Effectiveness

Program faculty uses data from program goal and student learning outcome assessments to evaluate and improve curriculum. As reported in Comprehensive Standard 3.3.1.1, student learning and program goal data have been collected at the university since 2003-04. The following examples of curriculum effectiveness from 2009-10, 2010-11, and 2011-12, represent multiple colleges, programs, and types of curriculum modifications that resulted from faculty analyses of these data.

- **College of Journalism and Communication.** The faculty's analysis of undergraduate journalism educational goal data for 2009-10 resulted in a revision of the curriculum to provide greater continuity between courses and cross-course collaboration, focus on team projects, and to provide students the opportunity to work more directly with experienced journalists in the newsroom environment.

- **College of Agricultural and Life Sciences.** The faculty's analysis of graduate environmental horticultural educational goal data for 2009-10 resulted in a new requirement for all graduate students to complete ALS5934, Graduate Professional Development.

- **College of Pharmacy.** The faculty's analysis of 2010-11 program goal data for the PhD in Pharmaceutics resulted in the introduction of multidisciplinary courses and programs to diversify the graduate curriculum, and the endorsement of students to take research courses outside the college to accommodate the diversity of research students in the program.

- **College of Design, Construction, and Planning.** The faculty's analysis of 2010-11 program goal data for the Master's in Urban and Regional Planning program resulted in the development of new study abroad programs in Malaysia and China.

- **College of Pharmacy.** The faculty's analysis of 2011-12 program goal data for the Doctor of Pharmacy (PharmD) program resulted in the addition of courses in Pharmacoeconomics and the hire of a Director of Experiential Learning to focus on quality assurance and improvement.

- **College of Health and Human Performance.** The faculty's analysis of the 2011-12 program goal data for the undergraduate program in Sport Management resulted in revisions in the curriculum and degree requirements, and two new study abroad options for students.

Many of the university's academic program curricula are externally accredited (see [Table 3.13.1-1, USDOE Accrediting Bodies](#)). The external accreditation process is driven by faculty and serves as another opportunity to evaluate and modify curriculum. The College of
Medicine has developed a formal curriculum evaluation process in response to professional accreditation requirements.

**Closing Statement**

Curriculum is a key responsibility of the faculty both in practice and in university constitutional statute, and university processes are well-defined and designed to ensure curriculum effectiveness. University of Florida faculty maintains responsibility for their curriculum, its evaluation, and improvement through program goal and student learning outcome data analysis and by ensuring that the curriculum remains current and relevant to the disciplines. Through these practices and processes, the University of Florida is in compliance with Comprehensive Standard 3.4.10, Educational Programs, All: Responsibility for Curriculum.
3.4.11 Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

**Judgment**
- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

At the University of Florida (UF), every academic major and certificate program has an assigned coordinator. Appendix 3.4.11-1 provides the list of academic program coordinators specific to each program and contains the coordinator’s name, terminal degree, and other qualifications.

**Qualifications**

At the University of Florida the expected qualification for academic program coordinators is a terminal degree or equivalent experience in the field assigned for coordination. This qualification is met through two different models. In the first model, the academic coordinator is usually a faculty member who holds the terminal degree and has taught in the program being coordinated. In some cases, the coordinator may hold a different degree, but has extensive experience teaching in the program. In the second model, a coordinator is a higher level administrator who works with the faculty in each program area. For example, the associate dean is the program coordinator in the medical sciences program. S/he consults regularly with the individual faculties in the different medical sciences areas to ensure that decisions concerning curriculum or other academic issues are based on specific discipline-based knowledge.

**Duties**

The duties of a coordinator include working with the department chair on activities such as class scheduling, faculty assignments, curriculum change and approval, monitoring enrollments, reviewing student evaluations of teaching, coordinating program assessment, and serving as a contact on accreditation and other related activities. Academic coordinators ensure that each program is appropriately assessed and evaluated (see
Undergraduate and Graduate/Professional Academic Assessment Plans). They also oversee the annual submission of assessment data to Institutional Assessment.

Accreditation

When discipline-based review is available, the university's program faculty generally seek and obtain accreditation. Appendix 3.4.11-2 is the Florida Board of Governor's Accreditation Survey for 2011. This appendix lists UF programs that have acquired discipline-based accreditation. These include, but are not limited to Architecture, Art, Business, Dentistry, Education, Engineering, Law, Medicine, Music, Nursing, and Veterinary Medicine; nearly every program that has disciplinary accreditation available is accredited externally. These accreditations provide additional evidence that the university's academic coordinators are qualified for the role.

Closing Statement

The University of Florida assigns qualified coordinators based on generally accepted practices and well-defined qualifications, and identifies specific duties for program coordination. Through these processes and practices, the university meets Comprehensive Standard 3.4.11 - Educational Programs: All: Academic Program Coordination.
3.4.12 Educational Programs: All: Technology use

The institution’s use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida Office of Information Technology (UFIT) seeks to improve the quality of learning, enable discovery, increase competitiveness of researchers, and support positive outcomes of extension and outreach programs. The UFIT Office of Academic Technology (AT) is charged with delivering academic technology services and tools to students and faculty.

Academic Technology Service Areas

Figure 3.4.12-1 shows the Academic Technology service areas that provide services and facilities for teaching and learning resources for the university. Each unit within AT interact with each other to ensure timely and high quality resources are available to faculty, students, and staff.

Student Learning Enhancement

The university uses technology to enhance student learning through the following resources:

- **Physical and Virtual Learning Spaces** provide support for teaching and learning, research, and extension and outreach activities throughout the university by providing high quality facilities, technologies, and support. These include resources such as technology enabled classrooms, student computer labs, flex spaces (e.g. The Hub), videoconferencing facilities, technology enabled meeting rooms, and computer classrooms.

- **Instructional Technology and Training** provides pedagogically sound use of information technology in teaching and learning while providing instruction for successful delivery and management of learning environments. Additionally, instructional technology and training assist faculty in the development, redesign, and production of pedagogically sound and technologically appropriate learning materials.
Figure 3.4.12-1. Service Areas for Academic Technology at the University of Florida

- **Instructional Computing** facilitates the effective delivery of services by units across campus and supports specialized platforms for deploying advanced web and other internet applications. Additionally, instructional computing provides controlled remote computing environments that are specific to particular courses and develops and maintains software services supporting AT's business practices.
- **Learning Support Services** supports teaching and learning, research, and extension and outreach activities throughout the university by providing a robust and reliable course management system and related online technologies.
- **Software Licensing** provides software licensing, distribution, and management services for the university.
- **UF Computing Help Desk** provides phone, email, and walk-in computer consulting services to faculty, staff, and students and communications with campus IT support.
as needed to resolve individual and campus computing issues in an accurate and timely manner.

In addition to the above mentioned resources, Table 3.4.12-1 provides a listing of services that support academics and links to a description of each service. This listing outlines the services available and accessible to faculty and students in order for them to access technology, training for technology, use and applications of technology.

**Access to and Use of Technology**

The university's UFIT governance committee focuses on policy, standards, and priorities that guide the selection and use of services provided. The university measures access to technology by activity or usage of services. Once a service is offered and available, if stakeholders adopt and use the service, then s/he has access and has determined that the service is of value. The following tables summarize services and metrics in various units within AT. Overall, usage is consistently increasing or decreasing as appropriate to the service in each area.

- Table 3.4.12-2 Physical and Virtual Learning Space Services and Metrics
- Table 3.4.12-3 Instructional Technology and Training Services and Metrics
- Table 3.4.12-4 Instructional Computing Services and Metrics
- Table 3.4.12-5 UFIT Communication Services and Metrics
- Table 3.4.12-6 Learning Support Services Performance Indicators
- Table 3.4.12-7 Software Licensing Services and Metrics
- Table 3.4.12-8 UF Computing Help Desk Services and Metrics

**Assessment**

Academic Technology participates in national surveys and conducts surveys to assess the quality of services provided to university stakeholders. The surveys are used to qualify several aspects of the services and gauge community perceptions around those services. Participation in national surveys such ECAR (EDUCAUSE Center for Analysis and Research) surveys which provide the university with the most comprehensive comparison to peer institutions. The UF Help Desk survey conducted June 1, 2012 - May 31, 2013 indicated that survey participants are very satisfied with their UF Help Desk services and experiences. In 2012, the Center for Instructional Technology and Training (CITT) faculty satisfaction survey results showed over 60% of survey participants would recommend the Faculty Institute to other faculty members and over 75% of survey participants agreed that CITT instructional design services met with their expectations. In the Spring 2013 classroom support survey, over 70% of faculty survey participants were completely or very satisfied with the audio/visual and computer equipment in the classroom provided by Academic Technology.

**Closing Statement**
The availability of and access to academic technology is a university priority. The Office of the Vice President and Chief Information Officer and its Academic Technology department provide technological services that support student learning and research. These services are monitored and assessed both quantitatively and qualitatively, and services are modified and improved based on the analysis of the data obtained from these assessments. Through its commitment to provide state-of-the-art academic technology to enhance student learning and to the provision of the necessary training for users to maximize their interactions with the available programs and equipment, the University of Florida is in compliance with Comprehensive Standard 3.4.12, Educational Programs: All: Technology Use.
3.5.1 Educational Programs: Undergraduate: General education competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida requires all undergraduate students in each bachelor’s degree program to complete successfully a general education core as part of their degree programs. The University of Florida General Education Program curriculum encompasses the areas of humanities/fine arts, social/behavioral sciences, and natural science/mathematics. Approved general education courses fall into one of five program areas: composition (C), humanities (H), mathematics (M), physical (P) and biological (B) sciences, and social and behavioral sciences (S). Some courses in composition, humanities, social and behavioral sciences, physical, and biological sciences are co-designated as Diversity (D) or International (N) courses, because they meet the university’s diversity or international studies criteria. Additional components of the general education curriculum are the University of Florida Writing and Math requirement, the requirement that students complete three (3) semester hours of English coursework, and additional coursework in which they successfully demonstrate college-level writing skills through multiple assignments (see Core Requirement 2.7.3 for a complete description).

The General Education Committee

The general education program is overseen by the General Education Committee, a joint committee of 16 faculty, two liaisons, and two students. The committee is chaired by the Associate Provost for Undergraduate Affairs [see Faculty Senate Bylaw 20(2)(b)(5)]. The responsibilities of the General Education Committee are:

1. To explore and understand the contributions of general education to the total education of the student. This function is a dynamic one that requires continuous review of the purposes of general education and the implementation process.
2. To recommend and provide implementation details for instruments or processes to be used to assess the consistency of general education objectives and outcomes.
3. To review, in accordance with established criteria, all courses proposed to fulfill the general education requirements. It makes recommendations to the University Curriculum Committee regarding the continued effectiveness of the general education program.

4. To oversee the university’s writing and math requirement, review all courses proposed to fulfill the Writing and Math requirements in accordance with established criteria, and make recommendations to the University Curriculum Committee regarding the continued effectiveness of such requirements.

5. To consider student and/or faculty petitions to receive/give credit for course work not in the relevant inventory.

Responsibilities 2, 3, and 4 confirm the Committee’s role in the establishment of appropriate outcomes for general education and the assessment of those outcomes to determine the degree to which university students achieve them. The Committee takes actions on all general education course approval requests, and its annual reports summarize it actions on all general education responsibilities. The annual reports from 2005-06 through 2012-13 are linked here:

- General Education Annual Report 2005-06
- General Education Annual Report 2006-07
- General Education Annual Report 2007-08
- General Education Annual Report 2008-09
- General Education Annual Report 2009-10
- General Education Annual Report 2010-11
- General Education Annual Report 2011-12
- General Education Annual Report 2012-13

This narrative describes the processes by which the university meets its responsibility to identify college-level competencies for general education and the degree to which students have attained them. The process has matured since the university’s last reaffirmation. The narrative is in two broad sections: The Identification of College-Level Competencies for General Education, and Evidence of Student Achievement.

**The Identification of College-Level Competencies for General Education**

An overall assessment of University of Florida undergraduate programs began in 2008 with a plan for transforming undergraduate education and concluded with the 2010 report of the Task Force on Undergraduate Education (see Core Requirement 2.5 for a description). As part of that process, the General Education Committee undertook a comprehensive, systematic multi-year review of the General Education curriculum and its concomitant approval and assessment processes. Several recommendations emerged from this review, which are listed here.

- **Recommendation 1.** The program must be redesigned to reflect a more comprehensive experience than the previous fragmented model, and that the undergraduate curriculum should include signature experiences for all University of Florida students. In 2009, the
university faculty embarked on the development of an interdisciplinary humanities course as a first step in meeting both recommendations. This resulted in the course “What is the Good Life”, which became a requirement for all University of Florida students beginning with entering freshmen in the Fall 2012 semester (see Core Requirement 2.5 for a description of the development of this course).

- **Recommendation 2.** The process for recertification of general education courses should be revised.
- **Recommendation 3.** A review of selected general education courses was needed to determine that they continue to meet the general education student learning outcomes.
- **Recommendation 4.** The general education student learning outcomes should be reexamined and revised, institutional rubrics created to assess the revised outcomes, and a balanced assessment process for general education should be developed.

To address Recommendation 4, the University of Florida General Education Committee undertook a review of the general education assessment process, beginning with the Fall 2011 semester and concluding in the Fall 2012 semester. The committee divided into subcommittees, each tasked with a specific responsibility. The process resulted in a revision and transformation of the general education assessment process. The committee developed a revised mission statement, revised student learning outcomes, and new assessment methods and instruments. They also established an assessment cycle, and refined the methods and procedures for its implementation.

**Student Learning Outcomes**

During this review process, the General Education Committee reexamined and revised the existing General Education Student Learning Outcomes to accommodate the scope and scale of the university’s general education curriculum while capturing the institutional expectations for content, communication, and critical thinking in general education. As the committee developed the new student learning outcomes, they were guided by the following principles:

- **Principle 1.** The student learning outcomes must represent the three areas of content, critical thinking, and communication, required for all undergraduate programs by the State University System Board of Governors in Regulation 8.016, Student Learning Outcomes Assessment.
- **Principle 2.** The student learning outcome areas of content, critical thinking, and communication must be defined for general education at the University of Florida.
- **Principle 3.** The student learning outcomes must be sufficiently broad in scope to capture the depth and breadth of general education courses at the University of Florida while providing specific learning expectations for content, critical thinking, and communication for all students.
- **Principle 4.** The new student learning outcomes must be further defined by specific performance indicators and grading rubrics for institution-wide use.
The committee approved the new institutional student learning outcomes at its **May 8, 2012 meeting**. While developing these outcomes, the committee also revised and expanded the objectives of the general education program areas to capture the scope of content, skills, and attitudes expected in courses with these designations. The revised student learning outcomes are shown online and in Table 3.5.1-1, and the program area definitions are shown online and in Table 3.5.1-2.

**Table 3.5.1-1. General Education Student Learning Outcomes and their Definitions**

<table>
<thead>
<tr>
<th>Area</th>
<th>Definition</th>
<th>University of Florida Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.</td>
<td>As a result of their general education, Students demonstrate competence in the terminology, concepts, methodologies and theories used within the general education program area.</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>Communication is the development and expression of ideas in written and oral forms.</td>
<td>Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the general education program area.</td>
</tr>
<tr>
<td>CRITICAL THINKING</td>
<td>Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.</td>
<td>Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.</td>
</tr>
</tbody>
</table>

**Table 3.5.1-2. General Education Program Area Objectives (and Codes)**

<table>
<thead>
<tr>
<th>Composition (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university’s 24,000-word writing requirement. Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. The courses focus on the history, theory and methodologies used within that discipline, enabling students to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.</td>
</tr>
</tbody>
</table>
### Table 3.5.1-2. General Education Program Area Objectives (and Codes)

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics (M)</strong></td>
<td>Courses in mathematics provide instruction in computational strategies in at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning, and applying these concepts to solving problems. These courses include reasoning in abstract mathematical systems, formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.</td>
</tr>
<tr>
<td><strong>Physical and Biological Sciences (P or B)</strong></td>
<td>The physical and biological sciences provide instruction in the basic concepts, theories and terms of the scientific method. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological and/or physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical process and living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate the outcomes of experiments.</td>
</tr>
<tr>
<td><strong>Social and Behavioral Sciences (S)</strong></td>
<td>The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of the student’s choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. Students will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative and/or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes. Students will assess and analyze ethical perspectives in individual and societal decisions.</td>
</tr>
<tr>
<td><strong>Diversity (D - this designation is always in conjunction with another area)</strong></td>
<td>Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. These courses guide students to analyze and to evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.</td>
</tr>
<tr>
<td><strong>International (I - this designation is always in conjunction with another area)</strong></td>
<td>International courses provide instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students’ own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the world.</td>
</tr>
</tbody>
</table>
Assessment Methodology and Cycle

The committee considered a variety of assessment methods and instruments appropriate for measuring the institutional outcomes and the size and scope of the University of Florida. In order to obtain a comprehensive, balanced assessment system, the committee selected one direct assessment and one indirect assessment. These are described here.

Direct assessment: Course embedded assessments

In order to address achievement of the student learning outcomes in the context in which they are achieved in the university's general education courses, course-embedded assessments serve as a direct measure of student work within the general education curriculum. Course-embedded assessments are specific to the general education areas of composition, humanities and the arts, mathematics, physical and biological sciences, and the social and behavioral sciences. These assessments are measured using the institutional rubrics presented later in this narrative.

Indirect assessment: Student Experience in the Research University (SERU) survey

The SERU is administered by the Office of Institutional Planning and Research biennially to all undergraduate students at the University of Florida in the spring semester of the odd-numbered years. The survey addresses student perceptions and experiences at the university. SERU data were collected in the spring semesters of 2009 and 2011, and existing data are available to university faculty, staff, and administrators. There is no sampling procedure used for the SERU survey; this is sent to all University of Florida undergraduates. The first year of the survey was 2009, and over 22,000 students responded, a 69% return rate. In 2001, 19,508 students responded for a 63% return rate. The University of Florida response rates are the highest among our peer institutions, so the General Education Committee decided this biennial survey was an appropriate vehicle for disseminating questions about the General Education Program to the undergraduate student body. While the 2009 and 2011 SERU surveys presented questions related to general education, the committee developed a more focused series of questions directly addressing student perceptions and experiences in general education. These questions were approved by the General Education Committee on November 2, 2012, and these were included in the 2013 SERU survey administration.

The assessment cycle for general education is biennial. In Spring 2013, the new course-embedded assessment process was initiated, and the SERU was administered for the third time. In the intervening years (the even years), the committee reviews the data from the assessments and takes appropriate actions for the following academic year based on their analysis. The committee meets monthly except in June, July, and August. Data collected at the end of the academic year are analyzed and evaluated in the following Fall semester. The committee examines direct assessment data and triangulates these data with the SERU data. Program, outcome, and assessment modifications are based on the committee’s analysis and interpretation of these findings.
Evidence of Student Achievement

The University of Florida captures student course grades in general education courses by area. Because the general education course application process requires applicants to verify that their general education course addresses the general education outcomes, these grades have provided evidence that the student learning outcomes for general education have been met, as measured by the faculty. The summary of general education grades by general education program area from 2007-2013 reveals that at least 70% of students achieve grades of C or better each year (see General Education Program Area Grade Summaries).

In 2009, an additional grading component was added to the courses that meet the Writing Requirement (see Core Requirement 2.7.3 for a description of this requirement). In-class assignments were graded according to a rubric and the students’ performance on these assignments was graded S/U (satisfactory/unsatisfactory) as a separate grade from the course. Students must earn an S to satisfy the Writing Requirement. In 2010, the General Education Committee revised the Writing Requirement Guidelines to provide more uniformity to the in-class writing assignments and raise the minimum level of performance required for an S grade. Evidence of student achievement in writing is reviewed administratively by the Associate Provost for Undergraduate Affairs (see Summary of Writing Requirement Grades 2009-13). The writing grades document that over 80% of students meet the university’s writing requirement each semester.

In its revision of the general education assessment process, the General Education Committee rejected the use of grades as student learning outcome measures and chose a course-embedded approach as a more direct measure. The committee set the criterion for success at 80% of students who achieve the Satisfactory or higher level on the institutional rubrics used to measure the assignments that were approved for the assessment.

The Spring 2013 Institutional Assessment of General Education

The General Education Committee established a rigorous methodology for the revised assessment process. The following narrative provides a summary of the process as it was operationalized in spring 2013, the results of the Spring 2013 assessment, and a discussion of the results from both the revised assessment and the 2009-2011 SERU surveys.

Sampling Procedure

In February 2013, the Office of Institutional Research and Planning identified a stratified random sample of general education course sections to participate in the Spring 2013 assessment. The sampling procedure is summarized here:

- The courses were sampled from daily data as of 1/29/2013.
- General education program area codes (see Table 3.5.1-2) were grouped – international and diversity co-designations were not considered (e.g., HN, SD), and B and P courses are combined as “BP”. The sample was stratified by this grouped code.
• Only lower level courses were sampled (1000 and 2000 level).
• Courses with enrollment of 5 or less were excluded as a reasonable threshold for the number of students per section, and to reduce the overall number of sections required in the sample to hit the target population size of 25% of enrolled students.

The enrolled headcount for all 1000/2000-level general education courses was 16,828 in the spring 2013 semester, and the sampled section enrolled headcount was 4,142 (~25%). The total duplicated headcount for the sample sections was 4,637, so overlap of students was low (~12% within the sample). The "overlap" in this case is students enrolled in more than one general education course in the sample, so the student would be represented more than once in the assessment. The class level distribution for all of the sample sections was approximately 15% freshmen, 42% sophomores, 28% juniors, and 15% seniors. There were also four (4) graduate and 21 unclassified student enrollments. Graduate and unclassified student enrollments occur because the courses are open to all students, and some students enroll in the courses as electives. Because these 25 students represented 0.5% of the sample, so the impact of the inclusion of their data was minimal, and did not represent a threat to the validity of the sample.

The courses represented five colleges, 21 departments, and 64 courses, for a total of 137 sections (see Table 3.5.1-4).

Table 3.5.1-4: Summary of General Education Course Sections Identified for the Spring 2013 Assessment

<table>
<thead>
<tr>
<th>College</th>
<th>Departments</th>
<th>Courses</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Life Sciences</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>15</td>
<td>49</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>64</td>
<td>137</td>
</tr>
</tbody>
</table>

Assignment Selection for the Course-Embedded Assessment

The instructors of the selected course sections were notified and subsequently trained in the assessment procedures by members of the General Education Committee. After training, each instructor selected an existing assignment in her/his general education course that the instructor judged as potentially suitable for serving as an assessment of one or more of the general education student learning outcomes. Each instructor then submitted the assignment to the General Education Committee and the Office of Institutional Assessment, which reviewed the assignment for alignment with the general education outcomes. During the Spring semester of 2013, the instructors conducted the assignments in their sections and rated the student responses using the committee-designed general education rubrics (see General Education Assessment 2013 Raw Data).
Data). Each instructor then uploaded the student ratings into the university’s course management system, and also submitted samples of student work and a summary of the outcomes to the General Education Committee as documentation.

Summary of the General Education Assessment Results

Assignments from 4,637 students in five colleges were evaluated by the course instructors (see Table 3.5.1-5), and the results were uploaded to the institution’s course management system, Sakai. As noted above, the students and instructors represented 137 sections in a stratified random selection of 64 general education courses.

Table 3.5.1-5: Student Sample by College

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Life Sciences</td>
<td>243</td>
</tr>
<tr>
<td>Education</td>
<td>330</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>476</td>
</tr>
<tr>
<td>Health and Human Performance</td>
<td>105</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>3,483</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,637</strong></td>
</tr>
</tbody>
</table>

The General Education Committee developed institutional rubrics for Content, Communication, and Critical Thinking. Each rubric describes three levels of achievement: Outstanding, Satisfactory and Unsatisfactory. Two additional levels on the rubrics were (a) “not assessed (NA)” for assignments that did not address the outcome for that general education program area, and (b) unscorable, for those assignments that were unable to be scored for a variety of reasons (unreadability, plagiarism, etc). The purpose of identifying unscorable responses was to separate them from those that were rated as unsatisfactory.

The results revealed that at least 80% of students in every general education program area were rated as Outstanding or Satisfactory, which met the criterion for success (see Table 3.5.1-6). Some program areas showed very high student achievement of the student learning outcomes. For example, 98% of the 423 students in the five humanities general education courses were rated by their instructors as Outstanding or Excellent for all three student learning outcomes, and 98-100% of the 40 students in two other humanities courses that also had a diversity designation were rated as Outstanding or Satisfactory for the three student learning outcomes. Overall, an average of 92-93% of students was rated as Outstanding or Satisfactory across all general education and student learning outcome areas.
Table 3.5.1-6. Percent of Students Rated as Outstanding or Satisfactory in the General Education Program Areas

N represents the total number of students assessed. Cases are indicated with a superscript when no score was available for more than 10% of the students in a program area.

<table>
<thead>
<tr>
<th>General Education Program Area</th>
<th>Student Learning Outcomes</th>
<th>Communication</th>
<th>Content</th>
<th>Critical Thinking</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td></td>
<td>95%¹</td>
<td>94%</td>
<td>89%²</td>
<td>511</td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td>89%</td>
<td>94%</td>
<td>89%</td>
<td>90</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>423</td>
</tr>
<tr>
<td>Humanities-Diversity</td>
<td></td>
<td>98%</td>
<td>100%</td>
<td>98%</td>
<td>40</td>
</tr>
<tr>
<td>Humanities-International</td>
<td></td>
<td>84%</td>
<td>97%</td>
<td>87%</td>
<td>245</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>96%³</td>
<td>80%</td>
<td>82%⁴</td>
<td>664</td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
<td>92%⁵</td>
<td>88%</td>
<td>87%</td>
<td>1185</td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td></td>
<td>94%</td>
<td>92%⁶</td>
<td>95%⁷</td>
<td>220</td>
</tr>
<tr>
<td>Social and Behavioral Science-Diversity</td>
<td></td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>27</td>
</tr>
<tr>
<td>Average by Program Area</td>
<td></td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

¹ 63% of students not assessed
² 50% of students not assessed
³ 96% of students not assessed
⁴ 38% of students not assessed
⁵ 56% of students not assessed
⁶ 25% of students not assessed
⁷ 27% of students not assessed

In some cases, the selected assignment for a given course did not assess all three general education outcomes. In those cases, the percentage of students rated as Outstanding or Satisfactory is based on a number smaller than the total number of students assessed in that program area (note superscripts and footnotes in Table 3.5.1-6). For example, 96% of students in courses in the mathematics program areas were not assessed in communication, and 38% of students in that program area were not assessed for critical thinking. This pattern occurred most often in mathematics and science courses.

**Interpretation of the General Education Course Embedded Assessment Results**

Based on the instructor evaluations, an average of 92-93% of students in the general education courses are performing at an Outstanding or Satisfactory level (see General Education Assessment 2013 Raw Data). While the lowest performance was in the content area in the mathematics area, where 20% of the 664 assessed students were rated Unsatisfactory, the 80% criterion for success was met in each general education program area.
Two critical issues to address in this new general education assessment program are inter-rater reliability and the inability to align and validate the results with performance metrics at other institutions through the use of standardized assessments. Variability among instructors was reduced by requiring all instructors to use a common rubric, but it is not possible to eliminate it completely in this current assessment plan because each instructor may use a different assignment for the embedded assessment. The alternative of designing a common assignment that would be distributed to all assessed general education courses was considered by the General Education Committee, but it was seen as overly challenging, potentially disruptive to courses, and limiting to instructors, and probably unnecessary.

The inability to align and validate the embedded assessment results with objective, external metrics has raised an important issue for the university. That such validation may be important is indicated by the very high performance ratings overall, especially for general education program areas in which courses consistently have 98-100% of students achieving at least a satisfactory rating for the student learning outcomes.

The Use of General Education Assessment Results to Improve Student Learning

The results show that a large percentage of students in general education courses in science and mathematics program areas could not be assessed on the communication rubric, and a smaller percentage could not be assessed on the critical thinking rubric. For example, communication area student learning outcomes were not assessed in 63% of students in biological science courses, 56% of students in physical science courses, and 96% of students in mathematics courses. Additionally, critical thinking student learning outcomes were not assessed in 50% of students in biological science courses, 38% of students in mathematics courses, and 27% of students in social and behavioral science courses. That the student learning outcomes were not assessed strongly suggests that student learning in communication and, to a lesser extent, critical thinking are not explicit objectives of many science and mathematics general education courses. Whether all general education courses in all program areas should include significant instruction and practice in all three general education areas is a matter the General Education Committee will consider during its fall 2013 meetings.

Summary and Interpretation of the SERU Results

The Student Experience in the Research University (SERU) surveys were sent to nearly all undergraduates at the University of Florida in the Spring of 2009 and 2011, and were completed by over 22,000 undergraduates in 2009, and over 19,500 in 2011. (At the time of this report, the 2013 SERU survey results are not yet available.) While the sample is self-selected, the high percentage of student participation was viewed as representative of the total population. Therefore, the data was viewed as a statistically accurate representation of the entire undergraduate student population (see Complete SERU data).
The specific survey questions that align with the general education program areas and co-designations were:

**Please rate your level of proficiency in the following areas when you started at this campus and now.**
- Analytical and critical thinking skills
- Ability to be clear and effective when writing
- Quantitative (mathematical and statistical) skills
- Ability to speak clearly and effectively in English
- Ability to understand international perspectives (economic, political, social, cultural)

**Similarly, please rate your abilities now and when you first began at this university on the following dimensions.**
- Ability to appreciate, tolerate and understand racial and ethnic diversity
- Ability to appreciate cultural and global diversity

Students rate the questions using a point scale from 1 = very poor to 6 = excellent. The following narrative describes the results obtained for these questions. Table 3.5.1-7 and figures 3.5.1-1 through 3.5.1-7 summarize a sample of this data.

Students reported a perceived increase in proficiency across all areas in both the 2009 and 2011 surveys (Table 3.5.1-7). For example, in 2011, 84% of University of Florida seniors felt that they had very good to excellent analytical and critical thinking skills at the end of their studies, compared to only 32% who rated themselves at those levels at the start of their studies.

**Table 3.5.1-7. Comparison of SERU Survey Results for Seniors in 2009 and 2011: Percent Rating of Competency as Very Good or Excellent and Percent Gain from Start at the University of Florida**

<table>
<thead>
<tr>
<th>Competency</th>
<th>2009 Ratings</th>
<th></th>
<th>2011 Ratings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Rating</td>
<td>Gain from Start at the University of Florida</td>
<td>Current Rating</td>
<td>Gain from Start at the University of Florida</td>
</tr>
<tr>
<td>Analytical and Critical Thinking Skills</td>
<td>87%</td>
<td>53%</td>
<td>84%</td>
<td>52%</td>
</tr>
<tr>
<td>Clear and Effective Writing</td>
<td>75%</td>
<td>37%</td>
<td>74%</td>
<td>37%</td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td>50%</td>
<td>12%</td>
<td>49%</td>
<td>14%</td>
</tr>
<tr>
<td>Spoken English</td>
<td>88%</td>
<td>19%</td>
<td>87%</td>
<td>21%</td>
</tr>
<tr>
<td>Understanding International Perspectives</td>
<td>63%</td>
<td>45%</td>
<td>65%</td>
<td>41%</td>
</tr>
<tr>
<td>Appreciate, tolerate, and understand racial and ethnic diversity</td>
<td>82%</td>
<td>26%</td>
<td>82%</td>
<td>17%</td>
</tr>
<tr>
<td>Appreciate cultural and global diversity</td>
<td>73%</td>
<td>30%</td>
<td>76%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Figures 3.5.1-1 through 3.5.1-7 illustrate findings from the 2011 SERU results.

**Analytical and Critical Thinking Skills**

Seniors (including both continuing seniors and graduating seniors) reported good gains in proficiency in analytical and critical thinking skills, with the most common response increasing from “good” upon starting at the University of Florida to “very good” at the time of the survey (Figure 3.5.1-1, left panel). Students from all class levels reported an increase in analytical and critical thinking skills, with the proficiency score continuing to rise at each class level and with graduating seniors reporting the highest proficiency (Figure 3.5.1-, right panel).

**Figure 3.5.1-1. Analytical and Critical Thinking Skills, 2011 SERU**

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in analytical and critical thinking skills when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

**Left panel**: Responses by seniors (both continuing and graduating). N=7,323 (Before) and 7,221 (Current).

**Right panel**: Mean response score by class level for all students. N=19,240 (Before) and 18,946 (Current).
Clear and Effective Writing

Similarly, seniors reported gains in proficiency in their ability to be clear and effective when writing, with the most common response increasing from “good” upon starting at the University of Florida to “very good” at the time of the survey (Figure 3.5.1-2, left panel). Students from all class levels reported an increase in writing proficiency, with the mean proficiency score continuing to rise at each class level and with graduating seniors reporting the highest proficiency (Figure 3.5.1-2, right panel).

Figure 3.5.1-2. Ability to be Clear and Effective When Writing, 2011 SERU

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in their ability to be clear and effective when writing when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

Left panel: Responses by seniors (both continuing and graduating). N=7,298 (Before) and 7,211 (Current).

Right panel: Mean response score by class level for all students. N=19,190 (Before) and 18,922 (Current).
Quantitative Skills

Proficiency gains in quantitative skills were more modest (Figure 3.5.1-3, left panel), and freshmen reported the same gains as seniors (Figure 3.5.1-3, right panel). This would be expected when most students complete their college-level mathematics coursework in their freshman year. However, almost 50% of seniors reported their current proficiency in quantitative skills as being “good” or below.

Figure 3.5.1-3. Quantitative Skills, 2011 SERU

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in quantitative (mathematical and statistical) skills when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

Left panel: Responses by seniors (both continuing and graduating). N=7,273 (Before) and 7,7175 (Current).

Right panel: Mean response score by class level for all students. N=19,097 (Before) and 18,830 (Current).
Speaking Clearly and Effectively in English

At the start of their programs, 71% of freshmen reported their proficiency in the ability to speak clearly and effectively in English as “very good” or “excellent” (see complete data), and consequently the potential proficiency gains while at the University of Florida were smaller. Nonetheless, seniors reported gains in English speaking proficiency, with over 85% rating their proficiency as “very good” or “excellent” at the time of the survey (Figure 3.5.1-4, left panel). Students from all class levels reported high proficiency in speaking upon arriving at the University of Florida, but there were still small but consistent increases in proficiency at each class level (Figure 3.5.1-4, right panel).

Figure 3.5.1-4. Ability to Speak Clearly and Effectively in English, 2011 SERU

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in their ability to speak clearly and effectively in English when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

Left panel: Responses by seniors (both continuing and graduating). N=7,275 (Before) and 7,179 (Current).

Right panel: Mean response score by class level for all students. N=19,127 (Before) and 18,836 (Current).
**International Perspectives**

Seniors reported very strong gains in their ability to understand international perspectives, with only 27% reporting their proficiency as “very good” or “excellent” upon arriving at the University of Florida, which had increased to 62% at the time of the survey (Figure 3.5.1-5, left panel). Students from all class levels reported an increase in proficiency, with the mean score increasing at each class level (Figure 3.5.1-5, right panel).

**Figure 3.5.1-5. Ability to Understand International Perspectives**

*University of Florida students’ SERU survey responses on their self-assessed level of proficiency in their ability to understand international perspectives when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).*

**Left panel:** Responses by seniors (both continuing and graduating). N=7,290 (Before) and 7,210 (Current).

**Right panel:** Mean response score by class level for all students. N=19,169 (Before) and 18,912 (Current).
Racial and Ethnic Diversity

Seniors reported good proficiency in their ability to appreciate, tolerate and understand racial and ethnic diversity upon arriving at the University of Florida, but still reported strong gains, with 80% reporting their proficiency as “very good” to “excellent” at the time of the survey (Figure 3.5.1-6, left panel). Although the “current” proficiency score did not change appreciably with increased class standing, more advanced students tended to retrospectively report a lower mean proficiency score upon their arrival at the University of Florida than did freshmen and sophomores. This suggests an increase in awareness and sensitivity to racial and ethnic diversity issues as the students progressed (Figure 3.5.1-6, right panel).

Figure 3.5.1-6. Ability to Appreciate, Tolerate and Understand Racial and Ethnic Diversity

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in their ability to appreciate, tolerate and understand racial and ethnic diversity when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

Left panel: Responses by seniors (both continuing and graduating). N=7,294 (Before) and 7,204 (Current).

Right panel: Mean response score by class level for all students. N=19,180 (Before) and 18,927 (Current).
Global Diversity

The survey results for students’ proficiency in their ability to appreciate cultural and global diversity was similar to those seen in the survey results for racial and ethnic diversity. Specifically, seniors reported that they had moderately good proficiency upon arriving at the University of Florida, and that their proficiency had increased at the time of the survey, with 73% reporting their proficiency as “very good” to “excellent” at the time of the survey (Figure 3.5.1-7, left panel). As was seen in the racial and ethnic diversity results, more advanced students tended to retrospectively report a lower mean proficiency score upon their arrival at the University of Florida than did freshmen and sophomores, suggesting increased awareness and sensitivity to cultural and global diversity issues (Figure 3.5.1-7, right panel).

Figure 3.5.1-7. Ability to Appreciate Cultural and Global Diversity

University of Florida students’ SERU survey responses on their self-assessed level of proficiency in their ability to appreciate cultural and global diversity when they started at the University of Florida (“Before”) and at the time of the survey (“Current”).

Left panel: Responses by seniors (both continuing and graduating). N=7,253 (Before) and 7,156 (Current).

Right panel: Mean response score by class level for all students. N=19,082 (Before) and 18,798 (Current).
Closing Statement

The University of Florida has established college-level general education competencies for its students, and the faculty assesses these competencies both directly and indirectly to determine the degree to which these are met. Congruent with the culture and organizational scheme of the university, the assessment of general education is designed by the General Education Committee in collaboration with the Offices of Institutional Assessment and Undergraduate Affairs, and conducted by the faculty who teach the general education courses. The processes for the development of the competencies, the assurance of their quality and appropriateness for higher education, and assessment are rigorous and fulfill the educational mission of the university. The faculty thoroughly analyze general education assessment data and use this to evaluate the effectiveness of the program and to modify the curriculum based on this analysis. Through these processes and practices, the University of Florida meets Comprehensive Standard 3.5.1: General Education Competencies.
3.5.2 Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements.")

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) requires 25 percent of the credit hours for each undergraduate degree to be earned through courses taken within UF. This information is disseminated to students via the Undergraduate Catalog, the Integrated Student Information System (ISIS), and during in-person advising sessions.

Requirements

As stated in the UF Undergraduate Catalog under Residence Requirements, "The minimum residence requirement for the baccalaureate degree is two semesters. Students are required to complete the last 25% of the semester credits needed to satisfy their graduation requirements in residence at the college from which they will graduate."

Additionally, the UF Undergraduate Catalog’s Transfer Credit Policy states, "Junior/senior-level (courses numbered 3000-4000) course requirements for the major must be completed at UF or, with permission of the student’s UF college, at another baccalaureate degree-granting institution.”

Tracking Credit Earned at the University

UF monitors the amount of credit earned at the university through the Student Academic Support System (SASS), which is an automated system that evaluates a student’s academic record (transcript) in reference to the completion of the requirements of the student’s particular degree program. The results of the evaluation are available online or in a printed report called a Degree Audit available to students through ISIS.

As stated in the UF Undergraduate Catalog’s Universal Tracking Policy, students’ progress toward their degrees is monitored each semester to ensure that they are on track for completing the degree in four years. Summer terms are not included in tracking and may be used by students to get back
on track or to get ahead. Each fall and spring semesters students are reminded via email to review their degree audit online via the Integrated Student Information System (ISIS) before advance registration for the next term. The degree audit fits a student’s courses and grades into the degree requirements for the major to show the student what requirements have been met and what requirements the student still needs to complete.

Should a student be deemed off-track, a hold is placed on his/her registration to ensure that the student meets with an adviser to discuss his/her degree progress. This allows the student to determine what is necessary to get back on track or to change to a more appropriate major. If a student is off-track for two consecutive terms, he/she must change to a major more appropriate to the student’s goals and performance.

Transcripts

Student transcripts identify the name of the institution, if not taken at UF, under the name and amount of credits earned for the course. Appendix 3.5.2-1 provides an example of how the name of the institution is identified on the transcript for courses taken outside of UF. UF does not offer any undergraduate degrees through collaborative academic arrangements.

Closing Statement

The University of Florida has clear requirements that students must take at least 25% of their credits at the institution. These requirements are available and widely disseminated through multiple formats. Student credits are tracked and monitored using the university’s electronic Student Academic Support System and Integrated Student Information System. Through these processes and practices, the university meets Comprehensive Standard 3.5.2 - Educational Programs: Undergraduate: Institutional Credits for a Degree.
3.5.3 Educational Programs: Undergraduate: Undergraduate requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See Commission policy "The Quality and Integrity of Undergraduate Degrees").

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) publishes the undergraduate program requirements including general education components in the Undergraduate Catalog. The undergraduate degree requirements including university, college, and major requirements, are listed by major in the Undergraduate Catalog and include recommended semester plans for degree completion. The Undergraduate Catalog is published online and is widely available to all students no matter the student's location, and is promptly updated when appropriately approved changes to program policies and procedures are made.

General Education

As described in Core Requirement 2.7.3, the General Education requirement is designed to provide a common collective knowledge that enables students to communicate, to make informed decisions, and to participate fully as informed citizens in local, national and global matters, all of which support the UF mission. The general education curriculum is organized around seven major content areas: composition, diversity studies, humanities, international studies, mathematics, physical and biological sciences, and social and behavioral sciences.

The general education requirements for all undergraduate programs comply with the General Education Committee and the University Curriculum policies and are published in the Undergraduate Catalog. The General Education Committee provides the structure and learning outcomes for all areas of the general education curriculum.

Individual courses are submitted online by faculty through the Academic Approval Tracking system. Course requests for general education classification requires the course syllabus for a new or existing course to include the following five requirements:

1. General education objectives of the course
2. Assigned General Education Student Learning Outcomes
3. Other relevant student learning outcomes the instructor wishes to include
4. List of required and optional texts
5. Weekly course schedule (e.g. topics, assigned readings, other assignments, due dates) with sufficient detail that the General Education Committee may determine the appropriateness of the general education classification requested

After approval for general education classification, the course is available as a general education course requirement available to students.

College Degree Requirements

Each college or in some cases schools have degree requirements which include requirements such as minimum grade point averages (GPAs), minimum credit hour requirements at 3000 level or above courses, and requirements for taking professional examinations in the final semester. Appendix 3.5.3-1 provides the complete college degree requirements for the university.

Major Program Requirements

Required and elective courses for each undergraduate major are stated clearly in the Recommended Semester Plan published in the degree requirements of each major in the Undergraduate Catalog. Appendix 3.5.3-2 is an example of the Recommended Semester Plan. The major-related courses are defined by the faculty in the discipline. These courses provide an integrated understanding of the discipline, support for the major, and a coherent connection between the general education curriculum and the major. Major program requirements are defined by the faculty in the discipline. Proposals to add, delete, or make change in programs of instruction leading to undergraduate degrees are reviewed by the University Curriculum Committee which submits their decision to the Faculty Senate for final action.

Commonly Accepted Standards and Practices for Degree Programs

All academic programs are initiated by the faculty, approved through the shared governance process, and approved by the administration in compliance with Florida Board of Governors policies. Approval for undergraduate programs begins with a proposal initiated by the faculty and reviewed and approved by the faculty in the unit, the college dean, the University Curriculum Committee, the Faculty Senate, the Provost and Senior Vice President for Academic Affairs, and the University of Florida Board of Trustees. Once the approval process is completed, the Florida Board of Governors is sent notification and a copy of the degree proposal. This rigorous approval process as well as the systematic review by faculty ensures that the general education and major requirements conform to commonly accepted standards and practices for degree programs. Faculty within the academic unit initiation the creation of a new program and are responsible for establishing that the degree is relevant in the field or discipline, has the appropriate
level of rigor, includes a coherent course of study, and conforms to commonly accepted standards and practices for degree programs.

Closing Statement
The University of Florida establishes rigorous and clear undergraduate program requirements, and publishes these in multiple formats for easy access by all students. Through these processes and practices, the university meets Comprehensive Standard 3.5.3 - Educational Programs: Undergraduate: Undergraduate Requirements.
3.5.4 Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate degree level, exclusive of the general education component, are taught by faculty members holding an appropriate terminal degree - usually the earned doctorate or the equivalent of the terminal degree.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

At least 25 percent of the course hours in each major at the baccalaureate degree level at the University of Florida (UF) are taught by faculty members holding an appropriate terminal degree. UF defines the terminal degrees in most disciplines as the PhD, DMA, EdD, JD, DVM, DNP, and PharmD. Additionally, the master’s degrees shown in Table 3.5.4-1 are considered the terminal degree in their respective disciplines.

Percentage of Course Hours Taught by Faculty Holding the Appropriate Terminal Degree

Table 3.5.4-2 provides a listing of the undergraduate majors, total credit hours taught in the major, and the percentages of credit hours taught by faculty holding an appropriate terminal degree. When calculating the percentages for the table, all 1000-4000 level courses taught in the Fall 2012 and Spring 2013 semesters were included, but general education courses were excluded. Additionally, each location and delivery method was used to calculate the overall percentage for the major. Once the instructors of record were identified for the courses taught, the highest degree earned by each instructor of record was identified. The highest degree earned by the instructor of record was then used to determine the percentage of credit hours taught by faculty members holding an appropriate terminal degree for each major.
### Table 3.5.4-1. Terminal Master’s Degrees by Major

<table>
<thead>
<tr>
<th>Baccalaureate Major</th>
<th>Terminal Degree for Teaching Baccalaureate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, Dance; Digital Arts and Sciences; Music; Music Education; Theatre; Visual Arts Studies</td>
<td>Master of Fine Arts (MFA)</td>
</tr>
<tr>
<td>Bachelor of Landscape Architecture</td>
<td>Master of Landscape Architecture</td>
</tr>
<tr>
<td>BDes, Architecture</td>
<td>Master of Architecture (MArch)</td>
</tr>
<tr>
<td>BDes, Interior Design</td>
<td>Master of Interior Design</td>
</tr>
<tr>
<td>BFA, Art; Dance; Graphic Design; Musical Theatre; Theatre</td>
<td>Master of Fine Arts (MFA)</td>
</tr>
<tr>
<td>BHS, Communication Sciences and Disorders</td>
<td>Masters in Medical Science or Clinical Masters</td>
</tr>
<tr>
<td>BS, Advertising</td>
<td>MA in Advertising, Journalism, Public Relations Telecommunications; Master of Fine Arts (MFA)</td>
</tr>
<tr>
<td>BS, Journalism and Communications</td>
<td></td>
</tr>
<tr>
<td>BS, Public Relations</td>
<td></td>
</tr>
<tr>
<td>BS, Telecommunications</td>
<td></td>
</tr>
<tr>
<td>BS, Biology; Chemistry; Geology</td>
<td>Master of Science in Teaching (MST)</td>
</tr>
<tr>
<td>BS, Building Construction</td>
<td>Master of Building Construction, Master of Construction Management, or Master of Engineering</td>
</tr>
<tr>
<td>BS, Fire and Emergency Services</td>
<td>Masters in Fire Science, Public Policy/Administration, Building Related majors, or Ed.D.</td>
</tr>
<tr>
<td>BS, Sustainability and the Built Environment</td>
<td>Master of Architecture (MArch), Master of Building Construction, Master of Construction Management, Master of Engineering, Master of Interior Design, or Master of Landscape Architecture</td>
</tr>
</tbody>
</table>

### Closing Statement

At the University of Florida, more than 25% of the course hours in each major at the baccalaureate degree level are taught by faculty who hold the appropriate terminal degree. The mean is 74% for all undergraduate majors combined. The university exceeds the 25% threshold, and meets Comprehensive Standard 3.5.4 - Terminal Degrees of Faculty.
3.6.1 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program rigor

The institution’s post-baccalaureate professional degree programs, master’s and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

Academic courses for all levels of degree programs, undergraduate, graduate, and professional, are created by the departmental faculty and approved by the college's curriculum committee. After college approval, the undergraduate and professional courses are reviewed and approved by the University Curriculum Committee (UCC). The UCC is comprised of associate deans representing all 16 colleges, including the Graduate School, representatives from the Faculty Senate, and is chaired by an associate provost. Colleges submit requests for new and modified courses to the Graduate Curriculum Committee (GCC) for review and approval. The GCC is comprised of 6 members of the Graduate Faculty and chaired by the Associate Dean of the Graduate School. Once approved at these various levels within the university, the courses are subjected to analysis and approval by disciplinary experts working on behalf of the State of Florida’s Course Number System.

Courses are assigned a four-digit number with 1000 level courses intended to be taken by freshman and 3000-4000 level course intended for students in the major. Graduate- and professional-level courses are numbered from 5000-9000. All courses offered by public institutions in Florida are evaluated by committees representing the State. The levels of academic materials and experiences are consistent across all state-supported universities as described in the Statewide Articulation Manual.

**Evidence of Advanced Content in Post-Baccalaureate Programs**

The University of Florida’s (UF) post-baccalaureate Master, Specialist, Engineer, and Doctoral Degree Programs are academically more advanced than UF’s undergraduate programs. By authority of the UF Constitution, Section 5, the Graduate School is responsible for setting policies governing all degree programs. As an administrative unit of the university, the Graduate School partners with degree granting academic units to ensure that each graduate student follows a program of study that lists courses to be taken as partial fulfillment of their graduate degree. These programs of study include a number of graduate-level courses that are approved at multiple levels. Master,
specialist and engineer degree programs include a minimum of thirty hours of graduate course work.

Courses assigned a 5000 level classification can be taken by both undergraduate and graduate students. 5000-level courses must be approved by both the University Curriculum Committee and the Graduate Curriculum Committee as stated in the Bylaws of the Faculty Senate, (A)(2)(b)(3).

Combining a 4000-level undergraduate course with a 6000-level graduate course is referred to as a co-listed course. Graduate students enrolled in cross-listed courses must be given significantly more advanced materials and must be given added assignments that further challenge their mastery of the course materials. Approval of cross-listed courses is granted by both the Graduate Curriculum Committee and the University Curriculum Committee.

Graduate-level master’s courses are distinguished from doctoral courses, again following the requirements of the State Course numbering System. A 6000-level course is considered to include more fundamental knowledge that courses taken at the 7000-level.

Content and Rigor - Post-baccalaureate

The University of Florida offers three graduate degree types between the baccalaureate and the doctoral degrees. They include master, specialist and engineer degrees. All of these degrees are overseen by the Graduate School.

Post-baccalaureate degree programs are structured such that graduates from these programs are able to demonstrate mastery of the discipline. The content and rigor of these programs are designed by the faculties of these programs to be demonstrability more rigorous and in-depth than undergraduate degrees. Many of the master’s degrees are thesis-based. Students submit a thesis to the Graduate School, which is successfully defended to a committee of Graduate Faculty. Non-thesis degrees require more coursework than thesis degrees and often culminate in a capstone course or a project and a comprehensive examination. Engineer and specialist degrees use capstone courses and projects to support mastery beyond graduate-level coursework and the undergraduate degree.

Doctoral degree programs include at least 90 hours of course work past the bachelor’s degree that includes research and advanced research courses. All graduate programs require comprehensive examinations at the master’s level and a qualifying examination at the doctoral level.

Content and Rigor - Doctoral

Requirements for a research-focused degree, Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.), include graduate-level coursework, doctoral seminars, qualifying written and oral examinations administered by the student’s supervisory committee or by the department, a dissertation, which makes a scientific and/or scholarly contribution to the literature, and an oral defense of the dissertation. The dissertation must be submitted and approved by the Editorial Office in the Graduate School.
The university offers three non-research degrees, which are managed by the Graduate School. The Doctor of Audiology program is awarded after 4-years of post-baccalaureate study (125 credit hours), a comprehensive written and practical examination, a one-year supervised externship, and a passing score on a state licensure examination. The requirements for the Doctor of Plant Medicine degree include 3 to 4 years of post-baccalaureate study (120 credit hours), and a written and oral comprehensive examination. The Doctor of Nursing Practice requires 93 credit hours, clinical practicum, appropriate examinations, and is generally completed in 8 semesters.

**Post-baccalaureate Professional Degree Programs**

The following is a listing of the professional programs offered at UF:

- Doctor of Dental Medicine (DMD)
- Doctor of Juridical Science (SJD)
- Doctor of Medicine (MD)
- Doctor of Pharmacy (PharmD)
- Doctor of Physical Therapy (DPT)
- Doctor of Veterinary Medicine (DVM)
- Juris Doctor (JD)

These are college-based programs that are significantly more advanced than related or prerequisite undergraduate programs/courses. The academic content of these professional programs are set by the colleges’ curriculum committees, following guidelines for accreditation by their professional organizations or by licensure requirements, and reviewed and approved by the UCC. Additional evidence of the rigor and advanced content of these programs is found in the high UF student pass rates for the professional examinations for these programs that meet or exceed the national benchmarks for these measures.

**Course Approval Tracking Process**

All requests for new undergraduate, graduate and professional courses and for modifications to existing courses must be posted on the university’s Academic Approval Tracking system. This electronic, password-protected approval system has been in use for the past 7 years and includes instructions for submitting new courses or modifying existing course via the website. Each approval step is indicated along with the date that action was taken and by which reviewer/committee. The final approval for the course is made by disciplinary committees of Graduate Faculty representing all State universities who are assigned to manage the State Course Numbering System. All requests for new undergraduate, graduate and professional courses and for modifications to existing courses must be posted on the university’s approval system. This electronic, password-protected approval system has been in use for the past 7 years and includes processes for submitting new courses or modifying existing course via the website. Each approval step is indicated along with the date that action was taken and by which reviewer/committee. The final approval for the course is made by disciplinary committees of...
Graduate Faculty representing all State universities who are assigned to manage the State Course Numbering System.

The UCC or the GCC reviews all requests for new graduate or professional courses and requests for revisions to existing courses. Before review by the UCC or GCC, proposals for new courses or modifications to existing courses are prepared by the department and approved by the colleges’ curriculum committees. These committees are generally comprised of college faculty members and chaired by an associate dean. Policies for the development of syllabi are made available to all faculty members.

**Assessment**

UF’s Institutional Assessment oversees and works with all degree granting departments for purposes of academic assessment (see the Graduate/Professional Academic Assessment Plans and the Graduate Catalog). Each department is responsible for the assessment of their graduate degree programs and must (a) define appropriate student learning outcomes (SLOs); (b) create and implement assessments measures for their SLOs; (c) analyze the assessment data relevant to the degree program’s SLOs; and (d) use the results of their analysis to improve their programs (see Table 3.3.1.1-3 for examples). Assessment reporting is annual (see Comprehensive Standard 3.3.1.1 for a description) and is integrated into the seven-year Program Review Cycle required by the Florida Board of Governors Regulation 6C-8.015.

**Closing Statement**

The post-baccalaureate programs at the University of Florida are rigorous and present content that is progressively more advanced at each degree level. The curriculum is controlled by the faculty and overseen by the graduate school, and student learning assessment data is used to improve the programs and sustain their rigor and remain current with the latest advances in the profession/discipline. The processes and practices at the University of Florida ensure that these programs maintain their progressively advanced content, and therefore the university meets Comprehensive Standard 3.6.1 - Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate Program Rigor.

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250 3.6.1 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program rigor
/University of Florida Compliance Report September 2013
3.6.2 Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida is one 62 universities in North America with membership in the [Association of American Universities](https://www.aaup.org) (AAU). The AAU is an association of leading public and private research universities. Membership is based on "the high quality of programs of academic research and scholarship and undergraduate, graduate, and professional education in a number of fields, as well as general recognition that a university is outstanding by reason of the excellence of its research and education programs." Furthermore, "a membership committee of AAU presidents and chancellors periodically reviews universities for AAU membership; institutions recommended for membership must be approved by a three-fourths vote of the membership."

University faculty members follow policies and procedures established by the Graduate School to ensure that their graduate students have programs-of-study that contain the necessary knowledge and skills for them to demonstrate a mastery of their respective fields and to become stewards of their disciplines.

The university provides a state-of-the-art electronic admissions system for graduate students through the Office of Graduate Admissions. Links to the admissions process, basic admissions requirements and additional requirements for international applicants can be found on the Graduate School website. The basic requirements include a baccalaureate degree from a regional accrediting association or its international equivalent, at least a 3.0 grade-point-average and a satisfactory score on the GRE, GMAT or FE examination. Applicants must submit official transcripts, standardized test scores and letters of recommendation. Some performance programs also require an audition or portfolio of the applicant’s creative works.
Curriculum and Engagement in Research

The Graduate Faculty in the academic unit have the authority to design the graduate curriculum their students follow in order to complete the degree program. This authority is granted to the faculty by the UF Constitution and Faculty Senate By-laws. The graduate faculties work with the Graduate School to monitor the curriculum and other required milestones necessary to achieve the degree. Membership to the Graduate Faculty requires a 2/3 vote of the Graduate Faculty, support of the college dean and approval by the Dean of the Graduate School. This appointment allows faculty members to serve on student committees and to chair master’s or dissertation committees.

Basic requirements for each degree are included in the Graduate Catalog and more detailed requirements are published in the department’s academic policy manuals/handbooks. An example of a Ph.D. Handbook is included here.

The graduate faculty in each program is responsible for developing courses and degree requirements that ensure students understand current literature in the discipline and have opportunities to engage in research and scholarship. Mastery of the discipline and acquisition of advanced research skills are demonstrated through written and oral examinations, theses and dissertations, and other assessment measurements specific to the discipline. Additionally, all graduate programs report their research expectations and expected levels of research engagement for graduate students in their Academic Assessment Plans.

Most master’s degrees require theses, and the Ph.D. and Ed.D. degrees require dissertations. The Graduate Catalog includes a list of all graduate degrees, master’s thesis requirements, and doctoral dissertation requirements. These documents demonstrate the expectation for significant, independent research on the part of the student.

Students in professional programs engage in clinical rotations and practical experiences that are in large measure defined by their accrediting bodies. The university has extensive clinical opportunities for health-related professional students in the Health Science Center, Veterinary Hospitals, Shands Teaching Hospitals, and sites in Gainesville and in other communities in the north Florida area.

Table 3.6.2-1 lists recently approved courses illustrating the skills and knowledge that graduate students must demonstrate and includes the course titles, credit hours, and descriptions.
Closing Statement

The graduate curriculum is rigorous, requires knowledge of the literature of the discipline, and engages graduate students in research and/or creative activity appropriate to the discipline. These expectations are made clear to students at admission and throughout their program of study. Faculty control the curriculum and regularly modify it to maintain recency and relevance to the discipline. Through these processes and practices, the University of Florida is in compliance with Comprehensive Standard 3.6.2 - Educational Programs: Graduate/Post-Baccalaureate: Graduate Curriculum.
3.6.3 Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements").

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida ensures that at least one-third of credits toward a graduate or post baccalaureate degree are earned through instruction offered at the university (a) by limiting course credit transfers and (b) through institutional monitoring and certification of degrees of study.

Policies

Course credit transfer policies are designed to ensure that a majority of credits for a graduate or post-baccalaureate professional degree are earned from the University of Florida (UF). These policies vary by degree types (Master's, doctoral, and professional). Transfer of credit policies are established by the Graduate Council and modified as indicated in a policy adopted in 2002. Transfer of credit policies are found in the Graduate Catalog for master's and doctoral degrees. The Graduate School maintains regular contact with the academic units through annual workshops and orientations for graduate coordinators and graduate staff and through listserv messages. The policies governing the transfer of credit for post-baccalaureate professional programs are posted on their respective websites and described below.

Master's degrees

For master's degrees, only graduate-level (5000-7999) work with a grade of B or better, is eligible for transfer of credit. A maximum of 15 transfer credits are allowed. These can include no more than 9 credits from institution/s approved by UF, with the balance obtained from post-baccalaureate work at the University of Florida. Credits transferred from other universities are applied toward the degree requirements, but grades earned are not computed in the student's grade point average. Acceptance of transfer of credit requires approval of the student's supervisory committee and the Dean of the Graduate School. Academic units submit petitions for transfer of credit for a master's degree. The petition should be submitted during the student’s first term of enrollment in the Graduate School. The supervisory committee is responsible for using established
criteria to ensure the academic integrity of course work before accepting graduate transfer credits. Similar requirements apply to Specialist degrees.

**Doctoral Degrees**

For doctoral degrees, no more than 30 credits of a master's degree from another institution will be transferred to a doctoral program. If a student holds a master's degree in a discipline different from the doctoral program, the master's work will not be counted in the program unless the academic unit petitions the Dean of the Graduate School. All courses beyond the master's degree taken at another university to be applied to the Ph.D. degree must be taken at an institution offering the doctoral degree and must be approved for graduate credit by the Graduate School of the University of Florida. All courses to be transferred must be graduate-level, letter-graded with a grade of B or better, and must be demonstrated to relate directly to the degree being sought. All such transfer requests must be made by petition of the supervisory committee no later than the third term of Ph.D. study. The total number of credits (including 30 for a prior master's degree) that may be transferred cannot exceed 45, and in all cases the student must complete the qualifying examination at the University of Florida. In addition, any prior graduate credits earned at UF (e.g., a master's degree in the same or a different discipline) may be transferred into the doctoral program at the discretion of the supervisory committee and by petition to the Graduate School. The petition must show how the prior course work is relevant to the current degree.

**Post-baccalaureate Professional Degrees**

*Doctor of Dental Medicine (DMD)*

Students currently enrolled and in good standing at ADA accredited colleges of dentistry may be accepted as transfer students on a limited, space-available basis, depending upon the availability of resources and space in the specific dental class. Other requirements for eligibility include: 1) candidates must be currently enrolled in an accredited dental school and be in good standing; 2) candidates must be in the upper 50% of their dental class; and 3) All transfer students must spend a minimum of two years (5 semesters) in residence at the UF College of Dentistry.

*Doctor of Medicine (MD)*

Medical students may seek transfer to the UF College of Medicine from a Liaison Committee on Medical Education (LCME) accredited medical school. Transfer applicants must have successfully completed the first two years of medical school and have passed the Step 1 exam. Applicants must be either a United States Citizen or Permanent Resident Alien. Individuals who already have received a degree from a college of medicine will not be admitted to the M.D. curriculum at advanced standing status.

*Doctor of Pharmacy (PharmD)*
Applicants requesting a transfer to the UF Pharmacy program must have completed or be in the process of completing all admission requirements (i.e. minimum AA degree (general education coursework), pre-professional courses, PCAT and foreign language). The program admits once per year for the fall semester. Students may apply the year prior to completing pre-professional courses and/or AA degree requirements. All requirements must be met by the end of summer 2013 in order to begin fall 2013, if admitted. To be eligible for transfer, you must have 60 transferable semester hours of college credit and meet all competitive requirements.

**Doctor of Physical Therapy (DPT)**

The DPT does not accept transfer credits from other DPT programs. Applications are accepted from students with credit from other DPT programs, however all students accepting admission to the UF DPT program are expected to complete the full DPT curriculum.

**Doctor of Veterinary Medicine (DVM)**

The College of Veterinary Medicine considers transfer requests from students enrolled in other CVM programs. Space is limited and only requests from students transferring from accredited programs will be considered. The curriculum of the parent college must have a degree of similarity to the UFCVM curriculum. The transfer request must include a semester by semester listing of courses at their parent institution that will enable the UFCVM to determine whether differences in curricula will cause any major uncorrectable deficiencies. If such deficiencies are noted, the student could be considered only for a lower class (i.e., a student having completed two years at another college may be offered acceptance into our Fall semester Sophomore class).

**Juris Doctor (JD)**

Transfer of credits will be permitted based on the following criteria: 1) a student may request to transfer up to 29 hours of classes taken at another ABA accredited institution; 2) only courses approved by the JD program will be accepted; and 3) only courses earned with a grade of ‘C’ or better will be transferred.

Graduate Transfer of Credit Process

Students are requested to transfer credits during their first term. The department decides the courses that will be transferred into the student’s degree program and completes an online petition form. The form is transmitted to the Graduate School for consistency with the policies and acted on by the Dean of the Graduate School or designee. The courses appear on the student’s transcript as exemplified in Appendix A or as a block of credits as illustrated in Appendix B.

The university has agreements with domestic and international institutions to work cooperatively for the awarding of graduate degrees. Appendix C includes a UF transcript verifying that a student received a Ph.D. degree in Entomology and Nematology conferred cooperatively by UF and Florida Agricultural and Mechanical University. According to the SACS policy statement regarding collaborative academic arrangements, UF’s agreement is considered a joint educational program.
Appendix D includes a transcript for a student who received a Ph.D. in Chemistry that was conferred jointly by UF and the University of Bordeaux. According to the SACS policy statement regarding collaborative academic arrangements, UF’s agreement is considered a dual educational program.

Monitoring and Certifying Graduate Degrees

The Graduate School maintains a password-protected electronic communications system called the Graduate Information Management System (GIMS). The system includes information about each degree program and detailed data on each student. A summary of the training information and PowerPoint used to train graduate staff and graduate coordinators is available on the Graduate School website. Departments are required to monitor this information on a regular basis. The data in this system along with student transcripts provided by the Office of the University Registrar are used by staff in the Graduate School for degree certification.

Graduate students have the responsibility to abide by all Graduate Council policies and procedures including the request for transfer of credit and verification of earned credits. A graduation checklist is a useful reference form that can be accessed by all graduate students. New graduate students are made aware of the Graduate Council policies, including transfer of credit and ways to assess their academic records, at orientations offered each fall and spring terms.

Closing Statement

The University of Florida ensures that graduate students obtain at least one-third of their credits through instruction offered at the university through clear policies that require careful review of transfer credits and institutional degree monitoring and certification. Through these procedures and practices, the university is in compliance with Comprehensive Standard 3.6.3, Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a graduate degree.
3.6.4 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida offers advanced degrees at the master’s, specialist, and doctoral levels through the Graduate School, and professional degrees through their respective colleges. According to the Office of Institutional Research and Planning, in 2010 academic year, UF awarded 3,948 Master’s, Engineer, and Specialists degrees, 936 doctoral degrees, and 1,191 Post-baccalaureate degrees.

The university follows appropriate standards for awarding degrees as exemplified by the Florida Board of Governors Regulation 6.003 regarding graduate admissions promulgated in June 2008. “Each university board of trustees shall adopt regulations for the admission of graduate and post-baccalaureate professional students. Such regulations shall be consistent with the university mission and Board of Governors regulations.”

The University of Florida Board of Trustees approves regulations (i.e., UF Regulation 6C1-1.1016 and UF Regulation 7.051) that support the processes used to admit all students, including graduate students, and accepts the policies and procedures published in the Catalogs for the various degree programs, including the Graduate Catalog.

Definitions and requirements for graduate degrees are published in the Graduate Catalog. Detailed information about each graduate program can be accessed from the Graduate School website.

Policies Governing Graduate Degrees

After approval by the Graduate Council, degree requirements for all graduate programs are published in the Graduate Catalog. The requirements and policies published in the Catalog for the academic year that a student matriculates serves as a contact between the individual and the university. Students matriculating in the 2012-2013 abide by the contents of that Catalog. However, students that stop-out for longer than two terms must re-apply and be re-admitted. The
requirements found in the academic year of their subsequent re-admission must be followed. Some of the information under the headings below was copied directly from the Graduate Catalog.

**Master, Engineer and Specialist Degree Requirements**

*Master’s Degrees*

Graduate credit is awarded for courses numbered 5000 and above. The program of course work for a master’s degree must be approved by the student’s adviser, supervisory committee, or faculty representative of the academic unit.

No more than 9 credits from a previous master’s degree program may apply toward a second master’s degree. These credits are applied only with the written approval of the Dean of the Graduate School. Unless otherwise specified, for any master’s degree, the student must earn at least 30 credits as a graduate student at UF.

No more than 9 of the 30 credits (earned with a grade of A, A-, B+, or B) may be transferred from institutions approved for this purpose by the Dean of the Graduate School. At least half of the required credits (not counting 6971) must be in the major.

The student's supervisory committee must be appointed as soon as possible after the student is admitted to the Graduate School and no later than the second term of graduate study. The supervisory committee for a master’s degree with a thesis should consist of at least two Graduate Faculty members, unless otherwise specified. If a minor is designated, the committee must include a Graduate Faculty member from the minor department.

For a master’s degree without thesis, oversight is at the academic unit/department/college level only. Each candidate must pass a final comprehensive examination. Some programs use different terminology, such as *capstone course*. This examination must cover at least the candidate's field of concentration.

All work (including transferred credit) counted toward the master's degree must be completed within 7 years before the degree is awarded. Colleges and academic units may have additional regulations beyond those stated above.

A complete listing of graduate degree programs can be found in the Graduate Catalog.

*Engineer Degree (Eng.)*

For those engineers who need additional technical depth and diversification in their education beyond the master’s degree, the College of Engineering offers the degree of Engineer (Eng.). This degree requires at least 30 credits of graduate work beyond the master’s degree. It is not to be
considered as a partial requirement toward the Ph.D. degree. The student’s objective after the master’s degree should be the Ph.D. or the Engineer degree.

Students must have completed a master’s degree in engineering and apply for admission to the Graduate School of the University of Florida. The master’s degree is regarded as the foundation for the degree of Engineer. The master’s degree must be based on the candidate having a bachelor’s degree in engineering from an ABET-accredited curriculum or having taken sufficient articulation course work to meet the minimum requirements specified by ABET.

Total registration in an approved program must include at least 30 graduate credits beyond the master’s degree. This minimum requirement must be earned through the University of Florida. The last 30 credits must be completed within 5 calendar years.

Each student admitted to the program needs a supervisory committee with at least 3 members of the Graduate Faculty (two from the major academic unit, and at least 1 from a supporting academic unit). In addition, every effort should be made to have a representative from industry as an external adviser for the student’s program.

Each plan of study is developed on an individual basis for each student. Thus, there are no specific requirements for the major or minor; each student is considered individually. If the plan of study includes a thesis, the student may register for 6 to 12 credits of 6972 (Research for Engineer’s Thesis).

The thesis should represent performance at a level above that ordinarily associated with the master’s degree. It should clearly be an original contribution; this may take the form of scientific research, a design project, or an industrial project approved by the supervisory committee. Work on the thesis may be conducted in an industrial or governmental laboratory under conditions stipulated by the supervisory committee.

After the student completes all work on the plan of study, the supervisory committee conducts a final comprehensive oral and/or written examination (for thesis students, this also involves defending the thesis).

**Specialist in Education (Ed.S.)**

An Ed.S. program includes competencies needed for a professional specialization. Specializations are offered in the School of Teaching and Learning, the School of Special Education, School Psychology, and Early Childhood Studies, and the School of Human Development and Organizational Studies in Education. Ed.S. applicants must apply and be admitted to UF’s Graduate School. All work for the degree, including transferred credit, must be completed within 7 years before the degree is awarded.

The Ed.S. degree is awarded on completing a planned program with at least 72 credits beyond the bachelor’s degree or at least 36 credits beyond the master’s degree. All credits accepted for the program must contribute to the unity and the stated objective of the total program.
Students who enter the program with an appropriate master’s degree from another accredited institution must complete at least 36 credits of post-master’s study to meet the following requirements:

- At least 36 credits in graduate-level courses
- At least 12 credits in graduate-level professional education courses

Students who enter the program with a bachelor’s degree only must (during the 72-credit program) meet these requirements in addition to the requirements of the Master of Education degree or its equivalent.

Only graduate-level (5000-7999) work, earned with a grade of B or better, is eligible for transfer of credit. A maximum of 15 transfer credits are allowed. These can include no more than 9 credits from institution/s approved by UF, with the balance obtained from post-baccalaureate work at UF. Credits transferred from other universities are applied toward meeting the degree requirements, but the grades earned are not computed in the student’s grade point average. Acceptance of transfer of credit requires approval of the student’s supervisory committee and the Dean of the Graduate School.

Students are tested (no more than 6 months before graduation) by written and oral examination. A thesis is not required; however, each program includes a research component relevant to the intended profession. With the academic unit’s approval, course work taken as part of the specialist program may count toward a doctoral degree.

**Doctoral Degree Requirements**

*Doctor of Philosophy (Ph.D.)*

Course requirements for doctoral degrees vary from field to field and from student to student. In all fields, the Ph.D. degree requires at least 90 credits beyond the bachelor’s degree. All master’s degrees counted in the minimum must be earned in the last 7 years.

A Ph.D. student does the major work in an academic unit specifically approved for offering doctoral courses and supervising dissertations. See Graduate Programs. At least a B (3.00 truncated) is needed for courses included in the major.

The supervisory committee for a doctoral candidate comprises at least four members selected from the Graduate Faculty. At least two members, including the chair, must be from the academic unit recommending the degree. At least one member serves as external member and should be from a different educational discipline, with no ties to the home academic unit. One regular member may be from the home academic unit or another unit.

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*3.6.4 Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate requirements/University of Florida Compliance Report September 2013*
All Ph.D. candidates must take the qualifying examination. It may be taken during the third term of graduate study beyond the bachelor’s degree. Each doctoral candidate must prepare and present a dissertation that shows independent investigation and that is acceptable in form and content to the supervisory committee and to the Graduate School. The work must be of publishable quality and must be in a form suitable for publication, using the Graduate School’s format requirements. The student and supervisory committee are responsible for level of quality and scholarship. Graduate Council requires the Graduate School Editorial Office, as agents of the Dean of the Graduate School, to review theses and dissertations for acceptable format, and to make recommendations as needed.

**Doctor of Audiology (Au.D.)**

The College Public Health and Health Professions offers a program leading to the degree of Doctor of Audiology. The Au.D. degree is awarded after a 4-year program of graduate study. Foreign languages are not required. The program leading to the Au.D. degree is administered by the Department of Speech, Language and Hearing Sciences, the college, and the Graduate School.

To be considered for the Au.D. program, students must meet the following minimum requirements:

- A 3.00 junior-senior undergraduate grade point average and a program specific acceptable score on the GRE General Test,
- Evidence of good potential for academic success in at least three letters of recommendation, and
- Evidence of acceptable skills in written expression through a personal statement describing the motivation and skills applicable to graduate study and the profession of audiology.

Course requirements include 125 credits for students entering the program with a bachelor’s degree awarded by an accredited institution consisting of at least 70 credits of didactic instruction, 45 credits of applied practicum, and 3 credits of audiology research.

A 70-credit program leading to the Au.D. is offered for applicants holding an earned master’s degree in audiology from an accredited institution.

A 45-credit program leading to the Au.D. is offered for applicants holding an earned master’s from an accredited institution, certification and/or licensure in audiology, and at least 3 years of full-time experience in audiology.

Comprehensive examination, required for all Au.D. candidates, may be taken during the eighth term of study beyond the bachelor’s degree. Both written and oral, this examination is prepared and evaluated by the supervisory committee, which is responsible for determining whether the student is qualified to continue work toward the degree by completing the clinical residency.
**Doctor of Education (Ed.D.)**

The Doctor of Education (Ed.D.) degree offers advanced professional training and academic preparation for the highest levels of educational practice. Programs are available in the School of Teaching and Learning, the School of Special Education, School Psychology, and Early Childhood Studies, and the School of Human Development and Organizational Studies in Education.

A minimum of 90 credits beyond the bachelor's degree (master's degrees included must be in the last 7 years) is required. Course requirements vary with the academic unit and with the student’s plan for research and/or professional pursuit. With the approval of the supervisory committee, the student may choose one or more minor fields of study. The Ed.D. requires a qualifying examination and a dissertation.

See Requirements for the Ph.D. for information on transfer of credit, minors, leave of absence, supervisory committee, language requirement, campus residence requirement, qualifying and final examinations, admission to candidacy, dissertation, and certification. These statements apply to both the Ph.D. and Ed.D. degrees.

**Doctor of Nursing Practice (D.N.P.)**

The College of Nursing offers a program leading to the D.N.P. The program prepares advanced practice nurses with the knowledge, skills, and abilities needed in today's complex health care environment and produces advanced practice nurses with educational background comparable to health care practitioners in other fields.

To be considered for the D.N.P. program, students must meet the following minimum requirements:

- A bachelor of science in nursing degree for the BSN/DNP program or a master’s degree in nursing for the post master’s DNP program from a CCNE or NLN AC accredited program.
- A GPA of at least 3.0 on a 4.0 scale.
- A score of 500 or higher on each of the verbal and quantitative sections in the prior version of the Graduate Record Examination (GRE) General Test. In the new version of the GRE a minimum score of 153 in the verbal section and 144 in the quantitative section. Analytical writing section is optional.
- Current licensure (or eligibility) in the state of Florida

The D.N.P. program consists of 93 credits that can be completed in 8 semesters of full-time study or 14 semesters of part-time study. Students who already have an M.S.N. degree are able to satisfy the requirements of the D.N.P. curriculum upon completion of 48 credits.
Doctor of Plant Medicine (D.P.M.)

The College of Agricultural and Life Sciences offers an interdisciplinary program leading to the degree of Doctor of Plant Medicine (D.P.M.). The D.P.M. degree is awarded after a 3- to 4-year program of graduate study. Foreign languages are not required. The program leading to the D.P. M. degree is administered by the College of Agricultural and Life Sciences and the Graduate School. Students must meet the following minimum requirements:

- B.S. or B.A. degree, preferably in biological, agricultural, or health science.
- A 3.00 grade point average in upper-division courses.
- A program specific acceptable score on the GRE General Test.
- Applicants from countries where English is not the native language must also achieve a satisfactory score on one of the following: TOEFL (Test of English as a Foreign Language: paper=550, web= 80), IELTS (International English Language Testing System: 6), MELAB (Michigan English Language Assessment Battery: 77) or successful completion of the University of Florida English Language Institute program.
- Evidence of good potential for academic success in at least three letters of recommendation.
- Evidence of acceptable skills in written expression through personal statements briefly describing their backgrounds, reasons, and career goals for studying plant medicine.

Students entering the program with a bachelor’s degree must earn 120 credits. This includes at least 90 credits of course work and 30 credits of internship. Students entering the program with a master’s degree in a related area may be allowed to transfer up to 30 credits in graduate courses corresponding to those required by the plant medicine program.

Both written and oral comprehensive examinations are required of all D.P.M. students.

Requirements for online graduate degree programs

The policies and procedures for admission and for degree certification for online graduate degree programs are the same as those for the on-campus degree programs. Although the delivery methods differ, the same academic standards, course content, examinations, capstone courses, and other program milestones are used for the online and for the on-campus program. Both delivery methods are monitored by the Graduate Faculty overseeing the program. Final degree certification is completed by the Graduate School using the same policies approved for the on-campus degree program.

Dissemination of Program Requirements

The Graduate School staff offers periodic workshops for graduate coordinators and graduate staff. Special orientations are available for new graduate coordinators and staff during this day-long event. Each semester during the academic year, the Graduate School and the International Center coordinate an orientation for all newly matriculated domestic and international students. Policies
and procedures governing graduate education are reviewed during these sessions. In addition, a **Graduate Student Handbook** is available on the Graduate School website.

The Graduate Information Management System (GIMS) is a critical tool used by all graduate programs. It is a multi-layered communication portal that allows departments to transmit detailed information about their students including degree, major, concentrations, minors, thesis or non-thesis options, supervisory committee members, etc. The system tracks the progress of students working on theses and dissertations through the Editorial Office. This information is fundamental to degree certification, which is managed by the Graduate School.

Details about the functionality of GIMS are explained each year at the **orientation for graduate coordinators and graduate staff**. The information is subsequently posted on the Graduate School website.

**Closing Statement**

The University of Florida defines and disseminates widely its requirements for all graduate and professional programs. Graduate faculty determine the coursework for the degrees, and in collaboration with the Graduate School determine the degree requirements. Clear, complete, and consistent information is provided via the graduate school website as well as student orientations and other forms of communication. Through these processes and practices, the university is in compliance with Comprehensive Standard 3.6.4, Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate requirements.
3.7.1 Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Note: When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines “Faculty Credentials.” The document can be found at http://www.sacscoc.org/policies.asp#guidelines.)

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) employs competent faculty members qualified to accomplish its mission and goals, and takes steps to ensure the ongoing competence of its faculty through regular evaluations. As stated in UF Regulation 6C1-7.004 Academic Affairs; Faculty and Appointments: Screening and Selection, Notice of Initial Appointments, Renewal of Appointments, and Delegation of Authority, the selection of candidates [faculty] shall be based upon the candidates’ qualifications, competency, and other reasonable criteria which may be prescribed by the university, provided that in no case shall such criteria discriminate. Furthermore, as stated in the UF Constitution, Section 4 Appointment of Faculty Members, nominations for the appointment of faculty members shall be made by the chair of the department or, in units of the university not organized in departments, by the officers in charge of the work concerned, and shall be submitted to the appropriate administrative officers for approval or rejection and, in the event of approval, for transmission to the president or designee. Appointments to the faculty shall be made by the president or designee.

Recommendation for appointment to the faculty of the university is made by the department chair or unit administrator to the appropriate dean or director. Deans and directors are delegated the presidential power of appointment for positions at the rank of assistant professor or equivalent or lesser ranks. For the Institute of Food and Agricultural Sciences (IFAS), the senior vice president for agriculture and natural resources retains the power of appointment. For the Health Science Center, the senior vice president for health affairs retains the power of appointment. For Education
and General (E&G) units, the senior vice president for academic affairs and provost retains the power of appointment.

The Faculty Roster provides detailed information of the qualifications of all faculty, and the Course Prefixes provide the departments where the courses are taught if further clarification is required.

**Annual Faculty Performance Evaluations [UF Regulation 7.010 (2)]**

Teaching, research and service are the central tenets of the mission of the University of Florida. These three areas are the focal points of faculty annual performance evaluations. The performance of each faculty member is evaluated annually in writing based on the faculty member's contribution to the orderly and effective functioning of the academic-administrative unit (program, department, school, college), those professional responsibilities arising from the nature of the education process, and/or the total university and his or her performance in each of the following areas appropriate to the terms of his or her employment and assigned duties and responsibilities:

**Teaching**

Teaching involves the presentation of knowledge, information, and ideas by various methods including lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, direct consultation with students, etc. The utilization and effectiveness of each of these methods, when appropriate, shall be considered. The evaluation of the total effectiveness of teaching shall be related to approved written objectives of each course which shall be given to each class at the beginning of the semester or academic term. Evaluation shall include consideration of:

1. effectiveness of teaching related to knowledge and skills imparted that corresponds with the objectives of the course;
2. effectiveness of teaching related to stimulation of the students' critical thinking and/or creative ability in light of the objectives of the course; and
3. the faculty members' adherence to accepted standards of professional behavior in meeting his or her responsibilities to his or her students.

**Extension**

The contributions of the extension faculty to the non-degree educational programs of the university shall be evaluated. The utilization and effectiveness of the following processes and methods, where appropriate, shall be considered in the evaluation: situational analysis; clientele-needs assessment; design and implementation of educational experiences appropriate to the learner; analysis, synthesis, and adaptation of research results; packaging of such information into program materials such as bulletins, fact sheets, newsletters, mass media messages, and public displays for a wide
range of audiences; and demonstration and field tests that enhance both idea adoption and
development of new insights. The evaluation also includes consideration of:

1. Effectiveness of teaching and counseling related to planned objectives in the extension
   program.
2. Effectiveness of obtaining, integrating, and organizing educational resources into programs
   directed to define needs of clientele.

Research and Other Creative Activities

Contribution to the discovery of new knowledge, development of new educational techniques, and
other forms of creative activity shall be considered and evaluated. Evidence of research and other
creative activity shall include, but not be limited to: published books, articles and papers in
professional journals; musical compositions, paintings, sculpture; works of performing art; papers
presented at meetings of professional societies; and current research and creative activity that has
not yet resulted in publication, display, or performance. The evaluation shall include consideration
of:

1. Productivity, including quality and quantity of what has been done during the year, and
2. Recognition by the academic or professional community of what has been done. In making
   judgments pertaining to the decision to award tenure, evaluation by qualified scholars in
   pertinent disciplines both within and outside the university should be sought.

Service

Service shall include, but not be limited to, participation in governance processes of the university
through service on departmental, college, and university committees, councils and the senate;
service to public schools; service in appropriate professional organizations; involvement in the
organization and expedition of meetings, symposia, conferences, workshops; participation in radio
and television; and participation on local, state and national governmental boards, agencies and
commissions. Only those activities which are related to a faculty member’s field of expertise or to
the mission of the university shall be evaluated.

Documentation of Faculty Evaluation [UF Regulation 7.010 (3)]

Faculty evaluations are based on multiple sources of data that are considered by multiple
evaluators. This is a list of the types of data and evaluators that are included as appropriate in the
process:

1. Chair’s evaluation - the chair of the department or the administrator of a comparable
   academic unit shall review and evaluate the teaching, including extension work, research,
   and other creative activities, service and other university duties of each member of that
   department or unit during each academic year.
2. Faculty evaluation - the respective college or divisions within the university will develop and implement the processes necessary to evaluate the appropriate faculty on teaching, including extension work, research and other creative activities, service and other university duties when appropriate.

3. Student evaluation - Students shall evaluate teaching and, when appropriate, other university duties. The teaching effectiveness of each faculty member may be evaluated in writing by students currently or previously enrolled in his or her classes.

4. Self-evaluation - each faculty member may provide an evaluation of each area of his or her own total performance, and submit the evaluation, along with any appropriate substantiating evidence, to the chair of the department or other administrative unit.

5. Evaluation by other university officials - a faculty member may be evaluated by university officials for duties performed under the supervision of deans, directors, the senior vice president for academic affairs, or any other university official(s) who may supervise the faculty member's activities.

6. Evaluation by public school officials and/or personnel - a faculty member who teaches or provides other kinds of service to the public schools may be evaluated by public school officials and/or personnel for duties performed under their supervision or in collaboration with said individuals.

7. Evaluative comments by medical students and housestaff - the evaluation of the College of Medicine faculty shall include and incorporate into the evaluative process the evaluative comments, as well as the numerical data, submitted by medical students, housestaff (interns, residents, and clinical fellows), and physician assistant students concerning faculty members.

Sustained Performance Evaluations [UF Regulation 7.010 (8)]

Tenured faculty members receive a sustained performance evaluation once every seven years following the award of tenure or their more recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development. A performance improvement plan shall be developed only for those employees whose performance is identified through the sustained performance evaluation as being consistently below satisfactory in one or more areas of assigned duties. It is the responsibility of the employee to attain the performance targets specified in the performance improvement plan. If the faculty member fails to meet these targets, the unit has the responsibility to take appropriate actions under the provisions of University of Florida Regulation 7.048, or the Collective Bargaining Agreement for those faculty in the bargaining unit.

Closing Statement

The University of Florida employs competent faculty members qualified to accomplish the mission and goals of the institution, and its policies and practices are designed to ensure that faculty competence is regularly reviewed and evaluated. Guided by clear procedures for annual faculty
evaluations and sustained performance evaluations, the university is in compliance with this standard.

### 3.7.2 Faculty: Faculty evaluation

*The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.*

**Judgment**

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

The University of Florida is in compliance with this standard.

**Introduction**

The University of Florida (UF) regularly evaluates the effectiveness of each faculty member in accord with published criteria. [UF Regulation 7.010](#) provides the university policy for the evaluation of regular, full-time faculty and states that each faculty member shall be evaluated in writing at least once annually on the basis of an assessment of the individual’s total performance in fulfilling his or her assigned duties and responsibilities to the university and fulfilling effectively those responsibilities attendant to membership in the university community. The basic purpose of the evaluation is faculty improvement in the functions of teaching, including extension work, research, service, and any other duties that may be assigned with the resulting enhancement of learning, cultural advancement, and production of new knowledge. This basic purpose is consistent with the university mission.

**Types of Evaluations**

The areas of annual evaluation include the following which are broad areas of evaluation to encompass all faculty regardless of their status:

- **Teaching** - the presentation of knowledge, information, and ideas by various methods including lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, direct consultation with students, etc.
- **Extension** - the contributions of the extension faculty to the non-degree educational programs of the university are evaluated based on the situational and effectiveness of situational analysis; clientele-needs assessment; design and implementation of educational experiences appropriate to the learner; analysis, synthesis, and adaptation of research results; packaging of such information into program materials such as bulletins, fact sheets, newsletters, mass media messages, and public displays for a wide range of audiences; and
demonstration and field tests that enhance both idea adoption and development of new insights.

- **Research and Other Creative Activities** - contributions to the discovery of new knowledge, development of new educational techniques, and other forms of creative activity.

- **Service** - participation in governance processes at the university through service on departmental, college, and university committees, councils and the senate; service to public schools; service in appropriate professional organizations; involvement in the organization and expedition of meetings, symposia, conferences, workshops; participation in radio and television; and participation on local, state, and national governmental boards, agencies and commissions.

- **Other University Duties** - whenever reasonable duties other than those usually classified as teaching, including extension work, research or other creative activity or service, are assigned, such as academic administration and academic advisement.

Each academic unit develops the criteria and procedures for annual evaluations of all regular faculty that are administered according to position description and assignment within the unit. These criteria and procedures are created by faculty using unit-appropriate governance structures at the departmental and college levels. *Article 18 of the United Faculty of Florida Contract* also provides further details on the faculty performance evaluation and evaluation file for those units in the faculty union.

**Appendix 3.7.2-1** presents a redacted annual evaluation letter.

In addition to annual evaluations, the university also conducts **Sustained Performance Evaluation**. According to this policy, tenured faculty members receive a sustained performance evaluation once every seven years following the award of tenure or his/her most recent promotion. The purpose of this evaluation is to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development. As stated in the *Article 18.8 of the United Faculty of Florida Contract*, the sustained performance evaluation includes a performance improvement plan should a faculty member’s evaluation show consistently below satisfactory performance in one or more areas of assigned duties. The performance improvement plan is developed by the faculty member along with his or her chair and includes specific performance targets and a reasonable time period for achieving the set targets.

The third type of faculty evaluation is student course evaluations or **GatorRater**. GatorRater is UF’s online **faculty evaluation system** for all course instructors regardless of the instructor’s full- or part-time status or faculty rank. Each semester **students** are encouraged to evaluate his or her course instructor anonymously. The data submitted by students is stored separately from the actual individual logins of students to protect the student’s identity. These evaluations are **available publicly** online through either searching by instructor’s name or the course. Additionally, each instructor can review the complete results by logging into the evaluation system with their UF credentials at the close of the evaluation period each semester.
Student evaluations and the annual faculty performance evaluations are required as part of the university's tenure and promotion submission packet for faculty in that process. Peer teaching evaluations are an optional component of university's tenure and promotion submission packet.

Closing Statement

Faculty competence is an institutional priority at the University of Florida. To ensure that this priority is met, the university has established rigorous, coherent, and appropriate procedures for faculty evaluation. Because the university regularly evaluates its faculty in accordance with published criteria regardless of contractual or tenured status, it is in compliance with Comprehensive Standard 3.7.2, Faculty: Faculty evaluation.
3.7.3 Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) values professional development of faculty by providing support and programs to encourage faculty to pursue professional development. UF’s Office of the Provost oversees faculty development through programs such as the Faculty Enhancement Opportunity (FEO) program as well as the sabbatical and professional development leave (PDL) program.

Faculty Enhancement Opportunity (FEO) Grant

The FEO grant program provides faculty with the opportunity to apply for funding to support creative and flexible faculty development activities, including, but not limited to, educational experiences/conferences, work with consultants/experts, time devoted to intensive writing or creative work, and activities in support of a new direction for one’s scholarly work. While similar to sabbaticals, the FEO program is intended to be more flexible in nature and duration than typical sabbaticals. FEOs are designed to contribute to the professional career goals of individual faculty in addition to the goals of the university overall. The provost issues a call for FEO applications early in the fall and spring semesters.

Eligibility

The minimum years of service for any faculty seeking an FEO is three full-time years at the university. FEO applicants who are in tenure-accruing positions should be advised in writing by their department chairs of the tenure clock implications of a part-time or full-time FEO award. Individuals may only be awarded an FEO once every six years, and can receive a centrally funded sabbatical or PDL in the same year as receiving an FEO with the support of his/her department or unit. Faculty may apply for funding in any dollar amount; FEO awards from central funding have ranged from $4,000-$51,000.

Selection
The FEO Task Force selects the applications to receive awards based on criteria that are reviewed and endorsed by the Faculty Senate and the deans. The selection criteria are reviewed every two years. Once the FEO Task Force selects the award recipients, the task force recommends centrally funded FEOs to the provost for final approval.

**Notification**

The Provost notifies the faculty on the final decision of his/her application to all applicants, whether or not the proposal was accepted. Table 3.7.3-1 provides a listing of the numbers of FEO proposals funded per unit through the Fall 2012 semester.

**Sabbatical and Professional Development Leaves**

Sabbaticals and Professional Development Leaves (PDLs) are subject to the eligibility, application, and selection criteria set forth in the United Faculty of Florida Contract, Article 22 Sabbaticals and Article 23 Professional Development Leaves.

### Sabbaticals

Sabbaticals provide faculty with the opportunity to take a period of time for professional renewal, planned travel, study, formal education, research, writing, faculty development, certification, or other experiences of professional value. The application deadline is October 15th each year.

#### Types of Sabbaticals

As stated in the contract, the UF Board of Trustees makes available 50 full-pay, two-semester sabbaticals each year as well as at least one sabbatical at full pay for one semester for each 20 eligible faculty members. The trustees also make available to each faculty member who has met the eligibility criteria and whose application has been reviewed by the university, a sabbatical for two semesters at half pay.

#### Eligibility

Full-time tenured faculty members with at least six years of full time service at the university who have not taken a sabbatical within the last six years are eligible. Faculty who are compensated through a contract or grant may receive a sabbatical only if the contract or grant allows a sabbatical and the faculty member meets all other eligibility requirements.

#### Selection

In each college, a sabbatical/PDL committee is elected by and from the tenured full-time faculty. The committee then elects the committee chairperson. If there are more applicants for sabbaticals than there are sabbaticals available in the college, the committee ranks the
applications. The committee then submits the ranked list of recommended sabbaticals to the dean or equivalent administrator who makes the final decision from the listing.

Notification

The dean or equivalent administrator announces the sabbatical decisions to the applicants. A faculty member who is awarded a sabbatical must notify the chair and the dean within two weeks after receiving the notification if the faculty member is unable to accept the sabbatical.

Table 3.7.3-2 provides the number of sabbaticals awarded from 2007 to 2012.

**Professional Development Leaves**

Professional Development Leaves (PDLs) are designed to provide eligible faculty with the opportunity to take a period of time for professional renewal, educational travel, study, formal education, research, writing, faculty development, certification, or other experience of professional value. Such leaves are granted to increase a faculty member’s value to the university. The application deadline is October 15th each year.

*Types of PDLs*

As stated in the contract, each year the UF Board of Trustees makes available at least one PDL at full pay for one semester or its mutually acceptable equivalent (for example, leave at half pay for two semesters) for each 20 eligible faculty members. PDLs are divided among the colleges according to their proportion of eligible faculty.

*Eligibility*

Full-time faculty with three or more years of service at the university are eligible for PDLs, except those faculty who are serving in tenure-earning or tenured positions. Faculty who are compensated through a contract or grant may receive a PDL only if the contract or grant allows for such leaves and the faculty member meets all other eligibility requirements.

*Selection*

In each college, a sabbatical/PDL committee is elected by and from the tenured full-time faculty. The committee then elects the committee chairperson. If there are more applicants for PDLs than there are leaves available in the college, the committee ranks the applicants. The committee then submits the ranked list of recommended sabbaticals to the dean or equivalent administrator who makes the final decision from the listing.

*Notification*

The dean or equivalent administrator announces the sabbatical decisions to the applicants no later than January 31. A faculty member who is awarded a PDL must notify the chair if they are unable to
accept the leave before February 15 or two weeks after receiving the notification, whichever is later.

**Closing Statement**

The University of Florida provides ongoing opportunities for faculty development through the Faculty Enhancement Opportunity Grant program, sabbatical leaves, and professional development leaves. These institutional programs are fully funded by the university and the units, and information regarding their availability is widely disseminated through various communications. Through these processes and practices, the University of Florida is in compliance with Comprehensive Standard 3.7.3 - Faculty: Faculty Development.
3.7.4 Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida safeguards academic freedom in regulation and practice. Academic freedom is a central doctrine by which the faculty operate and it is embedded in the culture of the institution.

Academic Freedom and Responsibility

University of Florida Regulation and Constitution

Academic freedom and responsibility are defined in University of Florida Regulation 7.018:

1) Academic Freedom and Responsibility.
   a. The University believes that academic freedom and responsibility are essential to the full development of a true university and apply to teaching, research, and creativity. In the development of knowledge, research endeavors, and creative activities, the faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. The faculty must be free to engage in scholarly and creative activity and publish the results in a manner consistent with professional obligations. A similar atmosphere is required for university teaching. Consistent with the exercise of academic responsibility, a teacher must have freedom in the classroom in discussing academic subjects selecting instructional materials and determining grades. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that the student may acquire maturity for analysis and judgment. Objective and skillful exposition of such matters is the duty of every instructor.

   b. The established policy of the University continues to be that the faculty member must fulfill his or her responsibility to society and to his or her profession by manifesting academic competence, scholarly discretion, and good citizenship. The university instructor is a citizen, a member of a learned profession, and an academic
2) Academic freedom is accompanied by the corresponding responsibility to:
   a. Be forthright and honest in the pursuit and communication of scientific and scholarly knowledge;
   b. Respect students, staff and colleagues as individuals and avoid any exploitation of such persons for private advantage;
   c. Respect the integrity of the evaluation process with regard to students, staff and colleagues, so that it reflects their true merit;
   d. Indicate when appropriate that one is not an institutional representative unless specifically authorized as such; and
   e. Recognize the responsibilities arising from the nature of the educational process, including such responsibilities, but not limited to, observing and upholding the ethical standards of their discipline; participating, as appropriate, in the shared system of collegial governance, especially at the department/unit level; respecting the confidential nature of the relationship between professor and student; and adhering to one’s proper role as teacher, researcher, intellectual mentor and counselor.

Article III, Section 2 of the University of Florida Constitution and Faculty Senate Bylaw 7 reiterate this policy.

Collective Bargaining Agreement

Article 10 of the collective bargaining agreement (CBA) between the University of Florida Board of Trustees and the United Faculty of Florida (UFF) also provides for academic freedom and responsibility:

"Academic freedom and responsibility are essential to the integrity of a true university. In particular, the principles of academic freedom are integral to the conception of the University as a community of scholars engaged in the pursuit of truth and the communication of knowledge in an atmosphere of tolerance and freedom. The university serves the common good through teaching, research, scholarship/creative activities, and service. The fulfillment of these functions necessarily rests upon the preservation of the intellectual freedoms of teaching, expression, research, and debate. The Trustees and the UFF therefore affirm that academic freedom is a right protected by this Agreement in addition to a faculty member's constitutionally protected freedom of expression and is fundamental to the faculty member's responsibility to seek and to state truth as he/she sees it. All members of the University of
Florida community have a responsibility to exemplify and support these freedoms in the interests of reasoned inquiry.

Academic freedom allows "a faculty member shall be free to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, to speak freely on all matters of university governance, and to speak, write, or act in an atmosphere of freedom and confidence," consistent with the exercise of academic responsibility.

The agreement provides that the trustees and the UFF shall maintain, encourage, protect, and promote the faculty's full academic freedom in teaching, research/creative activities, and professional, university, and employment-related public service, consistent with the exercise of academic responsibility. The Board of Trustees “engage not to apply any provision of the CBA” to “violate a faculty member’s academic freedom or constitutional rights, nor shall a faculty member be punished for exercising such freedom or rights, either in the performance of University duties or duties outside the University.” In addition, the “Trustees recognize that internal and external forces may seek at times to restrict academic freedom, and the Trustees and their representatives shall maintain, encourage, protect and promote academic freedom.”

Faculty members are also committed to the principles of academic responsibility, which obligates them: “observe and uphold the ethical standards of their disciplines in the pursuit and communication of scientific and scholarly knowledge” and “treat students, staff, and colleagues fairly and civilly in discharging one’s duties as teacher, researcher, and intellectual mentor,” which includes avoiding any exploitation of such persons for private advantage. Faculty members are to “respect the integrity of the evaluation process, represent oneself as speaking for the University only when specifically authorized to do so, “participate, as appropriate, in the system of shared academic governance, especially at the department level, and seek to contribute to the civil and effective functioning of the faculty member’s academic unit (program, department, school and/or college) and the University,” and “perform appropriate duties assigned by the Trustees and observe applicable state and federal law and applicable published College, University, and Board of Governors regulations, policies, and procedures, provided that the assigned duty or the regulation, policy, or procedure at issue does not contravene the provisions of the Agreement or the faculty member’s right to criticize or seek revision of those duties, laws, regulations, policies, or procedures.”

The university’s administration is also responsible for maintaining a climate favorable to the responsible exercise of academic freedom through appropriate rules, particularly with regard to the disruption of the education process.

**Grievance Processes**

The protection and maintenance of academic freedom are of utmost importance to the University of Florida. Those faculty members not in the collective bargaining unit are specifically provided an avenue to grieve any violation of academic freedom through the Academic Freedom, Tenure,
Professional Relations and Standards Committee of the Faculty Senate per UF Regulation 7.0441 and Senate Bylaw 7, and as stated in Article III, Section 2 of the University Constitution: A faculty member who believes that he/she does not enjoy the academic freedom that it is the policy of the University to maintain and encourage shall be entitled on written request to a hearing before the Academic, Freedom, Tenure, Professional Relations and Standards committee or utilize other procedures available. Faculty members in the collective bargaining unit may bring grievances concerning alleged violations of the article concerning academic freedom violations through the collective bargaining grievance process as stated in Article 31 of the collective bargaining agreement.

Closing Statement

The University of Florida clearly defines academic freedom and its concomitant responsibilities, in regulation, its policies and procedures, and in the Collective Bargaining Agreement with the United Faculty of Florida. Through these principles and practices, the university is in compliance with Comprehensive Standard 3.7.4 - Faculty: Academic freedom.
3.7.5 Faculty: Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

**Judgment**

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The role of the faculty in governance matters is set forth in the University of Florida Constitution as well as the constitutions and bylaws of the university’s sixteen colleges. Article I of the University’s Constitution provides:

Where, in this Constitution, power to act is recognized as vested in the Board of Trustees of the University of Florida, such power shall normally be exercised only after reasonable notice of such proposed action to the faculty, unit, department, school, or agency affected and an opportunity to be heard thereunto. Governance shall be shared between the administration of the University and the faculty as represented in the Faculty Senate.

Such shared governance is a system of dual authority and responsibility, constitutionally created, in which administrators and faculty participate in the decision and policy making process. The purpose of shared governance is to provide avenues to University improvement and productivity through the creation of a partnership based on mutual respect and collaboration. Faculty and administrators at all organizational levels of the university shall facilitate the implementation of shared governance.

**The Board of Trustees and the Faculty Senate**

The university's Board of Trustees affirmed its commitment to shared governance through its Resolution (R03-14) dated December 5, 2003. Following that date changes were made to the University’s Constitution, including the expansion of committees and councils to facilitate greater faculty participation in governance, as well as the further implementation of shared governance at the college and departmental levels as indicated in their constitutions and bylaws. All such activities and initiatives are reflected in the Faculty Senate’s website and through the Faculty Senate Bylaws. As a former Faculty Senate Chair once stated: “Shared governance is a vital component at the University of Florida and the importance of faculty input into problem solving cannot be underestimated.”
The Colleges

Each of the 16 academic colleges establish procedures for shared governance for its faculty. These procedures are described in their individual college constitutions/bylaws, which are listed here.

- IFAS/College of Agricultural and Life Sciences
- College of Dentistry
- College of Design, Construction and Planning
- College of Education
- College of Engineering
- College of Fine Arts
- College of Health and Human Performance
- College of Journalism and Communications
- College of Liberal Arts and Sciences
- College of Medicine
- College of Nursing
- College of Pharmacy
- College of Public Health and Health Professions
- College of Veterinary Medicine
- Levin College of Law
- Warrington College of Business Administration

Closing Statement

The University of Florida is committed to shared governance in constitutional statue and in practice. Shared governance is embedded in the culture of the institution, and the faculty play a central role in the governance processes at each level of the institution. Through these provisions and practices, the university meets Comprehensive Standard 3.7.5 - Faculty: Faculty Role in Governance.
3.8.1 Library and Other Learning Resources: Learning/information resources

*The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.*

**Judgment**
- Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

**Narrative**
The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida (UF) Libraries support the university’s mission by creating supportive learning environments for students, and providing teaching and research support for faculty by:

- Offering technologically sophisticated learning and research commons on campus and hosting equivalent virtual environments for remote access;
- Conducting information literacy programs to enable students to recognize when information is needed and have the ability to locate, evaluate, and use it effectively, as well as providing other subject-specific instruction;
- Integrating library materials and services into the course management system;
- Providing a wide-range of scholarly resources in print and electronic formats to support the full range of research and academic programs at the university;
- Digitizing unique research materials and collaborating in digital scholarship; and
- Operating the institutional repository as a permanent portal to access the digital scholarly output of UF students and faculty.

As library services are integrated into the information infrastructure of the university, the libraries become a major partner of resources to support collaborative interdisciplinary teaching and research. The Smathers Libraries continue their traditional role in knowledge management for the university while expanding support for learners and scholars in a digital world. The libraries provide a place for students to access information and to create projects and presentations for their coursework, updating technology as often as feasible to provide fast, reliable access.

**Libraries and Collections**

There are seven libraries on UF’s campus to serve the broad range of disciplines and research.

**Library West** is the Humanities and Social Sciences branch of the George A. Smathers Libraries System. Collections include books, microforms, periodicals, journals, reference materials, multimedia and reserve materials in support of the humanities and social sciences coursework and research. Price Library of Judaica: with holdings exceeding 80,000 volumes, is a regional library of...
excellence in Jewish studies in the Southeast, and is located in Library West. Print materials in support of the Business School are located in Library West, and an extensive online Business Library 2.0 is also available. Library West is open 24 hours a day Sunday through Thursday, with shorter hours on Friday and Saturday, and supports approximately three million users each year.

The Marston Science Library supports agriculture, biological sciences, chemical and physical sciences, engineering, mathematics and statistics through print and electronic resources. This five story building is open Monday - Thursday from 8:00 a.m. to 1:00 p.m. with shorter Friday and Saturday hours and supports 1.5 million users each year. The Marston Science Library also houses the Government Documents collection and the Map Library.

The Lawton Chiles Legal Information Center specifically supports the students and faculty of the Levin College of Law, but is also open for use by all members of the University of Florida community. As with the other libraries, this library is open seven a day a week with extended hours Sunday - Thursday.

The University of Florida Health Science Center (HSC) Libraries are active partners in the education, research, training and clinical needs of the HSC colleges, centers and institutes, the university, and the state. HSC Libraries have three locations: HSC Library, UF Campus (Gainesville, FL); Veterinary Medicine Education Center, UF Campus (Gainesville, FL); and HSC Library – Borland (Jacksonville, FL). Details about the HSC Libraries facilities, hours, services, and collections are available online.

The Smathers Library, also called Library East, houses acquisitions and cataloging services for the Libraries along with the Latin American Collection and the Special and Area Studies Collections including rare books and archives. Special Collections include the Baldwin Library of Historical Children’s Literature, the P.K. Yonge Library of Florida History, Archives and Manuscripts (including the University Archives and Architecture Archives), the Harold and Mary Jean Hanson Rare Book Collection, and the Popular Culture Collections (including the Belknap Collection for the Performing Arts and the Suzy Covey Comic Book Collection).

The Education Library collection supports 26 academic degree programs in the College of Education. Materials in the Education Library include the Children’s Book Collection, the K-12 Textbook Collection, the ERIC Documents Microfiche and several other microfiche collections, and a video collection. The collection consists of more than 145,000 monographic volumes, approximately 600 journal subscriptions, both print and electronic, and more than 585,000 microfiche.

The Architecture and Fine Arts Library supports architecture, building construction, ceramics, interior design, landscape architecture, urban and regional planning, art, art history, historic preservation, museum studies, and music. A more complete profile is available online.
Liaison librarians are assigned to specific libraries and to specific disciplines to support teaching and research in that area. A list of librarians by discipline is available online to assist users with contacting discipline specific librarians.

Library Access

In addition to the physical libraries electronic resources are available to students and faculty 24 hours a day both on campus and off through a VPN service. A complete A - Z list of electronic databases is available online as are the libraries electronic journals listed by title.

Additionally, the University of Florida Digital Collections (UFDC) hosts more than 300 outstanding digital collections, containing over 8 million pages of unique manuscripts and letters, antique maps, rare children's literature books, theses and dissertations, newspapers, historic photographs, oral histories, and more. The University of Florida Digital Collections (UFDC) enables users to find unique and rare digitized materials held at the University of Florida and partner institutions. The University of Florida Libraries established and supports an Institutional Repository, IR@UF, in order to offer a central location for the collection, preservation, and dissemination of scholarly, research, and creative production alongside historical materials from the University of Florida. The historical materials provide context for research and researchers, enabling insight into the history, nature, and culture of the university. The IR@UF includes the following open access materials from UF authors and UF colleges:

- Journal Articles
- Conference Papers and Proceedings
- Monographs and Monograph Series
- Technical Reports
- Theses and Dissertations
- White Papers
- Data and Data Sets (Stand Alone or with Publications)
- Journals and Other Publications of UF Colleges
- Grant Proposals
- Materials from the University Archives, such as graduation programs, photographs, audio and video of recent and historic campus events and people, campus directories, and some yearbooks

Library as Place

The library is a welcoming, comfortable, and functional meeting place. As books and journals become available electronically, space is reconfigured to serve learning through information commons with high end computing and production software, as well as for group and individual study spaces. Library staff and library-designed interfaces provide personalized service through in-house circulation and reference services as well as chat and e-mail reference and electronic library guides. In Library West, graduate students have an entire floor designated for their exclusive
use. The libraries' strong focus on customer service is flexible and changing as service desks are consolidated and staff is deployed to engage library users, either in person or virtually.

Library Instruction

Librarians teach students how to find reliable information and use it effectively and are becoming increasingly integrated into the curricula by working with academic faculty in curriculum planning and teaching. The libraries strive to achieve seamless integration of library resources and instruction into the curriculum – shifting resources significantly toward digital material rather than print or analog, selecting information resources learners can trust, and making the resources as mobile and portable as possible, including availability through handheld devices.

Services

The libraries provide a great variety of services in support of teaching and learning, as well as research and scholarship. Table 3.8.1-1 provides a listing of essential services along with annual usage statistics where possible. Although the list is not exhaustive it gives an idea of the breadth and depth of services offered by the libraries to University of Florida staff, students, and faculty.

Table 3.8.1-1 Library Service and Usage

<table>
<thead>
<tr>
<th>Service</th>
<th>Usage statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open our doors for general library usage and study</td>
<td>Over 3 million people annually</td>
</tr>
<tr>
<td>Staff service points for information</td>
<td></td>
</tr>
<tr>
<td>Open hours range from 44/week to 140/week</td>
<td>17 service points</td>
</tr>
<tr>
<td>Face to face reference service</td>
<td>19,483</td>
</tr>
<tr>
<td>Virtual reference services (chat and email)</td>
<td>7,326 sessions</td>
</tr>
<tr>
<td>Circulation of library materials</td>
<td>699,440 items</td>
</tr>
<tr>
<td>Borrow books and articles for UF patrons</td>
<td>20,820</td>
</tr>
<tr>
<td>Loan books and articles to colleagues around the country</td>
<td>26,444</td>
</tr>
<tr>
<td>Discovery tool for searches across databases</td>
<td>637,182 searches</td>
</tr>
<tr>
<td>Purchase databases for access to electronic content</td>
<td>889</td>
</tr>
<tr>
<td>Number of searches by library users</td>
<td>2,566,935</td>
</tr>
<tr>
<td>Number of full text articles retrieved</td>
<td>2,577,085</td>
</tr>
<tr>
<td>Study space, group study, and computer access across campus</td>
<td></td>
</tr>
<tr>
<td>Seating for individual study</td>
<td>4452</td>
</tr>
<tr>
<td>Group study rooms</td>
<td>56</td>
</tr>
<tr>
<td>Instruction labs</td>
<td>6 labs w/103 computers</td>
</tr>
<tr>
<td>General use computers</td>
<td>314</td>
</tr>
<tr>
<td>Computers with high end software</td>
<td>30</td>
</tr>
<tr>
<td>Microform computers/printers</td>
<td>16</td>
</tr>
<tr>
<td>Netbooks available for checkout</td>
<td>48</td>
</tr>
<tr>
<td>iPads available for checkout (Jan. 2013)</td>
<td>32</td>
</tr>
<tr>
<td>Scanners</td>
<td>34</td>
</tr>
<tr>
<td>Media production rooms for student use</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 3.8.1-1 Library Service and Usage, continued

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations to groups for library orientation/instruction</td>
<td>977</td>
</tr>
<tr>
<td></td>
<td>23,423 attendees</td>
</tr>
<tr>
<td>Copyright consultations</td>
<td>93</td>
</tr>
<tr>
<td>Reserve materials for individual courses</td>
<td>15,766 items</td>
</tr>
<tr>
<td>Digitized library content for increased access</td>
<td>870,736 pages added last yr.</td>
</tr>
<tr>
<td></td>
<td>8,115,477 pages total</td>
</tr>
<tr>
<td>Provide access to print and electronic journals</td>
<td>141,195 titles</td>
</tr>
<tr>
<td>Provide research guides by subject and course (Libguides)</td>
<td>423 by subject</td>
</tr>
<tr>
<td></td>
<td>75 by course</td>
</tr>
</tbody>
</table>

Closing Statement

At the University of Florida, the libraries fill the role of the intellectual ombuds as they bring disciplines together in a rapidly changing environment. By teaching information literacy, hosting digital content, and providing technology and research consultation, the libraries offer learners and researchers venues to explore the breadth and depth of information and to create new knowledge. The libraries provide mechanisms for engaging in intellectual content and instruction for developing information literacy skills. Libraries organize and preserve stored information and serve as the steward of the institutional record and culture. The library is the place where learning and research are unrestrained by disciplinary boundaries. Through these processes and practices, the university is in compliance with Comprehensive Standard 3.8.1 - Library and Other Learning Resources: Learning/information resources.
3.8.2 Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this standard.

Introduction

Instruction in library research and information literacy remains core to the work of the University of Florida Libraries. While every subject librarian teaches library instruction specific to his or her college, a library instruction committee oversees the program as a whole. The mission of the instruction committee is "to develop, implement, and promote a dynamic, comprehensive, and technologically-relevant information literacy program in support of the university's mission of teaching, research, and service, in partnership with the academic community."

Types of Instruction Offered

In-person general library orientations are available each semester and open to all students. These orientations are also posted online for use at any time. Open classes are also held on specific topics such as citation managers, scholarly communications, and research. Faculty are encouraged to arrange in-class or in-library instruction on specific topics of their choice, or for general library orientation. Liaison librarians work closely with these faculty to target the instruction to the work of the course, often compiling online course guides for student use. A list of current course guides and subject guides are available online.

A series of online tutorials are available for the libraries, specific topics, and heavily used databases. For example, finding books, Quicktime videos of searching the catalog and finding dissertations are tutorials found online. These tutorials supplement in-person instruction since they can be accessed at the point of need, providing service to the students anytime and anywhere. The full list of online tutorials is available online.

Providing in-person library instruction to the entire population of UF students is not possible, however, the libraries find that it is possible to make a difference through instruction targeted to incoming freshmen and transfer students, specific courses, and specific needs. In 2012, 977 sessions were provided to 23,423 attendees. Combining in-person and online efforts provides a strong program of library instruction to the UF community. The full suite of services around student instruction is available through our LibGuide, Instructional Services.
Closing Statement

The University of Florida Libraries prioritize the development of and access to appropriate instruction in the use of its services. Instructional modes include in-person, in-class, and online formats. Through these processes and practices, the university meets Comprehensive Standard 3.8.2 - Library and Other Learning Resources: Instruction of library use.
3.8.3 Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment
☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida ensures that the staff of the Libraries is adequate for its mission and that these staff are qualified. The staff of the Libraries consists of 86 library faculty; 170 professional, technical, and clerical staff; 26 other personal services (OPS) staff; and over 200 student assistants. Library administration constantly monitors the work of the library faculty to be certain that there are sufficient numbers in each subject discipline to support the teaching and research mission of the University. When a library faculty position is vacated through a retirement or resignation the needs of the University are reviewed to see if the work of the incumbent librarian will continue or if the resources need to be redirected to a more pressing need.

Qualifications

Librarians at the University of Florida are tenure accruing faculty. All have terminal degrees in Library Science or Information Studies, and/or a graduate degree in a relevant subject area. Some teach for-credit courses, and they often provide instruction and learning aids that are incorporated into courses. The library faculty serves the university community in the following roles:

• General and specialized reference experts;
• Faculty and department liaisons and outreach coordinators;
• Instructors as part of courses, workshops, and/or personalized one-on-one sessions;
• Collection managers and curators;
• Preservation, cataloging, acquisition and digitization experts;
• Clinical research liaisons; and
• Principle investigators and grant participants.

Table 3.8.3-1 lists university librarians, positions, and academic qualifications. A listing of librarians by subject area is available online for the university community.
Professional Development for Library Staff

The Career Development Handbook guides the development of librarians in their primary assignments and as well as in scholarship and professional service delineating tenure requirements and evaluation procedures. The Library Faculty Assignment Report guides the work of individual librarians each semester to be certain that the Libraries have the correct balance of work in support of students and faculty along with individual professional development.

The Staff Development & Training program provides ongoing training and professional development for library faculty and staff. A listing of the training offerings for a single month documents the breadth and depth of this program. Here is the training that was offered in March 2013:

- 3/7 Reference Strategies for Finding Data Sets
- 3/7 Performance Assessments and Goals
- 3/8 Planning and Mounting Library Exhibitions
- 3/13 Access to Science and Technology Collections from Linda Hall Library - CRL
- 3/15 Staff Performance Appraisal Overview
- 3/19 Using Robert’s Rules of Order to Effectively Manage Your Meetings: Live Online
- 3/19 T&P Series: Cultivating and Selecting Evaluators
- 3/20 Collaborating with Strangers on Books and Objects of Study
- 3/21 RDA [cataloging] in NACO training
- 3/26 Presentations on Digitization Projects, Adobe Connect and LibGuides

The Staff Development, Education, and Travel pages delineate additional opportunities for professional development. Library faculty are eligible for sabbaticals, Faculty Enhancement Opportunities, exchange programs, and annual travel funding.

Closing Statement

The University of Florida ensures that the staff of the Libraries are qualified and that there are adequate, ongoing professional development opportunities to maintain/strengthen their competencies and remain current in the profession. Through these processes and practices, the university meets Comprehensive Standard 3.8.3 - Library and Other Learning Resources: Qualified staff.
3.9.1 Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

Student rights are protected by the Family Educational Rights and Privacy Act (FERPA), and are available online at the Office of the University Registrar’s website and are disseminated annually in an email through the campus newsletter the Gator Times. Student rights are also published in the Undergraduate Catalog and all Consumer Information is posted online via the University of Florida's Integrated Student Information System (ISIS) website.

Publication

The university publishes the Student Code of Conduct and the Honor Code and disseminates these policies in the Undergraduate Catalog, on the Dean of Students website, and in the online Student Handbook. Students are informed of these rights and responsibilities at orientation and new first year students receive a printed copy and recite the Honor Code pledge at New Student Convocation.

Students who live on campus in Housing and Residence Education facilities also have a specific set of rights and responsibilities for their conduct. Additionally, students receiving financial aid also have rights and responsibilities. Students are notified of these rights and responsibilities when they receive information to arrange for those provisions.

Practices and Procedures

The University of Florida (UF) uses best practices in its management of student rights and responsibilities and student affairs staff continually seek information to improve its policies. Specifically, the Association for Student Conduct Administration provides specific recommendations on codes of conduct, student conduct processes, and keeps its members informed on current issues to help the university conform to sound educational principles. For example, the recent change in federal policy related to sexual assault victims initiated UF to revise its student code of conduct to provide a different system of appeal for the victim in a student conduct case. All undergraduate and graduate students are held responsible for the student code of conduct and are informed about their rights and responsibilities at orientation and via syllabi for courses.
Students are given the right to appeal a decision from Student Conduct and Conflict Resolution. The next level appeal is decided through a specified course of action that is described in the student code of conduct. That appeal is considered the final university administrative action, and students who are dissatisfied may file suit in court per the university’s regulations. Other grievances that fall outside of the scope of the student code of conduct are typically referred to the Dean of Students Office or the University Ombuds as described in Federal Requirement 4.5 Student Complaints.

Closing Statement

The University of Florida publishes a clear and appropriate statement of student rights and responsibilities, and disseminates this widely through multiple communication venues. Through these processes and practices, the university meets Comprehensive Standard 3.9.1 - Student Affairs and Services: Student rights.
3.9.2 Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. UF adheres to the Family Educational Rights and Privacy Act (FERPA) to protect the privacy of student records pursuant of federal law and Florida Statute 1002.225. Additionally UF Regulation 4.007 defines a student record as any medium containing information directly related to a student that is maintained by the university or by a party acting on behalf of the university. All student records and applicant records including by not limited to academic records, counseling records, and disciplinary records are confidential except that directory information may be released without the consent of the student involved unless the student has completed a Request for Nondisclosure of Directory Information. The Office of the University Registrar (Registrar) maintains student records including documents that support the student’s enrollment and academic record.

Policies, Procedures, and Adherence

The Registrar ensures adherence to UF privacy policies and procedures through the following:

- Mandated FERPA training for access to student records. In order for the university to ensure that faculty and staff understand and adhere to the commitments to confidentiality, integrity, and security of student records annual training is required for renewal or initial access to the student records system.
- Policy development and management of those policies.
- Online publication of policies.
- Creation, explanation, and disbursement of forms relative to student privacy and third party access.
- Education of parents and students as to their FERPA rights and responsibilities.
- Updating institutional FERPA procedures to comply with national directives.
- Conducting internal reviews of policies and procedures to continually monitor this information. The Registrar is routinely audited for security procedures by both university and state auditors.
Physical security of hard copy records is managed by the Registrar. The areas housing these physical records are secured working environments and documents are located in locked working and storage areas. Many of these areas also under video surveillance. Digital records are secured through the policies, processes protocols and procedures implemented and maintained by the Vice President and Chief Information Officer (CIO).

**Incident Resolution**

The Registrar and CIO’s Enterprise Systems department manages the electronic security of student records by creating daily back-ups and storing the records in multiple offsite secure locations. In the event of an incident requiring the restoration of data to the UF Student Records applications, the operations and other technical staff involved evaluate the nature of the data loss and then begin a process of reviewing the data and availability of the data for restoration. Appendix 3.9.2-1 describes the four deep redundant data backup and recovery practice that would be used as needed should an event require its use. Additionally an inventory of all backed up application data is maintained.

Should an infrastructure (hardware, etc.) become unusable as part of the incident, the applications will restore application data once the plan for infrastructure repair or relocation is completed and application areas are allowed to restore application data. UF has three data center areas on campus and recently a new data center was built several miles from the main campus to provide a more flexible data resource and redundant operation of the university’s information technology services.

**Closing Statement**

The confidentiality of student records is one of the university's highest priorities. Through clear policies and procedures and wide dissemination of these policies and procedures to ensure adherence, the university meets Comprehensive Standard 3.9.2 - Student Affairs and Services: Student records.
3.9.3 Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) Division of Student Affairs has 13 departments and support staff with adequate educational training and experience to provide these services. The Division's leadership team is the Vice President's Council, and all of those members have a Master's degree and many have additional academic qualifications, including Ph.D.'s and one with a J.D. Beyond the academic qualifications, the Vice President's Council has significant experience managing various student affairs departments, services, and programs and that group meets weekly to share information, best practices, and to collaborate. Template 3.9.3 provides a complete listing of the Division's administrate staff's responsibilities, education, and experience. The UF Division of Student Affairs Organizational Chart reflects the Division's reporting structure.

Staffing

There are numerous student support programs and services provided to serve all levels of students at the University of Florida through the Division of Student Affairs, including undergraduate, graduate, and professional students. The Division's staff collaborate to provide support for students on campus and to leverage resources as much as possible. Additionally, the Division hires more than 50 graduate assistants and more than 1,600 student employees to support the division's work. Table 3.9.3-1 lists the numbers of full time employees by department.
Table 3.9.3-1. Numbers of Full Time Employees by Department

<table>
<thead>
<tr>
<th>Department or functional area</th>
<th>Total number of full-time employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Career Resource Center</td>
<td>24</td>
</tr>
<tr>
<td>2. Center for Leadership and Service</td>
<td>4</td>
</tr>
<tr>
<td>3. Counseling and Wellness Center</td>
<td>78</td>
</tr>
<tr>
<td>4. Dean of Students Office</td>
<td>7</td>
</tr>
<tr>
<td>5. Disability Resource Center</td>
<td>8</td>
</tr>
<tr>
<td>6. Florida Opportunity Scholars Program</td>
<td>1</td>
</tr>
<tr>
<td>7. GatorWell Health Promotion Services</td>
<td>9</td>
</tr>
<tr>
<td>8. Multicultural and Diversity Affairs</td>
<td>5</td>
</tr>
<tr>
<td>9. Housing and Residence Education</td>
<td>350</td>
</tr>
<tr>
<td>10. New Students and Family Programs</td>
<td>5</td>
</tr>
<tr>
<td>11. Off Campus Life</td>
<td>1</td>
</tr>
<tr>
<td>12. Student Legal Services</td>
<td>6</td>
</tr>
<tr>
<td>13. Recreational Sports</td>
<td>34</td>
</tr>
<tr>
<td>14. Reitz Union</td>
<td>77</td>
</tr>
<tr>
<td>15. Student Activities and Involvement</td>
<td>14</td>
</tr>
<tr>
<td>16. Student Conduct and Conflict Resolution</td>
<td>5</td>
</tr>
</tbody>
</table>

Key to Department Functions:

1. The Career Resource Center provides career counseling and internship and job placement opportunities;
2. The Center for Leadership and Service provides leadership programming and community service opportunities;
3. Counseling and Wellness Center provides mental health support;
4. The Dean of Students Office provides general assistance and advocacy, as well as medical withdrawal support, Behavioral Assessment Team, and crisis/emergency 24-hour on-call response;
5. The Disability Resource Center provides assistance to students who seek accommodations through the Americans with Disabilities Act;
6. The Florida Opportunity Scholars Program supports first-generation low-income college students with a scholarship and other support services;
7. GatorWell Health Promotion Services provides health promotion and behavior programs and services;
8. Multicultural and Diversity Affairs provides support for minority students as well as promotes an inclusive campus community;
9. Housing and Residence Education provides on-campus housing and academic living/learning communities;
10. New Student and Family Programs provides support for new students and their families, including managing freshman orientation (Preview), transfer orientation, First Year Florida, and the Common Reader Program;
11. Off Campus Life provides assistance for students choosing to live off campus;
12. Student Legal Services provides free legal advice to all students;
13. Recreational Sports provides two recreational centers, intramural sports, Lake Wauburg, and other exercise facilities;
14. The J. Wayne Reitz Union provides a facility for students to use meeting space and informal space, and supports campus programs in the building;
15. Student Activities and Involvement provides support for more than 900 student organizations, Student Government, and campus involvement and large programs;
16. And the Student Conduct and Conflict Resolution monitors the student code of conduct with an educational judicial system and offers assistance to students needing dispute resolution.

Student Activity and Service Fees, Health Fees, and Transportation Fees are collected from all levels of students to provide further enhancements to the student experience and services.

Professional Development for Student Affairs Staff

There are many professional development opportunities for student affairs staff. The Student Affairs Enrichment and Development (SEED) committee, an internal committee, provides professional development programs throughout the year for all staff. Routinely departments purchase webinar trainings and invite all colleagues from campus to participate. The Division's assessment committee organizes an annual training session with multiple skill level tracks about improving assessment skills as well as an annual assessment symposium for staff to share their assessment results. Additionally, most of the staff attend regional or national meetings related to their professional areas to gain knowledge and to learn best practices. New staff participate in a year-long welcome and training program called First Year Florida Staff Edition, which is held monthly and is hosted by a different department in the division to educate the staff about their department and hot topics related to their areas. All of these opportunities are well attended from staff throughout the division.

Best Practices for Staffing

Some departments in the Division of Student Affairs compare their staffing numbers to peer institutions for benchmark comparisons. These departments include, but are not limited to, the Career Resource Center and New Students and Family Programs. The Division of Student Affairs has also used the services of the Education Advisory Board for a report on best practices on staffing models for student activities and involvement to manage student organizations at large universities. Finally, the IPEDS data demonstrates the amount of resources that the university
spends on student services with its peer institutions, and that the actual dollar amounts are a smaller percentage than peer institutions.

**Closing Statement**

The University of Florida ensures that there is a sufficient number of qualified staff who deliver student services in their areas of expertise, and provides ongoing professional development to sustain their professional competency and keep staff informed of the current best practices and research in their fields. Through these processes and practices, the university meets Comprehensive Standard 3.9.3 - Student Affairs and Services: Qualified staff.
3.10.1 Financial Resources: Financial stability

The institution’s recent financial history demonstrates financial stability.

Judgment
☑ Compliance    □ Partial Compliance    □ Non-Compliance    □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida has been in continuous operation since 1853 and is financially stable. Total net assets have increased $211.9 million, or 9.7%, from June 30, 2009 to June 30, 2012. The Chief Financial Officer and his division have primary oversight of the university's financials.

The University of Florida is committed to sound, transparent stewardship of financial resources in support of the university's mission and Strategic Work Plan and has continued this commitment during the recent years of reduced state support. The consistent practice of developing a sound operating budget and allocating funds in support of the university's Strategic Work Plan is the foundation for the university's financial stability. Financial health is ensured through continued good stewardship of resources, the implementation of Responsibility Center Management budgeting, and promoting research and technology transfer.

Financial History and Results

The Change in Total Net Assets from 2009-2013 is shown in Table 3.10.1-1, and reflects a steady increase in total net assets for the period despite challenges presented from declining state support. Net Assets represent the residual interest in the university's assets after deducting liabilities.

Table 3.10.1-1. Change in Total Net Assets 2009-2013

<table>
<thead>
<tr>
<th>FYE (in thousands)</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Net Assets</td>
<td>TBD</td>
<td>$2,386,292</td>
<td>$2,369,297</td>
<td>$2,297,097</td>
<td>$2,174,361</td>
</tr>
<tr>
<td>Change in Total</td>
<td>TBD</td>
<td>$16,995</td>
<td>$72,200</td>
<td>$122,736</td>
<td>$78,967</td>
</tr>
</tbody>
</table>

Table note: Fiscal year ended (FYE) 2013 will be provided upon completion of current audit, expected December 2013.
The university's comparative total net assets by category for the fiscal years ended June 30, 2012, 2011, 2010, and 2009 are shown in Figure 3.10.1-1. The calculation of total net asset components are 66% invested in capital assets, net of related debt; 27% restricted net assets; and 7% unrestricted net assets. These percentages have remained relatively steady.

Figure 3.10.1-1. Comparative Total Net Assets 2009-2012 - University of Florida

<table>
<thead>
<tr>
<th>Net Assets (in millions)</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invested in Capital Assets, Net of Related Debt</td>
<td>$1,570</td>
<td>$1,573</td>
<td>$1,520</td>
<td>$1,384</td>
</tr>
<tr>
<td>Restricted</td>
<td>$655</td>
<td>$685</td>
<td>$662</td>
<td>$680</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$161</td>
<td>$311</td>
<td>$124</td>
<td>$130</td>
</tr>
</tbody>
</table>
Table 3.10.1-2 reflects the most recent schedule of changes in unrestricted net assets, excluding investment gains and losses.

Table 3.10.1-2 Unrestricted Net Assets for Fiscal Year Ended

<table>
<thead>
<tr>
<th></th>
<th>FY 2011</th>
<th>FY 2010</th>
<th>FY 2009</th>
<th>FY 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Net Assets</td>
<td>$161,188,868</td>
<td>$111,414,687</td>
<td>$124,412,251</td>
<td>$109,879,670</td>
</tr>
<tr>
<td>Less - Net Increase in the Fair Value of Investments</td>
<td>(1,286,154)</td>
<td>(3,529,624)</td>
<td>(11,850,300)</td>
<td>(1,042,627)</td>
</tr>
<tr>
<td>Unrestricted Net Assets (excluding gains and losses on investments)</td>
<td>$159,902,714</td>
<td>$107,885,063</td>
<td>$112,561,951</td>
<td>$108,837,043</td>
</tr>
<tr>
<td>Change in Unrestricted Net Assets (excluding gains and losses on investments)</td>
<td>$52,017,651</td>
<td>($4,676,888)</td>
<td>$3,724,909</td>
<td>$18,696,797</td>
</tr>
</tbody>
</table>

As reflected in the university’s audited annual financial reports (2009-10, 2010-11, 2011-12) major revenue streams are Student Tuition and Fees, Net of Scholarship Allowances; Federal Grants and Contracts; Nongovernmental Grants and Contracts; and Noncapital State Appropriations.

**State Appropriations**

State appropriations have declined from 2007 to 2013 by 30.5%, or $202 million. In an effort to mitigate those losses, the university has increased operational efficiencies and held true to sound budgeting principles, while limiting tuition increases. Tuition has increased $125 million since fiscal year 2007-08. The net decrease in appropriations and tuition was $77 million.

The university strives to maintain its beautiful and historic campus while the State of Florida has significantly reduced the amount of support for capital projects, including Public Education Capital Outlay (PECO) funding, available to the university. In addition, state facility and operating matching programs have been suspended.

Without state capital funding, significant resources were diverted from other uses in order to maintain the facilities necessary for fulfilling instruction, research, and clinical needs. During the 2011-12 fiscal year, Student Housing issued debt to refinance older debt and issued new debt for 14 different renovation projects in the dormitories.

During the last three years, the university has implemented Responsibility Center Management (RCM) budgeting principles. RCM is designed to encourage academic units to take greater responsibility for revenue generation and spending decisions - promoting entrepreneurial thinking. RCM also can support growth even when government funding is limited.
However, in January 2013 Governor Scott proposed a major investment in UF by the state and his state budget proposal included provided UF with $15 million to hire new faculty to assist with reducing UF’s student-faculty ratio and $100 million for constructing state university buildings focused on science, technology, engineering and math education.

The Florida economy has improved, and in 2013 the university received a new infusion of resources, including $36 million in unrestricted general revenues, $15 million for faculty hires, $15 million in the 2013-2014 academic year and $5 million per year thereafter to fund the Online Institute (see Core Requirements 2.5) and additional faculty hiring, $16 million in deferred maintenance funds, and $15 million toward construction of a new chemistry building.

**Closing Statement**

The University of Florida is financially stable, and has established successful, long term practices and procedures to monitor its financial condition to ensure it has a sound financial base to accomplish its mission of teaching, research and public service. Through these processes and practices, the university is in compliance with standard 3.10.1 - Financial Stability.
3.10.2 Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) audits its financial aid programs as required by federal and state regulations. These audits are required to be completed annually. UF has completed four federal A-133 audits for the 2008-09, 2009-10, 2010-11, and 2011-12 program years since the SACSCOC Fifth Year Interim Report. A federal Department of Education program review was also conducted in February 2013, and UF is awaiting the final report. The federal audit for the 2012-13 year has been initiated and is currently in progress.

Additionally, three State of Florida audits on the Florida Bright Futures program for the 2008-09, 2009-10 and 2010-11 program years have been completed. Audits for the 2011-12 and 2012-13 program years have not yet been initiated.

Federal Audit Results 2008-2012

The 2008-09 federal audit had one financial aid finding related to access control over IT resources. As a result of this audit finding, the Office for Student Financial Affairs (SFA) initiated a review of access privileges of all individuals with on-line update capabilities to the award screen and removed access to those individuals without demonstrated need. The audit finding and UF response can be found on page 204 of the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2009 report.

The 2009-10 federal audit had no findings related to financial aid.

The 2010-11 federal audit had one financial aid finding related to Pell disbursement dates in the United States Department of Education’s (USED) Common Origination and Disbursement (COD) system not always agreeing with disbursement dates in UF’s disbursement system. Based on SFA’s review of the cited regulation and the supporting comments from U.S. Department of Education officials cited in the finding, the university did not concur that it performed contrary to USED regulations although it acknowledged that the regulations support the disbursement date be the same in both systems. SFA revised its procedures to ensure information provided to USED through the COD system reflects the date the aid was disbursed. The audit finding and UF response can be found on page 178 of the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2011 report.
The 2011-12 federal audit had two financial aid findings. The first was related to Information Technology (IT) security access controls regarding on-line update capability to the financial aid satisfactory academic progress screen. SFA reviewed its access controls as well as the procedures involved and implemented the recommendations cited. The audit finding and UF’s response is found on page 175 of the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2012 report.

The second 2011-12 finding was related to return of Title IV funds and unofficial withdrawals and nonattendance. As the result of reliance on UF faculties’ accurate input into the grading system, the audit determined UF retained unearned Title IV funds that should have been returned to the applicable federal programs. UF’s Office for Student Financial Affairs reviewed the students cited who had new grade assessments after the initial review to confirm the amounts and calculated the appropriate amounts of Title IV funds to be returned to the appropriate federal programs. SFA provided documentation to the Auditor General with detailed information concerning the transactions made to correct the student files cited. The university also revised its grade collection system to enhance accurate reporting of “E” grades by faculty. The audit finding and UF response can be found on page 194 the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2012 report.

**State Audit Results 2008-11**

The Florida Bright Futures Scholarship Program was established by the Florida Legislature to provide lottery-funded scholarships to reward Florida high school graduates who merit recognition of their academic achievement and enroll in an eligible Florida public or private postsecondary educational institution within three years of high school graduation. The State of Florida audits the Bright Futures Program on an annual basis.

The 2008-09 Bright Futures audit had no findings cited for UF.

The 2009-10 Bright Futures audit cited UF as one of ten institutions in its finding related to untimely return of funds for student drops and withdrawals and recommended institutions to enhance or implement procedures to ensure that refunds due as a result of student drops and withdrawals are returned to the Department of Education within the time frames provided by law.

The 2010-11 Bright Futures audit cited UF as one of eight institutions in its finding related to untimely return of undisbursed advances to the Florida Department of Education and recommended institutions to enhance or implement procedures to ensure that undistributed program funds are returned to the Florida Department of Education within the time frames provided by law. The university was not included as an institution cited with untimely return of funds for student drops and withdrawal during 2010-11 as a result of enhancements to procedure implemented as a result of the 2009-10 Bright Futures audit.
Closing Statement

The University of Florida audits its financial aid programs as required by federal and state regulations. All findings receive prompt responses and institutional processes are revised to prevent similar findings in the future. Through these processes and practices, the university meets Comprehensive Standard 3.10.2 - Financial Resources: Financial aid audits.
3.10.3 Financial Resources: Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida operates within requirements from state statutes as well as university regulations, policies, directives, and procedures to provide a foundation and expectation of integrity, ethical behavior and a strong control environment over the university's finances. Qualified personnel ensure compliance with these directives and regulations through regular review of transactions and functions of the university's business processes. Controls are tested business processes are analyzed regularly through the university’s Office of Internal Audit and through external audits by the State of Florida Auditor General.

Organization and Personnel

The Vice President and Chief Financial Officer (CFO) oversees the budget process; finance, treasury and accounting; contract and grant accounting; financial planning and analysis; and purchasing services areas for the university. The CFO has primary responsibility for the establishment and communication of financial policies and procedures, the development and oversight of the university’s operating budget, and the overall control of financial resources. The CFO works closely with the President, Provost, the Senior Vice Presidents, and Vice Presidents to ensure university resources are well managed to meet its missions of teaching, research, and public service as well as the university's strategic plan. The university's Controller's Office includes General Accounting and Financial Reporting; Payroll and Tax Services; Shared Service Center; University Bursar; Treasury Management; Disbursement Services; Asset Management; Cost Analysis; and Operational Controls and Efficiencies.

Appendix 3.10.3-1 provides a listing of the individuals in leadership positions within the CFO Division and their qualifications and demonstrates the CFO Division is staffed with qualified and competent employees and directors.

Internal Audit

The mission of the Office of Internal Audit (OIA) is to provide independent, objective assurance and consulting services, using a risk-based approach, to add value and improve the operations of the
University of Florida and its affiliated organizations. OIA serves as a central point for the coordination of and oversight for activities that promote accountability, integrity, and efficiency for the University of Florida.

The university’s Office of Internal Audit reports to the Chief Audit Executive (CAE). The CAE has a dual-reporting relationship - reporting to the Senior Vice President and Chief Operating Officer and the President administratively, while reporting to the Board of Trustees through the Committee on Audit & Operations Review functionally.

External Audits

The University of Florida is annually audited externally by the State of Florida Auditor General’s office. The Auditor General conducts financial, operational, and federal A-133 audits. The external auditors confirm through the annual audit process that UF has institutional control of its finances. UF has consistently receiving unqualified audit opinions on the financial statements (as shown over the past three years: 2011-12, 2010-11, and 2009-10). The three most recent operational audits are for fiscal years 2011-12, 2010-11, and 2008-09 and the Compliance and Internal Controls over Financial Reporting and Federal Awards audits are for fiscal years 2011-12, 2010-11, and 2009-10. The university is also subject to audits by our cognizant agency, the Department of Health and Human Services (DHHS), granting agencies such as the National Institute of Health, National Science Foundation, and the Internal Revenue Service.

Accounting System for Financial Control

The University of Florida uses the PeopleSoft enterprise resource planning system, named the myUFL system. The myUFL system is integral to providing financial control over accounting, payroll, human resources, purchasing, fixed assets, student billing and receivables, accounts payable, budgeting and other areas.

Access to the myUFL system is granted to university employees via security roles. Security roles are obtained after taking specific training by modules representing the various aspects of the myUFL system. Department Security Administrators request the roles once the training is successfully completed. The security role requests are then reviewed and approved by appropriate administrators overseeing each module of the myUFL system.

Budgets

The university’s Budget Office has the responsibility for developing, monitoring and controlling current funds budgets. The university implemented Responsibility Center Management (RCM) budgeting principles in fiscal year 2010-11. The fundamental basis of the RCM model is to move decisions and resulting revenues and expenses to the responsibility centers and to create transparency in the budget process.

The Budget Office works in conjunction with each dean, each vice president’s representative, and the Chair of the Faculty Senate. Each vice president’s office provides oversight for Responsibility
Center (RC) units reporting to them and ensures that unit’s budgets reflect priorities as set by the university. The Provost and Senior Vice President for Academic Affairs, the Senior Vice President for Agriculture and Natural Resources, and the Senior Vice President for Health Affairs are responsible for leading the academic planning process and ensuring academic quality for the university. Each RC is responsible for their overall fiscal performance encompassing all funds assigned to the RC and has the flexibility to implement incentives for improving fiscal performance. RC units are held accountable for the effective and efficient management of their resources.

Support units represent infrastructure operations that are necessary to operate the university and are expected to adhere to the university's overall mission and values as articulated in the university’s Strategic Work Plan. The mechanism for periodic review of central services is through the Budget Review Council (BRC). The BRC provides oversight of support unit budgets and making budget recommendations to the President; the President has final authority over all support unit budgets. The Budget Review Committee is comprised of representatives from each college, each vice presidential unit, and a representative from the Faculty Senate and is chaired by a representative from the Office of the Chief Financial Officer.

**Policies and Procedures Related to Financial Control**

The Office of Internal Audit oversees Internal Controls and defines the internal control system as including organizational design, written policies and procedures, actual operating practices, and physical barriers to protect assets and all personnel. These policies and procedures define organizational expectations regarding acceptable operating parameters.

The Finance and Accounting Directives and Procedures encompasses internal control, accounting, asset control, cash handling, payroll, tax services, travel, disbursements, credit cards, and cost analysis for sponsored projects. Finance and Accounting provides information on internal controls with Q&As, definitions, an Internal Controls Checklist, and documents on the Guiding Principles of Financial Management and Internal Control Principles. A Best Practice Guide on Reconciliation is also provided to assist departments in managing their resources. The Operational Controls and Efficiencies area of the Controller’s office serves as a resource to campus and core offices in need of assistance with business processes and/or internal control issues. Representatives from this area co-teach the Internal Controls class and are available to visit departments to give advice on ways to handle administrative functions and establish systems of internal controls.

**Cash and Investments**

Finance and Accounting Directives and Procedures guide departments in proper cash handling and control as well as cash, collections, receivables and investments. Departments are expected to conduct business in accordance with the directives and procedures, exercising appropriate segregation of duties and internal controls, and safely securing and transporting cash.
Treasury Management oversees the university’s banking relationships, manages cash balances and investments, and reconciles UF’s financial records with bank accounts. In addition, this area establishes standards for collection and write-off amounts owed to the university and administers credit card and e-commerce activities. Positive Payee is used to prevent unauthorized or fraudulent vendor, payroll, and student checks from clearing the bank. The university’s printed checks also contain several security features as deterrents to reduce fraudulent checks. The university’s Investment Committee meets quarterly to review invested balances, make investment decision and review investment results pursuant to the University of Florida Investment Policy.

Risk Management

The Insurance Office serves as the liaison with the Department of Financial Services (DFS) and the Department of Management Services (DMS) for issues related to insurance. UF is self-insured through the State of Florida Risk Management Trust Fund, Chapter 284, Part II, Section 768.28 Florida Statutes. The fund provides the following types of coverages: property, automobile liability, general liability, worker’s compensation, Federal Civil Rights, and employment discrimination liability. The liability coverages provide bodily injury and property damage to others for negligence of university employees while in the course and scope of their employment. The property policy provides coverage for university owned buildings and contents and is a named perils type of policy.

In addition, all Finance & Accounting employees are covered by an Employee Dishonesty insurance policy which includes electronic theft and endorsement theft. The coverage is $2 million per occurrence.

Capital Equipment

Asset Management’s mission is to establish uniform directives and procedures for accountability and control of state-owned and government-owned equipment entrusted to the care of university employees and to provide quality support services to its customers in a responsible and accountable manner. The Asset Management directives and procedures provide direction for university employees who are responsible for marking, recording, and/or safeguarding university owned and government owned capital assets.

These directives and procedures are promulgated through the following sources:

1. Chapter 9 of Board of Governors, “Property and Finance”
2. Chapter 273 of Florida Statutes, “State-Owned Tangible Personal Property”
3. Circular A-110, Property Standards related to Grants and Agreements With Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
4. FAR Part 45 - Government Property
6. GASB, Basic Financial Statements – and Management’s discussion and analysis – for State and Local Governments
7. Chapter 69I-72, Department of Financial Services Division of Auditing
The directives and procedures are intended for university-wide use, however, departments may elect to institute a more restrictive practice for purposes of budgetary control through review and approval with the university’s Controller’s Office.

Each year, inventory of each capitalized piece of equipment is performed to insure the accuracy of the accounting records. Laser scanning equipment scans the bar codes on the decals assigned to each piece of inventory and is the primary form of inventorying equipment and artwork. The system is updated with location or other changed information during this process. In accordance with Section 273.05 Florida Statutes, the university’s appointed Property Management Committee reviews all dispositions information for UF owned equipment. The committee is responsible for recommending the final disposition of equipment.

Procurement

The UF Purchasing department reports directly to the CFO. The mission of UF Purchasing is to support the purpose and goals of the University of Florida — its educational, research, patient care and public service missions — by purchasing and providing quality goods and services at competitive prices and providing responsive and responsible service to all university departments. With few exceptions, UF Purchasing is the only university department authorized to commit funds for the acquisition of commodities or services and is the initial point of contact for service contracts and agreements. Purchasing provides training and information through the Purchasing myUFL Toolkit. This toolkit is designed for use by departmental staff and administrators who purchase equipment, materials and services used for university business, as well as faculty and staff who reconcile UF credit card purchases in myUFL.

The University of Florida purchasing card (PCard) is managed by UF Purchasing. PCards are credit cards designed for UF staff, faculty, graduate assistants, and OPS (technical and professional) employees who make purchases or travel for official university business. PCards can only be issued to individual UF employees whose dean, director, or department chair authorizes the request. Additionally, all PCard purchases must have a clear business purpose and be permitted by the funding source. Every PCard transaction is subject to review by the PCard Team, and every PCard users must have verifiers and approvers who process their PCard transactions. Verifiers and approvers are responsible for obtaining receipts from cardholders and electronically processing appropriate charges based on those receipts. Cardholders can reconcile their own charges but must have a separate approver. Cardholders are personally responsible for use of their PCards and are subject disciplinary action for misuse. The Office of Internal Audit conducts an audit the PCard program every other year.

Closing Statement

The University of Florida exercises appropriate control over its financial resources. Through its organizational structure and qualified personnel, policies, processes, and procedures, the university is in compliance with Comprehensive Standard 3.10.3 - Control of Finances.
3.10.4 Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

At the University of Florida (UF), the Division of Sponsored Research (DSR), a division of the Office of Research, is responsible for the negotiation and acceptance of awards in support of the university’s research and training activities. DSR submits proposals and assists with negotiation of awards as well as providing information on compliance with guidelines and policies for numerous funding agencies.

Upon acceptance of an award, DSR’s Award Administration Office processes the award and issues the Notification of Award (NOA), which is the official internal award document that sets post-award activity into motion. Contracts and Grants Accounting finalizes the project set-up in the university’s portal for business applications, myUFL, and releases the budget and establishes any cost sharing as indicated by the NOA. Upon completion of the project set-up, the myUFL system generates an email to the principal investigator indicating the budget has been initiated and the award is ready for use.

Administration of sponsored programs is a team effort consisting of the principal investigator, their departmental staff, the Office of Research, and Contracts and Grants Accounting Services. Each sponsored program is identified and accounted for separately within UF’s financial system. Principal investigators with the support of their departmental staff have first line responsibility for managing expenditures within the fiscal regulations specified by the sponsor and the university. Contracts and Grants Accounting Services establishes cost centers, submits invoices and financial reports, collects payment and provides financial management assistance throughout the life of the award.

The State of Florida A-133 audits (2010-11 and 2011-12) are conducted in addition to annual financial audits, and annual management representation letters are submitted to the State of Florida Auditor General on Federal Awards (2010, 2011, and 2012). The University also works internally to identify areas for enhancement of financial systems and controls. In the past ten years since the last reaffirmation, the University has identified opportunities for enhancement in the
areas of effort reporting, cost transfers, and other financial controls. Systematic improvements have been ongoing in these areas since that time and the University actively continues to assess and enhance its controls.

**Policies and Standards**

**Cost Accounting Standards**

To ensure compliance with the Federal government’s Cost Accounting Standards (CAS) and OMB Circular A-21, section F.6.b, which establishes the principle that administrative and clerical salaries as well as other items such as office supplies, postage, local telephone costs, subscriptions and memberships (list not all inclusive) should normally be treated as indirect costs, the University of Florida established its Cost Accounting Standards policy for charging costs directly or indirectly to federally funded projects.

**Indirect Cost Policy**

The indirect cost rate is negotiated with the U.S. Department of Health and Human Services and reflects the rate of reimbursement for real, audited, facilities and administration costs incurred in the conduct of research. Included among these costs are depreciation and use allowance costs of buildings and equipment, maintenance and repairs, janitorial services and utilities, hazardous waste disposal; libraries; and general administrative costs such as sponsored programs administration, departmental and general administration (accounting, purchasing, legal services, personnel compliance). These costs are "indirect", or general research support costs, because they are not included in the "direct" portion of the budget allocated for specific project research and typically cannot be ascribed to an individual project. They relate to the conduct of research in general, regardless of the source of funding, and therefore must be applied to all grants and contracts.

**Effort Reporting on Sponsored Projects**

Effort reporting provides a method for UF to certify to sponsoring agencies that direct labor charges allocated to sponsored projects are reasonable and reflect the actual work performed. Effort reporting is required for all federally sponsored research projects, based on the Office of Management and Budget’s (OMB) Circular A-21, the Cost Principles for Educational Institutions, section J.10.

Effort reporting is also used in negotiating the University's Federal Facilities and Administrative (F&A) Rates (also known as Indirect or Overhead Costs) and in demonstrating compliance with the 12-hour law per Florida Statute 1012.945.
Payments to Research Participants

The University of Florida’s Finance and Accounting Disbursements Directives and Procedures provide the policy relating to payments made to research participants. This policy provides guidance and direction for payments to research participants in research studies approved by the Institutional Review Board (IRB) conducted at the University of Florida, in accordance with applicable Federal regulations and University research guidelines.

Mandatory Training in Cost Principles

Mandatory training is required for all individuals listed as an investigator on any UF sponsored project and for anyone within the UF enterprise who facilitates the development of budgets, charging of costs, distribution or allocation of payroll, reporting, or any other fiscal activity for sponsored funds.

Division of Research Compliance

The Division of Research Compliance (DRC, a division of the Office of Research) assists faculty, staff and students conduct research in compliance with applicable research regulatory requirements and institutional policies. The goal of the Division of Research Compliance is to promote compliance while facilitating research. UF research is conducted in compliance with the federal rules and regulations that govern research.

Closing Statement

The University of Florida has established processes and procedures to monitor, assess, evaluate and continuously improve its financial control over externally funded and sponsored research programs. Through these processes and procedures, the university maintains financial control, and meets Comprehensive Standard 3.10.4 -Financial Resources: Control of Sponsored Research/External Funds.
3.11.1 Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction

The University of Florida’s (UF) physical inventory resides in its PeopleSoft database for fiscal purposes. The Facilities, Planning & Construction Division created an asset management tool, myAssets, to track additional information related to the physical inventory. myAssets is linked to the UF-STARS (Space Tracking and Reporting System) to insure all capital assets are tracked and to validate locations. The program for myAssets also includes workflow features to handle the transfer and/or disposal of physically inventoried items according to university policies and procedures.

Board of Governors Regulations

Control over property at the University of Florida is governed by Florida Board of Governors (BOG) regulations and the University Board of Trustees (UBOT) directives and procedures. The following BOG regulations provide direction for recording, marking, inventorying, and disposing of tangible personal property at the state universities in Florida:

- 9.001 – Definitions
- 9.002 – Recording and Marking of Property
- 9.003 – Property Inventory
- 9.0031 – Disposition of Property

University of Florida Directives

The University of Florida directives and procedures associated with control over university property were developed in conformity with these BOG regulations and provide the framework by which university personnel acquire, mark, transfer, inventory, and dispose of University property.

In general, all tangible personal property with an original cost or value at date of donation of $5,000 or more and library resources with a cost or value at date of donation of $250 or more, and having a useful life of one year or more are recorded in university financial records. All new construction and land acquisitions are recorded in university financial records. Major renovations meeting certain criteria and which extend the useful life of a component of a building by two or more years
are reflected in the university financial records. All depreciable assets are assigned a useful life and are depreciated over that period. Financial activities associated with these groups of assets are reported in the university financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and are annually audited by the State of Florida Auditor General. The university has a Senior Grants Specialist, Marsha White, which reviews documents and approves transactions to property purchased with external awards to ensure the property is handled as required by the granting agency.

The university's directives and procedures safeguard attractive and sensitive property costing less than $5,000. The university provides decals to university departments to assist with tracking these items. The university's Information Technology (IT) also developed a tool within myAssets, which departments can utilize to record items identified as attractive and sensitive. These non-capitalized assets are not included in the university financial records.

**Recording and Establishing Accountability of Property Acquisitions**

Purchases of property are initiated by the various units across the university and are made through the University Purchasing Division to ensure proper pricing and account classification. All asset purchases flow to the Asset Management (AM) subsystem where they are automatically assigned a unique asset identification number. This system process triggers the recording and marking of all university property purchases. Personnel in the University Asset Management Department ensure that they receive all information necessary to record property purchases in the financial records and to affix a barcode decal to the property item. McGladrey LLP performed a confidential internal audit of asset management controls and found no significant deficiencies.

The Auditor General recently performed a financial and operational review of the University of Florida during which property controls were reviewed and tested. These audits happen on a continuous basis in which neither audits have noted any deficiencies associated with property controls.

All tangible personal property items recorded in the financial records are inventoried on an annual basis. Inventory personnel physically locate and scan barcode decals on the property and upload necessary information, including location, into the system. Any unsanned inventory items are listed and emailed from myAssets directly to each department's property custodian every Monday, beginning in January. myAssets notifies the property custodian when their inventory has been completed.

Each new construction and renovation project is assigned a project number in the university financial system. All costs related to the project are tracked individually. At the end of the project, if the costs meet the capitalization threshold, the costs are capitalized to the related building and/or as infrastructure in the university financial records and in the financial statements.

Donations of buildings and equipment are normally executed through the University of Florida Foundation and/or the University of Florida Research Foundation. Documentation to support the donation is sent to the Asset Management Department where these capital assets are added to the
university financial records and are reported in the financial statements.

The university’s Property Management Committee is responsible for reviewing all dispositions information for University of Florida owned equipment. After review, the committee recommends the final disposition of equipment.

When a piece of equipment has been deemed surplus (no longer needed, damaged, worn out or obsolete), the department completes a Surplus Property Pick-up Request form. Within fourteen business days of receiving the Surplus Property Pick-up Request, Surplus Property staff will pick up the equipment and store it in the Surplus Property Warehouse. This equipment is advertised on the Surplus Warehouse website for fourteen days to allow other departments the option of acquiring the equipment before it is sold at auction, recycled or scrapped. After the fourteen days has elapsed, and if the item has not been claimed by another UF department, the equipment is available for auction. If the equipment is not working, the equipment will either be scrapped or recycled. If the department decides to cannibalize equipment, the department must first complete the Report of Survey and submit the survey to Asset Management for approval. By submitting this survey form, the department is certifying that the asset will be dismantled and no longer used and that this form is not being submitted to meet inventory requirements.

If a piece of equipment is traded-in for new equipment, the department submits a Report of Survey request for the asset being traded in. Once approved by the department’s custodian, the Report of Survey will be submitted to Asset Management along with the documentation to support the trade in. UF owned equipment purchased from contracts & grant funds and recorded on a contract & grant account can only be donated to other government organizations such as other universities and research foundations to which the principle investigator transfers. If a department wishes to transfer equipment to another governmental organization, they must initiate a request with the signatures of the college dean, Division of Sponsored Research (DSR), the receiving organization and the property custodian. Once approved by all parties, the completed Report of Survey must be submitted to Asset Management for final approval.

When equipment has been deemed lost or stolen, the department must initiate a request by completing the Report of Survey, signed by the department chairperson or director and submitted to Asset Management. When theft is discovered, the University Police Department must be notified by telephone immediately. A copy of the police report must accompany the survey form.

**Property Insurance and Maintenance**

The University of Florida buildings and contents are insured through the State of Florida Property Insurance Trust Fund, Department of Financial Services. The fund has established procedures for insuring newly constructed buildings and its contents as well as procedures for reporting losses. The deductible for a property claim is $2,500.

The university also holds additional insurance policies to insure university contents/equipment against any gaps or perils not covered by the state’s policy, such as theft. University departments
can participate voluntarily in these policies. For example, the Electronic Data Processing Policy (EDP) provides additional coverage for equipment, such as laptops, digital cameras, and printers.

The university’s Physical Plant Division (PPD) maintains and updates separate deferred maintenance lists for the university’s utilities systems and for the buildings PPD maintains. Items placed on the lists are currently physically or operationally defective and have not been scheduled for corrective action or have been postponed due to a lack of resources. Each year when legislative appropriations are received, the lists are reviewed and reprioritized as necessary to ensure that the items considered most critical are the ones addressed with the available funding. Funded items are accomplished and removed from the list.

The university provides redundant electrical power for most campus buildings with emergency power generation capability for life safety and critical loads. PPD maintains a 24/7 call center with skilled trades on call. In the event of an emergency, a list of contact information for critical personnel is maintained. 24/7 trades and custodial staffing is provided in all emergency shelters when activated.

Closing Statement

The University of Florida exercises appropriate control over its physical resources through its MyAssets system and maintains careful records of deferred maintenance needs, and addresses these needs annually as funding permits. Through its organizational structure, reporting and management systems, and clear processes and procedures, the university meets Comprehensive Standard 3.11.1 - Physical Resources: Control of physical resources.
3.11.2 Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida is a large, comprehensive institution with over 900 buildings covering several square miles in the city of Gainesville. Safety of the university community is an absolute priority. Administrative responsibility for health, safety, emergency and security functions at the University of Florida is housed within the Office of the Vice President for Business Affairs. The University of Florida maintains full service police, environmental health and safety, and emergency management operations. These units report to the Assistant Vice-President of Public and Environmental Safety.

Safety Measures

The University of Florida (UF) has several plans to ensure safety on campus that consist of numerous policies and procedures. This information is posted on the University of Florida Police Department, Environmental Health and Safety, and Emergency Management web sites.

Crisis Communications Plan

The University of Florida maintains a crisis communications plan which is administered by University Relations professional staff. The plan utilizes multiple media streams to effectively communicate information to the campus community during crisis situations. In addition, UF employs a multi-modal approach to emergency notifications, using several different methods to inform the campus. Since UF is an extremely large and complex campus involving diverse operations, no single approach has the ability to reach 100 percent of the campus population; therefore, UF Alert disperses information to the community via the University of Florida home page, SMS/text messaging, email, IP telephones and speakers, social media and RSS feeds.

The UF Crisis communications plan has been tested during real world emergency notifications and has also been exercised during scenario training and periodic functionality testing. The plan is reviewed after each activation for effectiveness and is updated periodically as appropriate to
ensure efficient and effective delivering of emergency information to the University of Florida community.

**Review and Testing of Facilities and Grounds for Health and Safety Concerns**

Environmental Health and Safety (EHS) has qualified staff members that carry out the safety, security and health plans of the institution. Extensive training is provided to all applicable employees. As UF is classified as a Research-1 institution with over 3,000 laboratories, EHS conducts regular audits of these laboratories that comply with environmental and occupational regulations. These audits include separate but integrated inspections for general lab safety, biosafety and radiation control. Inspections are also conducted in academic and maintenance shops. Medical, dental and veterinary areas that present a potential for toxic gas exposure are monitored.

Campus buildings are inspected by the State Fire Marshal on an annual basis. The Division of Environmental Health and Safety also conducts annual fire evacuation drills in all major campus buildings. All on- and off-campus Greek houses are included in a fire safety inspection program which assigns points for fire safety problems. Excessive points for fire safety problems can result in penalties ranging from restrictions of social activities to the closure of a house. All campus building fire alarms are connected to a central monitoring system that alerts the police dispatch and EHS. EHS reviews alarm activations on a daily basis to identify the cause of the alarm activation and determine when service to the alarm system is required.

The University of Florida Police Department (UFPD) routinely monitors the campus grounds and facilities for health and safety concerns. When officers observe a health or safety concern, the concern is documented and referred to EHS and the appropriate area of responsibility for addressing the concern. In 2011, UFPD officers completed 487 environmental health and safety reports regarding potentially unsafe conditions on campus.

**Ensuring Campus Security - University of Florida Police Department**

The safety and security of the campus is a shared responsibility between the University of Florida Police Department (UFPD) and the students, faculty, and staff that make up our community. UFPD provides service 24 hours a day, and is an integral part of the university's dedication to developing and maintaining a safe and secure campus through the cooperative efforts of many university departments and community organizations.

UFPD is organized as a department of 89 sworn law enforcement officers and 49 civilian employees under the auspices of the Office of the Vice President for Business Affairs. All officers are professionally trained and State of Florida certified, with the same authority and right to bear arms as any officer within the state of Florida. By law, university police officers are declared to be law enforcement officers of the state and conservators of the peace with the right to arrest in accordance with the laws of this state, any person for violation of state law or applicable county or city ordinances when such violations occur on any property or facilities which are under the guidance, supervision, regulations of control of the State University System, except that arrests may be made off campus when pursuit originates on campus.
The department provides a full range of police services, including, but not limited to, investigating all crimes committed in its jurisdiction, making arrests, providing crime prevention/community services programs, enforcing traffic laws, and maintaining crowd control for campus special events. The department maintains a close liaison with local, state, and federal law enforcement agencies in implementing and coordinating campus law enforcement operations.

In March 1996, UFPD became only the fourteenth university law enforcement agency in the country to achieve national law enforcement accreditation; the first university police department in the state of Florida to become accredited, and the second largest accredited university police department in the country. Accomplishing both national and state accreditation provides an excellent indication that UF is among the leaders in the field of campus law enforcement. Furthermore, Security International, Inc. has recognized UFPD as the top rated university police department at a public institution.

UFPD supports the overall academic mission of the university and plays a vital role in fulfilling that mission. Concern for the community's well-being, a desire to provide service and assistance whenever possible, and a constant desire to support the academic environment are all factors inherent in the department’s daily operations and policies. The agency is responsible for ensuring all compliance with Federal Clery Act standards and all Uniformed Crime Reporting. Additional information, including all crime statistics, are posted online may be found at the University of Florida’s Police Department website.

**Emergency Management**

The University of Florida Department of Emergency Management (UFDEM) is tasked with creating a culture of emergency preparedness across the University. The Department is responsible for coordinating a comprehensive, all-hazards approach through all cycles of an emergency – prevention, protection, mitigation, response and recovery. Florida Board of Governors Regulation 3.001 requires the development and maintenance of an emergency management program and Comprehensive Emergency Management Plan for the University. In addition to University-wide efforts, Emergency Management provides guidance for departments and colleges on developing and improving their internal emergency plans as well as working with external stakeholders at the local and state level.

**Dissemination of Emergency Procedures and Other Health and Safety Related Procedures**

The University of Florida uses a variety of methods to disseminate information about emergency procedures and other health and safety information to the campus community.

UFPD through the departmental website maintains information on a self-service basis, to include community awareness brochures, the daily campus crime and fire logs, public bulletins regarding criminal activity and emergency notifications. In addition UFPD annually publishes an electronic
brochure called **UF Together for a Safe Campus** which contains public safety and emergency information.

The Environmental Health and Safety office also maintains emergency information and health and safety procedures online through the departmental website. The **Department of Emergency Management** website contains information on emergency preparedness, guidance and planning.

**Closing Statement**

The University of Florida considers the health and safety of its constituents to be an absolute priority and critical to the fulfillment of its mission. The university has clear and effective safety measures in place, including an accredited police department and multi-modal emergency information dissemination systems. Through these processes and practices, the university meets Comprehensive Standard 3.11.2 - Physical Resources: Institutional environment.
3.11.3 Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The State University System (SUS) is required by Florida law (1013.30 Florida Statute) to prepare and adopt ten-year campus master plans for each institution over which it has jurisdiction. The University of Florida abides by this statute and prepares master plans at the appropriate intervals, and updates them every five years as required.

Campus Master Planning Process

Upon adoption of the campus master plan, the university must negotiate and enter into a campus development agreement with the host local government. Master plans must subsequently be updated every five years. The University of Florida’s (UF) campus master plan is available on the Facilities, Planning & Construction website. In the Spring 2012 semester, a series of meetings were held with the vice presidents, college deans, and directors in preparation for the scheduled five-year update to reaffirm the ten-year building project list and programmatic space needs for the campus master plan. In June 2013, the campus master plan update was completed.

An animated virtual tour is available for view through the University of Florida website.

Florida Statute 1013.31 requires the university to conduct an Educational Plant Survey every five years. This survey identifies educational programmatic space needs for both main campus and off-site facilities. The recommendations made through the Educational Plant Survey process reflect the state funding requests for the educational and general space needs of the institution.

Facilities for auxiliaries and Direct Support Organizations (DSO), such as the University of Florida Athletic Association (UAA), do not receive state funds. Facilities that support food service, parking, housing and athletics are funded by each auxiliary and/or DSO through bonds or other revenue sources. Space needs for these programmatic areas are typically based on market, enrollment and programmatic changes. The space needs for Housing & Residence relate to the housing type needed based on enrollment changes. As the university changes its student enrollment to increase
graduate students, the housing requirements change to accommodate that student population. The percentage of on-campus student housing policy is adopted within the campus master plan and currently reflects a goal of 25 percent.

Facilities for food service, parking, bookstore and other business services are funded by bonds, auxiliary revenue or contractual agreements with the university. These facilities are sized and located based on market. As support functions, the facilities need to be adequately sized and placed in locations that will serve the students, faculty and staff. Parking garages have been identified in the campus master plan to support future growth in the 2,000 acres of the main campus.

UAA is a Direct Support Organization and works with the Division of Facilities, Planning and Construction on major construction and minor renovation projects for all sports. Expansion of the facilities are determined by programmatic requirements, visitor support and support needs. In the last two years, UAA expanded the women’s athletic program by adding lacrosse to their program. This new women’s athletic program required the construction of a lacrosse field, stadium seating and locker/office facilities. Currently, facilities are being upgraded for the tennis and softball programs as well as new concessions in the football stadium.

Off-site facilities may also be achieved through leases by the individual colleges based on programmatic needs throughout the state (locally), nationally and internationally. These leases are currently negotiated through the colleges to meet their requirements. The College of Medicine, College of Nursing and the College of Pharmacy have long term leases for facilities at the UF&Shands, Jacksonville campus. These long term leases allow for over 600 faculty to provide educational programs at this campus.

**Centrally Provided Services**

Current centrally provided services and infrastructure for distance and correspondence education satisfy the current needs and are designed to scale with future demands. Centrally provided services and supporting technologies include: 1) eLearning (Sakai Course Management System); 2) Video capture, video conferencing and streaming; 3) Networking; 4) Instructional design, media, and web support services; and 5) the University of Florida Computing Help Desk.

*eLearning (Sakai Course Management System)*

Currently UF centrally supports eLearning. This course management system is used widely across UF.

Table 3.11.3 provides use and trend data for eLearning and highlights the number of courses, instructors adopting the system, and students using the system increased significantly from 2010-2011 to 2011-2012, continuing a trend that has been sustained over several years. Of particular interest is the large increase of students logged in during peak time.
Table 3.11.3-1: eLearning (Sakai) Use and Trend

<table>
<thead>
<tr>
<th>eLearning Component</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses</td>
<td>3,682</td>
<td>4,505</td>
<td>5,154</td>
</tr>
<tr>
<td>Number of sections</td>
<td>8,649</td>
<td>10,582</td>
<td>10,522</td>
</tr>
<tr>
<td>Number of instructor accounts</td>
<td>3,018</td>
<td>3,283</td>
<td>3,272</td>
</tr>
<tr>
<td>Number of student accounts</td>
<td>98,804</td>
<td>105,915</td>
<td>92,551</td>
</tr>
<tr>
<td>Number of registrations</td>
<td>224,739</td>
<td>311,363</td>
<td>301,489</td>
</tr>
<tr>
<td>Logins at peak usage</td>
<td>5,000</td>
<td>7,090</td>
<td>&gt;12,000</td>
</tr>
<tr>
<td>Course registrations per student using eLearning</td>
<td>2.02</td>
<td>2.48</td>
<td>3.44</td>
</tr>
</tbody>
</table>

* These numbers are from data between January 1, 2013 and February 7, 2013.

Other services associated with eLearning include: Antiplagiarism support (TurnItIn and iThenticate), classroom response system (TurningPoint), synchronous communication (Adobe Connect), rich media discussion boards (VoiceThread), lecture capture (Camtasia and MediaSite), and the student technology training (Lynda.com).

Usage of the eLearning is closely monitored for short term performance as well as long term needs. Software and hardware capacity is continuously monitored, assessed and evaluated against peak demand and growth trends. Table 3.11.3-2 provides information on the eLearning infrastructure. All components are redundant and divided across two physical locations. Application servers are virtualized allowing rapid deployment of new servers as needed. Load balancers and database servers are physical and are designed to operate with peak demand no greater than sixty percent capacity.

Table 3.11.3-2: eLearning Infrastructure

<table>
<thead>
<tr>
<th>Infrastructure Component</th>
<th>Detail</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>Sakai v. 2.8</td>
<td>Highly customized, regularly updated</td>
</tr>
<tr>
<td>Authentication</td>
<td>Shibboleth &amp; Kerberos</td>
<td></td>
</tr>
<tr>
<td>Database Management System</td>
<td>Oracle</td>
<td></td>
</tr>
<tr>
<td>Operating System</td>
<td>Red Hat Linux Enterprise</td>
<td></td>
</tr>
<tr>
<td>Load Balancers</td>
<td>F5 Big IP</td>
<td>Highly available, redundant at two physical locations</td>
</tr>
<tr>
<td>Application Servers</td>
<td>VMware</td>
<td>10 virtual machines</td>
</tr>
<tr>
<td>Database Servers</td>
<td>HP Proliant</td>
<td>Highly available, redundant at two physical locations</td>
</tr>
<tr>
<td>Storage</td>
<td>EMC SAN</td>
<td>Highly available, redundant at two physical locations</td>
</tr>
<tr>
<td>Network Connection</td>
<td>1 Gb/10 Gb CISCO</td>
<td>Redundant connections to all machines</td>
</tr>
</tbody>
</table>
Rich media is an important component of high quality materials for learning, including face-to-face, blended and distance education courses in its diverse forms. Current services centrally provided include:

a. Video Conferencing/Streaming
   High end video streaming capabilities are available at more than 200 locations distributed throughout the state. Video conferences can be recorded for later viewing on demand.

b. Video Capture/Streaming
   High end video capture and streaming (using Mediasite) is available at 26 locations on campus. In addition, two fully mobile units are used for capture on location. Recorded captures are available for later viewing on demand.

c. Lecture Capture (Self-service Capture)/Streaming
   Self-service video capture is available in 250 centrally managed classrooms. This is primarily used by faculty to capture lectures for later viewing by students or use in online courses.

d. Video Studios
   Two video studios are available to create materials for online learning.

Table 3.11.3-3 provides usage statistics and the most recent yearly trend. Nearly 14,000 video conferences were conducted last year averaging over an hour in duration. Also, a significant increase in the use and number of streaming video presentations illustrates the trend towards increased usage of rich media in learning.

Table 3.11.3-3: Video Conferencing, Capture and Streaming Use and Trend

<table>
<thead>
<tr>
<th>Usage</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of video conferences per year</td>
<td>10,632</td>
<td>13,819</td>
</tr>
<tr>
<td>Video conference hours</td>
<td>14,586</td>
<td>17,258</td>
</tr>
<tr>
<td>Number of streaming video presentations</td>
<td>3,365</td>
<td>6,415</td>
</tr>
<tr>
<td>Number of presentation views</td>
<td>424,013</td>
<td>498,528</td>
</tr>
<tr>
<td>Viewers at peak usage</td>
<td>539</td>
<td>814</td>
</tr>
</tbody>
</table>

Currently, video related infrastructure consists of the components shown in Table 3.11.3-4. Centralized components, including servers and appliances, are redundant (Multipoint Conferencing Unit, Gatekeeper, Gateway, management server, media servers). Servers are virtualized allowing rapid deployment of new servers as needed.
Table 3.11.3-4: Video Conferencing, Capture and Streaming Infrastructure

<table>
<thead>
<tr>
<th>Infrastructure Component</th>
<th>Detail</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managed VC endpoints</td>
<td>159 hardware endpoints</td>
<td>Statewide, Primarily Polycom and Tandberg (Cisco)</td>
</tr>
<tr>
<td>Unmanaged VC endpoints</td>
<td>&gt;50 endpoints</td>
<td>Departmental management</td>
</tr>
<tr>
<td>Desktop endpoints</td>
<td>180 clients</td>
<td>Software VC client (Cisco Jabber)</td>
</tr>
<tr>
<td>MCU Capacity</td>
<td>160 video ports</td>
<td>80 SD, 40 HD, 40 Ad-hoc</td>
</tr>
<tr>
<td>Gateway</td>
<td>1 PRI</td>
<td>ISDN and Voice Call Add-in</td>
</tr>
<tr>
<td>Gatekeeper</td>
<td>2 VCS cluster</td>
<td>SIP / H.323 gateway, with VoIP and Microsoft LYNC integration</td>
</tr>
<tr>
<td>Authentication</td>
<td>Shibboleth &amp; Active Directory</td>
<td></td>
</tr>
<tr>
<td>Cisco Telepresence Management Server</td>
<td>2 redundant servers</td>
<td>Conference and endpoint management and scheduling</td>
</tr>
<tr>
<td>Self-Serve Streaming Capture Stations</td>
<td>250</td>
<td>Camtasia</td>
</tr>
<tr>
<td>Streaming Capture Stations</td>
<td>26 room Integrated, 2 mobile</td>
<td>Mediasite</td>
</tr>
<tr>
<td>Windows Media Server</td>
<td>2 redundant servers</td>
<td>For Streaming Video Only</td>
</tr>
<tr>
<td>Windows Media Server</td>
<td>1 virtual machine</td>
<td>For Mediasite Streaming</td>
</tr>
<tr>
<td>Microsoft IIS Media Server</td>
<td>1 virtual machine</td>
<td>For Mobile Device Streaming</td>
</tr>
<tr>
<td>Mediasite EX Server</td>
<td>3 virtual machines</td>
<td>For Mediasite, Transcoding, Publishing</td>
</tr>
</tbody>
</table>

**Networking**

A campus core network connects building networks to the Internet and campus data centers. Most building links are single or redundant gigabit Ethernet connections. Data center links are ten-gigabit.

Redundant Internet connections are implemented through the Florida Lambda Rail using 10Gig and Gig E LX connections (including peering). In addition, a GigE LX connection to Cox Internet, and a 10/100 TX connection to Gainesville Regional Utilities Peering are implemented. The bandwidth available to external data networks are shown in Table 3.11.3-5.
Table 3.11.3-5: Available Bandwidth to External Data Networks (megabits/sec)

<table>
<thead>
<tr>
<th>Data Network</th>
<th>Primary Bandwidth</th>
<th>Secondary Bandwidth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commodity Internet</td>
<td>1,300</td>
<td>1,200</td>
</tr>
<tr>
<td>High performance research and education network</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Commodity peering via research and education</td>
<td>1,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>

The system wide network is supported 24 hours a day, 7 days a week, 365 days a year.

*Instructional Design, Media, and Web Support Services*

Implementation of quality online learning resources requires instructional design, media production and web support services. Currently, the Center for Instructional Technology and Training is capable of producing sixty quality online courses per year.

Resources for online course development and maintenance are primarily staff, with appropriate Information Technology tools, that work with faculty. Staff resources are summarized in Table 3.11.3-6.

Table 3.11.3-6: Staff Resources Supporting Online Education

<table>
<thead>
<tr>
<th>Staff</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional designers</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Educational technology specialists</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation specialist</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Rich media specialist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Web developers</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Graphic designers</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Captioning specialists</td>
<td>1.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Other services include:

1) The University of Florida Computing Help Desk - The Help Desk Provides support services to faculty and students, including: eLearning support; technical consulting; laptop, tablet and smartphone walk-in troubleshooting; software licensing and sales; application support; administrative; and account services.

2) The Faculty Media Lab - This lab offers high end equipment and software for rich media processing and video studios to support faculty in developing learning materials. Instructional designers and technical consultants are available to provide assistance and training as needed.
Decentralized Services (Provided by a Unit/College)

In addition the University of Florida has additional distributed information technology infrastructure and services that vary from unit to unit. These may include dedicated facilities and services for the college/unit’s distance education program. The following units provide some level of service:

- Academic Health Center & Colleges (Dentistry, Medicine, Nursing, Pharmacy, Public Health & Health Professions)
- Associate Provost Teaching & Technology, Education & General (E&G IT)
- College of Agriculture and Life Sciences & Institute of Food and Agricultural Sciences (IFAS)
- College of Business Administration
- College of Design, Construction & Planning
- College of Education
- College of Engineering
- College of Fine Arts
- College of Health and Human Performance
- College of Journalism
- College of Law
- College of Liberal Arts and Sciences
- College of Veterinary Medicine
- Harn Museum of Art & Museum of Natural History
- Office of Distance and Continuing Education
- Office of Research
- University Athletic Association
- University Libraries

Information technology specialists and experts in these units provide some, or all, of the following partial list of services for faculty and staff members that may enhance distance programs:

- Departmental email access
- Desktop or workstation support
- Application programming and access
- Network administration
- Information security
- Database management
- Third party application coordination and outsourcing
- Specialized departmental application support

In most cases, student support is provided by UF Information Technology and not the distributed IT groups.

Routine Maintenance
The Physical Plant Division (PPD) has a number of programs in place to address routine and preventive management needs to manage requests for routine and preventive maintenance.

The routine maintenance program addresses the everyday needs of the campus, including: (a) cyclic maintenance, (b) component renewal, (c) investigative and (d) safety.

Cyclical maintenance is maintenance that is based on normal wear patterns, such as painting, caulking and carpet replacement. Component renewal is based on projected life cycle replacement dates, such as for roofs, chillers, air handling units, and lighting systems. Investigative refers to items that require a more precise definition or a specialized study before the deficiency can be corrected. Examples of investigative studies include determining the feasibility of power load or HVAC load increases on existing systems. Safety refers to items needing immediate attention in order to avoid accidents and injuries, such as broken handrails or exposed electrical wiring.

Building Maintenance

Building Maintenance is supported by two parallel organizations, the Campus and Health Science Center (HSC) units. The Campus unit provides facility support to the traditional state supported colleges such as Education, Business, Engineering, Liberal Arts & Sciences, etc. The Health Science Center unit provides support to the health and medical related colleges such as Medicine, Dentistry, Pharmacy, Veterinary Medicine, etc. The building maintenance units are comprised of shops to support electrical, steam, chilled water, HVAC & controls, carpentry, masonry, elevators, locks and keys, roofing, sheet metal, painting, signs and plumbing within the building envelope. In addition, High Performance Work Team have been selectively implemented to provide combined skill teams for support. We are responsible for the maintenance and repair of building envelopes, roofs, interiors, mechanical, electrical systems, fire alarm systems, building generators and elevators. Timely scheduling and accomplishment of regular and preventive maintenance work are performed in order to assure that each facility is maintained at its highest standard to meet our customer’s needs.

The Building Maintenance units have programs to address routine and preventive management programs as resources permit. Routine maintenance addresses the everyday needs, including: (a) cyclic maintenance, (b) component renewal, (c) investigative and (d) safety. Cyclical maintenance is maintenance that is based on normal wear patterns, such as painting, caulking and carpet replacement. Component renewal is based on projected life cycle replacement dates, such as for roofs, air handling units, elevators, generators and lighting systems. Investigative refers to items that require a more precise definition or a specialized study before the deficiency can be corrected. Examples of investigative studies include determining the feasibility of power load or HVAC load increases on existing systems. Safety refers to items needing immediate attention in order to avoid accidents and injuries, such as broken handrails or exposed electrical wiring.

The coordination of routine maintenance is facilitated by the work order process. All regular maintenance work is initiated by the issuance of a work order. In the last twelve months, Campus Maintenance received over 14,619 customer generated work orders while an additional 3,510 work
orders were identified by PPD staff. HSC Maintenance received 12,296 service work orders for routine maintenance.

The campus and HSC building maintenance departments complete assess the condition of the facilities they maintain annually. Noted deficiencies are addressed with internal resources when possible or are referred to one of several mechanisms that depend on the expected cost and complexity of performing the work. Items not needing the services of a design consultant are contracted to an appropriate construction professional. Items requiring the design are referred to an appropriate consultant/professional and then contracted to an appropriate construction professional. Work items for which there is insufficient funding or some other reason preventing immediate accomplishment are placed on a deferred maintenance list.

Pending available resources the items below are reviewed and addressed annually.

Campus Maintenance

- Replace approximately 6 air handlers
- Renovate 2 elevators
- Replace 2 roofs
- Replace outdated ceiling tiles
- Replace 8 restroom partitions
- Replace 2 building boilers
- Rekey one building
- Upgrade building controls
- Paint public space
- Replace 1 - 2 small building chillers
- Replace building pumps: water booster, pool, water circulating pumps, chill water, heating hot water.
- Upgrade fire alarm panels.

Health Science Center Maintenance

- Replace approximately 15,000 ceiling tiles each year.
- Floor tile replacement over 4,000 sq. feet with cove base
- Four major pumps replacements
- Convert two large AHU’s to fan wall technology
- 2 Large Buildings BAS Upgrades five year completion program
- Extensive envelope repair with window, roofs, doors in two buildings
- Wall repair and replacement
- Routine painting
- Re-insulate steam, condensate and HHW piping in VetMed utility plant
- Refurbish cooling tower
Utilities Maintenance

The utilities group consists of electric distribution, chilled water operation, steam distribution, water distribution (potable, reclaimed, and storm), wastewater plant, and metering. The university is responsible for providing reliable and efficient provision of all centrally managed utilities on campus. In some cases, utilities are purchased from commercial providers and the distribution system is managed and maintained by the utilities group. In other cases, the university produces the utilities, including 13 substations, 480 miles of underground cables, 90 miles of overhead cables, 1,148 transformers, 738 feeder switches, 10 chiller plants, 42,000 tons of chiller capacity, 19 miles of chilled water piping, 30 miles of steam and condensate piping, lift stations, and the water reclamation facility as well as 1,367 meters.

The utilities group has routine and preventive management programs. The past 12 months included 9,285 work requests for the utilities group not including metering which is managed outside of the work management system. The utilities group’s preventive maintenance work requests made up 76 percent with the other 24 percent coming from routine work requests.

The Utilities group’s operational funded routine program includes the following in addition to internal preventive maintenance program:

- Breaker Testing and Repairs twenty percent
- Short Run Cable Replacements
- Switch Testing and Replacements
- Dissolved Gas Testing of Transformers
- Transformer Pad Replacements
- Five chiller overhauls
- Quality Chiller Annual PMs and Oil analysis
- Chemical Management Program
- Cooling Towers Re-conditioning program
- Twenty percent of the Steam Manholes are assessed for re-insulation and steam traps replacements

The coordination of routine maintenance by Physical Plant Division (PPD) is facilitated by the work order process. All regular maintenance work is initiated by the issuance of a work order and managed through a software program named Innovation in Asset Management (AiM). In the last twelve months, PPD received over 90,000 service work orders for routine maintenance. Additionally, 1,294 work orders were identified by PPD staff (which are in addition to the service call numbers that were completed). Any member of the university community, including students, may request a work order by calling the Work Management Center directly or placing a request online through the PPD website. The Work Management Center, which operates 24 hours a day/7 days a week/365 days a year, can also receive requests by phone, fax, email and by walk-in. Work orders are filtered electronically to the specific PPD to be incorporated into work schedules.
Customers can get a work order status updates by contacting the Work Management Center. Online customer access to work order information is planned for implementation in the near future. Supervisors, or other designated employees within PPD, manage the work orders and can close them out using the AiM software. Calls for emergency service (i.e. leaks or power outages), life safety and disruptions of operations are dispatched to the trade supervisor immediately by phone or radio. All other work orders are placed in a queue based on order received.

Routine maintenance by the other University of Florida maintenance entities are performed in much the same manner at both on- and off-campus locations through similarly designed work order systems.

**Preventive Maintenance**

The purpose of the Preventive Maintenance Program at the University of Florida is to provide a cost-effective approach to good maintenance practices that will maximize equipment life and reduce the amount of corrective maintenance on associated equipment. The Preventive Maintenance Program for both Main Campus and the Health Science Center (HSC) is administered by the Physical Plant Division using the AiM maintenance management software package.

Prior to completion of each building on the University of Florida properties, as well as any major renovations or building additions, an inventory is completed on all equipment that the Physical Plant Division will be performing periodic maintenance on, including any recurring part requirements such as filters and fan belts.

Once the inventory is completed, it is entered into our software database with unique identifying asset numbers. It is then scheduled for preventive maintenance according to manufacturer recommendations, established industry maintenance standards, and proper funding authority. Task lists for maintenance are routinely modified to accurately reflect appropriate maintenance on installed equipment based on function and location.

Preventive maintenance work requests are generated and distributed to the appropriate trades for scheduling. Work request generation is accomplished on the first day of each month. Responsible shops then assign and complete the work requests, using AiM to indicate the current status of the work request. The Preventive Maintenance Coordinator regularly tracks the status of the work requests and issues reports to a higher authority.

Separate reports are produced in Microsoft Excel for Main Campus and HSC each month. Both reports utilize a completion percentage calculation of preventive maintenance work requests for each shop in the Building Maintenance Department, Utilities Department, and the HSC. The report for HSC is delivered to the assistant director of the HSC, as well as shop supervisors weekly with a real-time status of current completion percentage rates, preventive maintenance work requests still to be accomplished, and a quantitative count of any overdue preventative maintenance work requests. The report for main campus operations is delivered to the Building Maintenance unit and the Utilities Services unit as well as shop supervisors weekly with a real-time status of current
completion percentage rates, preventive maintenance work requests still to be accomplished, and a quantitative count of any overdue preventative maintenance work requests.

Communication between the Preventive Maintenance Coordinator and shop supervisors is accomplished in several ways. Communication is accomplished via e-mail, phone, and face-to-face meetings as needed. A feedback report created in Adobe Acrobat is also utilized for both Main Campus and HSC maintenance personnel to request changes and corrections to equipment and maintenance procedures with supervisor approval.

**Deferred Maintenance**

PPD maintains and updates separate deferred maintenance lists for the University’s utilities systems and for the buildings PPD maintains. These lists are developed through consultation with the PPD departments responsible for utility and building maintenance. Items placed on the lists are currently physically or operationally defective and have not been scheduled for corrective action or have been postponed due to a lack of resources. Each year when legislative appropriations are received, the lists are reviewed and reprioritized as necessary to ensure that the items considered most critical are the ones addressed with the available funding.

The **Utilities Infrastructure list** was originally a prioritized list of maintenance items and needed improvements to the various university utilities systems maintained by PPD that was submitted to the Board of Governors Office to justify future line item appropriations by the legislature. In recent years, the scope of this list has been expanded to include building-related maintenance items such as roof and HVAC system replacement. The list is developed by the PPD Architecture/Engineering (A/E) Department through consultation with both the PPD Utilities Services Department, who is responsible for maintaining the university’s utilities systems, and the PPD Facilities Department, who is responsible for maintaining the university’s buildings classified as “Educational & General.”

The **Capital Renewal, Fiscal Year: Future** is a list of the building-related maintenance items and needed improvements for the PPD-maintained buildings. It is developed by the PPD A/E Department through consultation with the PPD Facilities Department whose responsibility it is to maintain the University’s buildings classified as “Educational & General.” The list is updated on a yearly cycle in concert with the legislative session that determines the appropriation of maintenance funding. Submittal of this list to the Board of Governors Office has been discontinued.

Once funding has been received, it is budgeted toward the highest priority items to the extent that the funding amount allows. Work orders are written to get each project into Physical Plant Division’s system for tracking work, and then the funded projects are removed from the deferred maintenance lists and placed on spreadsheets that are used to track fiscal progress. The **Master Utilities Projects List** is a spreadsheet where both utilities-related and buildings-related projects on the Utilities Infrastructure deferred maintenance list are transferred for execution. The spreadsheet lists the projects, shows the funding amount(s) applied to the project, and tracks the progress made toward encumbering and spending the funds. This spreadsheet is reviewed monthly and individually with each of the project managers having projects listed on the sheet and quarterly with the appropriate PPD managers.
The Capital Renewal spreadsheet is where the building-related projects on the Capital Renewal deferred maintenance list are transferred for execution. The spreadsheet lists the projects, shows the funding amount applied to the project, and tracks the progress made toward encumbering and spending the funds. This spreadsheet is reviewed monthly individually with each of the project managers having projects listed on the sheet and quarterly with the appropriate PPD managers. Due to the lack of state-provided funding during the current fiscal year (FY 12-13), the university has provided sixteen million dollars from internal funding sources to continue attacking the deferred maintenance backlog by initiating new projects. To select the projects that would be funded, the deferred maintenance lists of the university budget entities that rely on state funding were reviewed and the projects where failure was imminent, or safety was a concern, were identified.

The Critical Deferred Maintenance list is compiled by identifying the most critical needs from existing PPD, Health Science Center, and IFAS deferred maintenance lists. It is color-coded according to which entity (PPD, HSC, and IFAS) will be responsible for accomplishing the project. After prioritization, the list is presented to upper University management and approved for funding.

Once the funding is received, work orders are written to get each project into the PPD system for tracking work and placed on spreadsheets used to track fiscal progress. The projects to be completed by PPD are placed in the Critical Deferred Maintenance spreadsheet. It lists the projects, shows the funding amount applied to the project, and tracks the progress made toward encumbering and spending the funds. The spreadsheet is reviewed monthly individually with each of the project managers having projects listed on the sheet and quarterly with the appropriate PPD managers.

IFAS

The Institute of Food and Agricultural Sciences Facilities Planning Office also maintains a deferred maintenance list and refines it yearly as situations change. Project initiative is very much dependent upon legislative appropriations as these projects are generally costly replacements and upgrades with a greater cost than our routine maintenance can support. Supplemental funding is sometimes provided by the Senior Vice President’s Office for those items deemed critical to the mission of IFAS.

Student Housing

The Department of Housing and Residence Education maintains 165 buildings encompassing three million square feet. A twenty-year plan has been developed for capital projects and deferred maintenance issues which sequences projects into specific fiscal years. These projects include fire sprinkler installations and fire alarm upgrades, flooring removal and replacement, bathroom renovations, one hundred percent outside air handler unit replacement, electrical replacements/upgrades/support for fire sprinkler installations, domestic water line replacement, window removal and replacement, and furniture replacement. Specific costs are projected over a
separate five-year master plan. Approximately, ten million dollars in funding for these projects are derived annually from campus housing operational funds. These funds are budgeted within the Department of Housing and Residence Education fiscal year budget. Operational funds are derived from undergraduate, graduate and family housing student rent. Additional funding for these projects for fiscal years 2013, 2014, and 2015 is derived from a 31 million dollar bond sale which will be repaid using revenue from future student rent.

University of Florida presently has housing facilities that adequately support the mission of the institution and a growth plan in place to attain the UF master plan goal of housing 25 percent of the university’s enrollment.

THE UF master plan target is to house 25 percent of the university enrollment with some exclusions in campus housing facilities. Campus housing facilities include residence halls, sororities, fraternities, graduate and family housing, and affiliated UF housing like The Continuum and the projected INSPIREation Hall. Those not included in determining the percentage of enrolled students housed in campus facilities include students who audit classes, students attending class at UF campuses outside of Gainesville, employees taking classes, students enrolled in only online classes, etc. The MasterPlan 2012-2018 Appendix A illustrates occupancy trends and the plan to increase the percentage of UF students housed on campus from 23 percent of enrollment to 25 percent of enrollment by 2015-2016. This plan includes the construction of two residence facilities by 2015-16: INSPIREation Hall, an affiliated entrepreneurial living learning residence facility projected to be built in Innovation Square, and a new undergraduate residence hall projected to be built on east campus.

Parking Facilities

Walker Restoration Consultants who provide consulting and engineering services to the University of Florida for parking and parking structures, developed an Asset Management and Capital Improvement Plan. Walker inspects all 114 parking structures on campus every three to five years and updates the plan.

The purpose of the re-inspections is to continuously update the current scope and priorities, and determine the magnitude of repair and maintenance needed to maintain each structure at a level of quality consistent with the requirements of the university. The update to the plan takes into account the Transportation and Parking Services (TAPS) proposed yearly budget for garage structural maintenance, which has been between 750,000 and one million dollars annually over the past several years.

Visual inspections by structural engineers, who are industry experts, are performed on the interior and exterior of each structure to recognize conditions where deterioration, potential safety concerns, improvements, or general repairs and routine maintenance are appropriate. The inspections also cover a review of the essential support systems within each garage including stairways, lighting, elevators, drainage systems, etc.
Recommended work items are identified in each garage report, where they are prioritized into three categories: immediate repairs, base repairs, and enhancements. Walker provides its estimates of probable costs for each garage along with a detailed description of each proposed repair item.

Approximately eighty percent of the annual deferred maintenance budget is allocated to repairs and maintenance programmed into the Asset Management and Capital Improvement Plan, with approximately twenty percent held in contingency for unanticipated repairs which may arise during the course of any given year.

Walker understands that it is not possible to perform all of the work in one fiscal year because of budgetary constraints. As a result, Walker proposes an Asset Management and Capital Improvement Program based on the total annual expenditure budgeted per construction season. Repair items are phased according to their priority of importance, the safety of garage patrons, structural maintenance, and meeting the available annual budget requirements of TAPS.

**J. Wayne Reitz Student Union**

A comprehensive deferred maintenance list is maintained by the Facilities and Operations unit of the J. Wayne Reitz Student Union. The list is made up of items that are deficiencies primarily in major operating systems (plumbing, electrical, mechanical, structural, and building envelope) where corrective action has been previously delayed due to the lack of available funds. The list is prioritized with the most critical or urgent issues having highest priority based primarily on an evaluation of impact on safety concerns and potential for further damage or catastrophic failure.

**Closing Statement**

The University of Florida is a vast complex of buildings and facilities that require ongoing maintenance. The university has an established procedure and practice for maintaining all of the campus facilities so that the university's mission can be accomplished. Based on the processes and practices, the university is in compliance with Comprehensive Standard 3.11.3, Physical Resources: Physical facilities.
3.12.1 Substantive change

The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida’s (UF) Substantive Change Policy ensures substantive changes are reported by UF to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Through this policy, the university monitors changes in its curriculum and other institutional changes requiring notification and/or approval to SACSCOC.

Internal Procedures for Substantive Change Processing

All substantive changes are coordinated through either the Associate Provost for Academic Affairs or the Associate Provost for IT, E-learning and Distance Education. Once either associate provost is aware of a substantive change, that associate provost notifies the university’s director of SACS accreditation. Once notified, the Director of SACSCOC accreditation coordinates with the Provost and President to notify SACSCOC of the substantive change or to request approval of the substantive change. The Director of SACSCOC accreditation monitors the University Curriculum Committee and Graduate Council meeting agendas prior to each meeting for potential substantive changes and reports any substantive changes to the university’s SACS liaison for notification to SACSCOC.

Table 3.12.1-1 lists the University of Florida’s substantive changes reported to SACSCOC since 2003.

Closing Statement

The University of Florida has an established policy and internal procedures for processing substantive changes in a timely manner. Through these processes and practices, the university meets Comprehensive Standard 3.12.1 - Substantive Change.
3.13.1 Policy Compliance

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment □ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative
The University of Florida is in compliance with this principle.

Introduction
The University of Florida is accredited by 21 US Department of Education recognized accrediting bodies. The university describes itself in identical terms to each recognized body.

Evidence of Consistent Description to Federally Recognized Accrediting Agencies

Table 3.13.1-1 lists each federally recognized accrediting agency that accredits UF programs and the institution and the accreditation status of each program. The accrediting bodies that require university-level descriptions have links in the table to excerpts from those accreditation reports to demonstrate the university-level description is the same for each accrediting body. The information provided to each accrediting body is based on standard sources such as the undergraduate or graduate catalogs, the University of Florida homepage, or gathered through normal institutional processes.

Many program accreditations require documentation specific to the program, department, or college level and do not include standards related to the university overall. The programs that do not include university level responses include the accrediting bodies for the university's programs in dentistry, pharmacy, veterinary medicine, and the university's English Language Institute and do not have links to report excerpts in Table 3.13.1-1.
Evidence of Compliance with Status Change Notification

The university voluntarily withdrew the audiology graduate degree programs from the American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology in 2001 when nationally audiologists were required to have a doctoral degree to practice in most states, including Florida. Therefore, the university phased out the MS degree program and began the professional audiology degree program and the clinical doctoral degree program in Audiology which are both currently accredited.

Additionally, in 2007 the university voluntarily withdrew the dental public health program from the American Dental Association Commission on Dental Accreditation when the university could not enroll a qualified first-year student/resident in three consecutive years and decided to discontinue the dental public health program.

The graduate programs in health services administration was terminated in 1978 but is currently accredited by the Commission on Accreditation of Healthcare Management Education and has been since 1981.

Notification to SACSCOC

The university’s SACSCOC liaison ensures notification to SACSCOC of any changes concerning the accreditation decisions of the federally recognized accrediting agencies. Additionally, the SACSCOC liaison keeps each specialized, internship/residency accreditations apprised of any changes received from any other federally recognized accrediting body.

Closing Statement

The University of Florida ensures that it represents itself in identical terms to each federally recognized accrediting agency that accredits programs on its campus. The accrediting decisions are monitored institutionally and there is an established process to inform SACSCOC of any changes in accreditation status of any university program. Through these processes and practices, the university meets Comprehensive Standard 3.13.1 - Policy Compliance.
3.13.2 Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic agreements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

As part of the University of Florida's Substantive Change Policy, the university ensures SACSCOC notification and provides signed final copies of collaborative academic agreements as defined in this policy. Table 3.13.2-1 provides specific details when SACSCOC was notified and provided final signed copies of the agreements.

Quality and Integrity

The university assumes responsibility for the integrity of the collaborative academic arrangements, the quality of the credits recorded on student transcripts, and compliance with accreditation requirements by requiring formal written agreements that are reviewed by the Office of the Vice President and General Counsel, approved by the Graduate Council, processed through the University of Florida International Center (when international institutions involved), and forwarded to Institutional Assessment for notification to SACSCOC.

Closing Statement

The University of Florida has established clear procedures for the review and approval of collaborative academic arrangements. All components of the arrangement are reviewed and approved at multiple levels of the institution to ensure their adherence to the educational quality standards of the university. Through these processes and practices, the University of Florida is in compliance with Comprehensive Standard 3.13.2 - Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures.
3.13.3 Policy Compliance: Complaint Procedures against the Commission or Its Accredited Institutions

**Applicable Policy Statement.** Each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

**Judgment**

- [ ] Compliance  - [ ] Partial Compliance  - [ ] Non-Compliance  - [ ] Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

As described in Federal Requirement 4.5, the University of Florida has reasonable, clear policies and procedures for handling student grievance and public complaints fairly. These policies are widely disseminated and easily accessible by all constituents.

**Policies and Procedures**

UF Regulation 4.012 provides the procedures and policies for providing "...students with a fair and expeditious resolution of their disputes with the University of Florida faculty and/or staff" including grievances. Complaints against the university are handled by two key offices at the University of Florida: The Dean of Students Office and the University Ombuds. The policies are all published online and included in publications such as the Student Handbooks for both graduate and undergraduate students.

Examples of student complaints, the process, and record maintenance are described in Federal Requirement 4.5. The following offices are prepared to make available their complaint logs as requested by the Commission during the onsite visit: Student Affairs; University Ombuds; and Human Resource Services.

Additionally, UF administers the UF Compliance Hotline, a confidential/anonymous way for anyone to report a concern about the university. This service is managed through the Office of Audit and Compliance Review, and the policy is published online and also via a print brochure. The website also provides guidance on reporting concerns including the types of concerns that should be reported.
Closing Statement

The University of Florida is in compliance with Comprehensive Standard 3.13.3, Policy Compliance: Complaint Procedures against the Commission or Its Accredited Institutions, based on the university's policies and procedures regarding handling student complaints as described here and detailed in Federal Requirement 4.5, Student Complaints.
3.13.4.a Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

For educational programs offered at the University of Florida, there is no distinction in quality, academic expectations, student learning outcomes, or academic accountability based on instructional mode of delivery. The program approval processes for all programs are rigorous and applied equally regardless of instructional delivery mode. Distance learning processes and explanations have been incorporated into the appropriate core requirements, comprehensive standards, and federal requirements throughout the Compliance Report.

Examples from the Compliance Report

The following sample standards provide examples of distance education processes and explanations that are incorporated into the compliance certification.

Core Requirement 2.4 (Institutional Mission) indicates the significance distance education to the University of Florida and this importance is reflected in the university's mission: "The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century."

Core Requirement 2.8 (Faculty) includes a report on credit hours produced by distance learning for the Fall 2012 and Spring 2013 semesters.

Comprehensive Standard 3.3.1.1 (Institutional Effectiveness) presents evidence that student learning outcomes assessment expectations are identical for all programs regardless of instructional delivery mode.

Comprehensive Standard 3.4.11 (Academic Program Coordination) provides a listing of all academic program coordinators and whether or not the program is delivered on UF’s main campus (Gainesville), at an off-campus instructional site, or via distance education. Those programs offered via distance education are listed separately and may have a separate academic program coordinator who specializes in distance education.
Comprehensive Standard 3.4.12 (Technology Use) described in detail the university's technology infrastructure, use, assessment, and modification to meet growing demand. Due to the university's expansive program offerings and commitment to distance learning (see Core Requirement 2.5 for a description of the developing Florida Online Institute), the university provides a wide range of technology and systems to support all students, faculty, and staff.

Comprehensive Standard 3.5.3 (Undergraduate Program Requirements) details the degree completion standards of the university including semester plans for degree completion which applies to both traditional and distance students.

Core Requirement 2.9 (Learning Resources and Services) provides details on the access and services of the university's libraries. Library staff and library-designed interfaces provide personalized service not only through in-house circulation and reference services, but also through chat and email services as well as electronic library guides.

Comprehensive Standard 3.8.2 (Instruction of Library Use) demonstrates that library orientations are provided online. In-person general library orientation are available each semester and open to all students. These orientations are also posted online for use at any time by the distance education users.

Core Requirement 2.10 (Student Support Services) includes information on student services for students enrolled in courses at off-campus instructional sites or distance or correspondence courses.

Comprehensive Standard 3.9.1 (Student Rights) and Comprehensive Standard 3.9.2 (Student Records) apply to all students enrolled at UF regardless of the type of program in which the student is enrolled.

Federal Requirement 4.8 (Distance and Correspondence Education) specifically addresses the verification of student identity, student's privacy, and additional student charges for distance and correspondence education.

Comprehensive Standard 3.11.3 (Physical Facilities) also provides information on centrally provided technologies such as the university's course management system; eLearning infrastructure; video capture, video conferencing and streaming; networking; and instructional design, media, and web support services.
Closing Statement

Distance learning is embedded in the educational culture of the University of Florida. The university engages distance learning as a mode of instructional delivery that is subject to the same educational quality and accountability standards as its face-to-face courses. Distance learning programs are not distinct from on-campus programs except in delivery mode, and are reviewed throughout the Compliance Report simultaneously with the programs delivered on campus. Based on this evidence, the university meets Comprehensive Standard 3.13.4a - Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports.
3.13.4.b Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) is one of eleven established public universities in the State University System (SUS) of Florida. A twelfth university, Florida Polytechnic, is under construction and scheduled to open in fall 2014.

The State University System of Florida

Article IX, Section 7 of the State of Florida Constitution establishes the system, the SUS Board of Governors, and the university Board of Trustees. The relevant sections of the constitution are reproduced here.

SECTION 7. State University System.

(a) PURPOSES. In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) STATE UNIVERSITY SYSTEM. There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) LOCAL BOARDS OF TRUSTEES. Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the
governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) STATEWIDE BOARD OF GOVERNORS. The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board’s management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

Administrative Responsibility

The SUS Board of Governors Regulation 1.001(3)(a) describes the university administration and oversight.

(3) (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university’s mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.

Mission

The public universities in the SUS do not have the same mission. Eight are doctoral granting institutions and four, including the University of Florida, are research universities/high research activity. Each board of trustees is responsible for the administration of its university in a manner that is consistent with the university’s mission, which must be consistent with the mission and purposes of the SUS.

Closing Statement

The University of Florida is part of the State University System of Florida, a constitutionally established entity that is under the control of the Board of Governors. The University of Florida is the state’s flagship institution and is the state’s academic leader in higher education. The description provided in this standard documents the university’s compliance with Comprehensive Standard 3.13.4.b - Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports.
3.13.5.a Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Judgment
☐ Compliance  ☑ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
The University of Florida (UF) does not have any branch campuses; therefore, this comprehensive standard does not apply to UF.
3.13.5.b Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

No response required by the institution.
3.14 Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida represents its accredited status and publishes the Southern Association of Colleges and Schools Commission on Colleges’ name, address, and telephone number in both the Undergraduate and Graduate Catalogs as well as in the Graduate Student Handbook.

Accurate and Consistent Publication

The university uses the following wording when publishing its accreditation status and includes this wording in the university’s Writing Stylebook List of Terms:

The University of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, specialist, engineer, doctoral and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Florida.

Closing Statement

The University of Florida has established internal processes and procedures to ensure the consistent and accurate publication of its accreditation status with SACSCOC. Through these processes and practices, the university meets Comprehensive Standard 3.14 - Representation of Status with the Commission: Publication of Accreditation Status.
Federal Requirements
4.1 Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

A critically important aspect of student achievement is graduation and retention, especially at the undergraduate level. The University of Florida (UF) posts retention, persistence, and graduation rate data online via UF Facts through the Office of Institutional Planning and Research. Additionally, the university evaluates its effectiveness in promoting student achievement on performance indicators such as job placement rates and licensure examinations.

Enrollment from Fall 2008-Fall 2012

Overall UF’s enrollment is expected to remain stable over the next few years and has sustained at approximately 50,000 since 2008. Table 4.1-1 shows the total headcounts in the fall semesters for the five-year period from 2008 through 2012.

Table 4.1-1. Total Headcount for the University of Florida from Fall 2008 through Fall 2012

<table>
<thead>
<tr>
<th>Level</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>35,898</td>
<td>34,546</td>
<td>33,587</td>
<td>33,513</td>
<td>33,754</td>
</tr>
<tr>
<td>Graduate</td>
<td>11,756</td>
<td>11,823</td>
<td>12,191</td>
<td>12,031</td>
<td>12,189</td>
</tr>
<tr>
<td>Professional</td>
<td>4,458</td>
<td>4,475</td>
<td>4,338</td>
<td>4,241</td>
<td>4,143</td>
</tr>
<tr>
<td>Total</td>
<td>52,112</td>
<td>50,844</td>
<td>50,116</td>
<td>49,785</td>
<td>50,086</td>
</tr>
</tbody>
</table>

Source: Final Student Data Course File; Factbook Table 1
Retention and Graduation

At UF, retention and graduation rates are calculated by the Office of Institutional Planning and Research and posted on their website for access by campus decision-makers and the interested public. The rates are presented for First-Time, Full-Time Freshmen Students (FTIC) and for Community College Transfer Students with Associate of Arts degrees in Table 4.1-3.

Table 4.1-3. Retention Rates Full-time FTIC retained in the second fall term at same university

<table>
<thead>
<tr>
<th>Variable</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12 (Prelim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>6,442</td>
<td>6,394</td>
<td>6,301</td>
<td>6,381</td>
<td>6,420</td>
</tr>
<tr>
<td>% retained</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>% retained (with 2.0 or higher)</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Source: Board of Governors Accountability Report 2011-12 Table 4B

The FTIC four-year graduation rate has improved from 58.55% (2005) to 65.09% (2007) and the six-year graduation rate has increased from 82.2% (2003) to 83.61% (2005). Each year this information is reported to the State University System (SUS) in the Annual Accountability Report and made available to the university stakeholders online UF Facts and the SUS Board of Governors Accountability Reports website.

UF’s freshman retention rate of 96% is among the highest in the country and has been consistently at 94-96% for the period of 2002-2012.

In recent years, UF has capped its undergraduate enrollment which has caused the number of baccalaureate degrees award to decrease despite increasing retention and graduation rates.

Table 4.1-4. Baccalaureate Degrees Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>8,737</td>
<td>9,205</td>
<td>9,302</td>
<td>8,685</td>
<td>8,601</td>
</tr>
</tbody>
</table>

Source: Board of Governors Accountability Report 2011-12 Table 4G

Job Placement Rates

All students applying for graduation are asked to complete the university’s graduation survey related to their future employment and/or educational plans after graduation. A follow-up survey is then conducted six months later as many students have not finalized their employment or educational plans at the time of applying for graduation. Each graduating student is asked to
answer what is most likely to be his/her principal activity upon graduation. This survey provides the university with comprehensive information about the future plans of all graduates and alumni, the results of which are used for accountability, program review, and peer institutions comparisons. Table 4.1-5 provides a summary of and the complete survey results for Spring, Summer and Fall 2012 semesters. Overall, about 70% of the undergraduate graduates list employment as their primary activity while almost 90% of graduate/professional students list employment as their primary activity after graduation.

**Licensure Examinations**

Performance on professional licensure examinations is a key indicator of the effectiveness of academic programs. UF tracks student performance on state and national licensing examinations at the educational level. Where appropriate, licensing examinations are part of the assessment plans approved by the program faculty, results are documented in comprehensive assessment reports, and the information is used by faculty members to improve student learning.

UF students continue to excel at licensure examinations with passing rates at much higher levels than state/national benchmarks as shown in Table 4.1-6. In recent years, students taking the US-Medical Licensing Exam (Step 2 clinical skills) and the National Dental Board Exam (Part 1) have a 100% pass rate with a national benchmark of 97% and 95% respectively. Overall, UF students continue to surpass state and national benchmarks on all licensure exams.

**Academic Assessment**

At the time of this report the university is monitoring student learning in its 466 undergraduate, graduate, and professional programs. Faculty establish assessment plans and student learning outcomes for each program and file these annually with the Office of Institutional Assessment. Faculty report outcomes assessment data annually. This process is overseen by the Director of Institutional Assessment and the Academic Assessment Committee. Comprehensive Standard 3.3.1.1 describes this process fully.

**Closing Statement**

The University of Florida maintains accurate records of success relevant to student achievement consistent with its mission. The university monitors its students’ success using nationally accepted benchmarks and measures, and through a rigorous internal system of student learning assessment. Through these processes and practices, the university meets Federal Requirement 4.1 - Student Achievement.
4.2 Program Curriculum

The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida is a comprehensive, public research institution and a member of the Association of American Universities. In the tradition of comprehensive public research universities, the University of Florida mission addresses teaching, research, and service. The University of Florida places education at the core of its mission with these statements:

The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links...with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world’s societies. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas. Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels.

The central importance of the quality of educational programs is reflected throughout the university’s Strategic Work Plan goals and in its vision to reach top ten status: UF aspires to become a top-ten public research university by: enhancing the quality of undergraduate education, meeting the state’s workforce needs through advanced professional degrees...

How Programs are Consistent with the University Mission and Goals

The faculty for each of the university’s undergraduate, graduate, and certificate academic programs develop academic assessment plans, and as part of those plans each program establishes its own mission which aligns with and supports the university mission (see Undergraduate, Graduate/Professional, and Certificate Academic Assessment Plans). These plans also present tables that show how the program curriculum and assessments align with the expected outcomes of the programs. The university Academic Assessment Committee reviews these plans and ensures that the missions and curricular assessments are consistent with the university’s educational mission and that learning outcomes for educational programs are rigorous. Additionally, the college deans develop missions that align with and support the university educational mission and set...
goals for their academic programs as part of their Effectiveness Documentation Plans (see Table 2.5-3 from Core Requirement 2.5 for a complete list of links to these documents).

The University of Florida is one of two land-grant universities in the state of Florida, and the Institute for Agricultural Sciences (IFAS) is charged with the fulfillment of the university’s land-grant mission. To do so, the university extends its educational reach through an integrated system of county cooperative extension offices and research/education centers known collectively as IFAS Extension. IFAS Extension is one of the university’s primary and most widely known units and its reach is vast. Its cooperative extension offices extend to each of Florida’s 67 counties, and its 19 research/education centers span the state. The IFAS Extension Electronic Document Information Source provides Floridians access to over 7,500 IFAS publications, which include curricula, handbooks and guides, and series.

Evidence that the Curriculum is Appropriate for Higher Education and Approved by the Appropriate Governing Bodies

To ensure the quality and appropriateness of the curriculum and the fulfillment of the university’s educational mission, the institutional curriculum approval process is rigorous and faculty-driven. The University Curriculum Committee (UCC) is a joint committee of 23 faculty, 3 students, and 4 liaisons. The committee serves as the final arbiter of institution-level curriculum decisions related to undergraduate programs and courses. The Committee has specific policies for curriculum actions and publishes clear instructions for the process. Graduate curriculum is overseen by the Graduate School Curriculum Committee and the Graduate Council, and curriculum review and approval follows the same institutional approval process. Each of the university’s 16 colleges has a Curriculum Committee, and within each college, most departments or other units also have curriculum committees. This hierarchical arrangement ensures that the curriculum is appropriate and consistent with good practices in higher education. Curriculum additions and modifications must begin with the faculty at the department level, and are then reviewed and approved by the departmental and college committees before they reach the University Curriculum Committee. Many of the university’s academic program curricula are externally accredited (see Table 3.13.1-1, USDOE Accrediting Bodies). The external accreditation process is a voluntary process managed and directed by faculty and serves as another opportunity ensure that the curriculum is appropriate and consistent with best practices in higher education.

Degree program approval follows a corollary process that begins with the departmental faculty, who then submit their degree proposals to the college curriculum committee for review and approval. Once college approval is completed, the process continues with review and approval by the University Curriculum Committee, the Faculty Senate, the Provost and Senior Vice President for Academic Affairs, and the UF Board of Trustees. Undergraduate, master’s, and professional degrees are then sent to the Florida Board of Governors (BOG) for notification as authority is granted to the UF Board of Trustees to approve undergraduate, master’s, and professional degrees. Doctoral degree programs are forwarded to the Florida Board of Governors for review and final approval.
Once a program is approved, regularly scheduled reviews are conducted to ensure continued alignment with the university mission and goals and its appropriateness for higher education.

**Closing Statement**

Curriculum is a key responsibility of the faculty both in practice and in *university constitutional statute*. University processes are well-defined to assure curriculum rigor, appropriateness, alignment with the university’s curriculum and goals, and review and approval by appropriate governing bodies. University of Florida faculty ensure that their program curricula are consistent with the university mission and goals through academic assessment planning, program goal and student learning outcome data analysis, and by ensuring that the curriculum reflects the current state of the discipline and best practices. Through these practices and processes, the University of Florida is in compliance with Federal Requirement 4.2: Program Curriculum.
4.3 Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) Office of the University Registrar publishes all academic calendars, grading policies and refund policies online for access to students and the public. As a campus committed to sustainability, UF has not printed the Undergraduate or Graduate Catalogs since the 2004-2005 academic year, but has made the current catalogs and previous catalogs starting with the 2004-2005 academic year available solely online.

Academic Calendar

UF Regulation 7.051 states publication of the academic calendar is required in the University Record Series, which consists of the Undergraduate Catalog, the Graduate Catalog, and the university’s professional catalogs and bulletins. The current academic calendar for undergraduate students is published online in the Undergraduate Catalog and for graduate students in the Graduate Catalog. Students can also find the academic calendar online through the university’s Integrated Student Information System (ISIS). The academic calendar information is applicable to resident and distance learning students on the same calendar.

Those professional colleges and independent study (Flexible Learning) with separate academic calendars publish their calendars online and are listed below.

- College of Dentistry
- College of Veterinary Medicine
- Levin College of Law
- Flexible Learning
Grading Policy

UF publishes its grading policies in both the Undergraduate and Graduate Catalogs and the grading policy for faculty is posted online through the Office of the University Registrar.

Refund Policy

UF Regulation 3.0371 states the university’s policy on fee refunds. UF’s refund of tuition fees policy for undergraduate students is published in the Undergraduate Catalog, and UF’s refund of tuition fees for graduate students is published in the Graduate Catalog.

Additionally, UF’s Office of the University Registrar maintains websites with important university information such as academic calendars, student confidentiality, and financial information targeted for specific audiences: Information for Parents, Information for Alumni, Information for Faculty and Staff, and Information for Students.

Distance Education

The policies and procedures associated with distance learning are distributed across units that have platform preparation tasks or responsibilities. The academic and support policies that are designed for resident programs apply similarly to the distance education students and domain. Once students are admitted into a distance education program, they are referred to ISIS, the same student information system utilized by resident programs and students and adhere to the same policies as resident students.

Closing Statement

The University of Florida has established clear policies on grading and refunds, and disseminates these widely in accessible formats. Academic calendars are published by university regulation in the appropriate venues. Through these processes and practices, the university meets Federal Requirement 4.3, Publication of Policies.
4.4 Program Length

Program length is appropriate for each of the institution's educational programs.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) is a state university that falls under the purview of the Florida Legislature and the constitutional statutes relevant to higher education. The statutes set forth requirements for the length of undergraduate degree programs. Graduate degree program length is established by the Graduate School and is based on commonly accepted standards. In those program areas with discipline specific accreditation requirements, the length of program is in compliance with the appropriate accrediting body.

Baccalaureate Degree Programs

The Florida Legislature State Statue Chapter 1007.25 states a baccalaureate degree program requires no more than 120 semester hours of college credit, 36 of these hours are required to be general education course work. Baccalaureate degree programs that exceed 120 hours require Florida Board of Governors approval per Florida Board of Governors Regulation 8.014.

Graduate Degree Programs

At the graduate level, UF’s Graduate School establishes and publishes minimum requirements related to program length and credit hours in the Graduate Catalog. At the master’s level, the minimum program length is 30 credit hours with the exception of the Master of Laws (LLM) program which requires a total of 26 credit hours. Table 4.4-1 provides a listing of peer or nationally ranked law schools throughout the country with the LLM degree and the total number of required credit hours for the degree. In the table, nationally ranked indicates an LLM degree program that is regularly ranked in the top three in the US News & World Report peer survey. As the table indicates, the majority of peer institutions and nationally ranked programs require 24 credit hours for the LLM degree, with two programs requiring less than 24 credit hours and three requiring more than 24 credit hours. Based on this comparison, the length of UF’s LLM program is appropriate.
The doctoral level degree programs require 90 credit hours beyond the baccalaureate degree. The faculty of each graduate program area determines the specific requirements consistent with standard practice in higher education and with the evolving needs of their program areas. Students work closely with their supervisory committees to develop their programs of study.

**Closing Statement**

The University of Florida ensures that the length of its educational programs conforms to constitutional statutory requirements and widely accepted standards. The program approval processes at the university engage multiple stages of institutional review to guarantee that program length is appropriate for the discipline. Through these processes and practices, the university meets Federal Requirement 4.4 - Program Length.
4.5 Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions."

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) believes strongly in the ability of students to express concerns regarding their experiences at UF and encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. This process is decentralized across campus through the Division of Student Affairs, the Division of Enrollment Management, and Human Resource Services. Student Affairs serves as the primary division handling written student complaints and maintains the university’s complaints policy. Additionally, UF Regulation 4.012 provides a procedure for filing a formal student grievance.

Student Affairs

A student who is unsure of who is responsible for handling his or her particular complaint may contact the Office of the Ombuds or the Dean of Students Office. For complaints that are not satisfactorily resolved at the department level or which seem to be broader than one department, students are encouraged to submit those complaints to one of the following locations:

Office of the Ombuds:
31 Tigert Hall, 352-392-1308
The Ombuds' office assists students in resolving problems and conflicts that arise in the course of interacting with the University of Florida. By considering problems in an unbiased way, the Ombuds works to achieve a fair resolution and to protect the rights of all parties involved.

Dean of Students Office:
202 Peabody Hall, 352-392-1261
The University of Florida Dean of Students Office creates a culture of care for students, their families, faculty and staff by providing exemplary programs and services designed to enhance students’ academic and personal success.
Division of Enrollment Management

The Division of Enrollment Management (DEM) defines a written student complaint as a letter from a currently enrolled student addressed to a member of the staff in the DEM detailing a specific complaint. An email is not considered to constitute a written complaint in the context of this policy. Student issues that fall under an existing formal and established appeals process or that are not related to the DEM mission are excluded from this procedure and should follow the established appeal process. The DEM written student compliant policy is posted online. At this time the DEM has received no such written complaints, but is maintaining a log of any complaints that arise.

Steps for processing written student complaints in Division of Enrollment Management

- The written complaint will be reviewed and submitted to the director of each unit of the division to be logged and for a response to be prepared and mailed to the student.
- If the problem remains unresolved the student may appeal in writing to the Vice President and Associate Provost for Enrollment Management or his/her designee.

Additionally, the student always retains the right to pursue the issue directly with the University of Florida Ombuds.

The last university official to address the student’s complaint, whether the resolution was in the students favor or not, constitutes resolution of the issue.

Human Resource Services

The Office of Human Resource Services (HRS) investigates any issues brought forward by a student if it involves an employee or if the student is an employee. HRS investigates all written and verbal complaints. When a student complains about a student, the issue is referred to the Dean of Students Office. However, it is not uncommon for HRS to work jointly with other offices across campus when students and employees are involved.

Samples of the types of student complaints handled by Human Resource Services and Student Affairs can be found in Appendix 4.5-1. The Division of Enrollment Management has not had any formal complaints to log at this time.

Closing Statement

The University of Florida offers students multiple entry points for initiating a written complaint, and follows established procedures for addressing these quickly and with appropriate sensitivity. Based on these processes, procedures, and the documentation provided here, the university meets Federal Requirement 4.5 - Student Complaints.
**4.6 Recruitment Materials**

*Recruitment materials and presentations accurately represent the institution’s practices and policies.*

**Judgment**
- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida’s recruitment materials and presentations accurately represent the university’s practices and policies. The Office of Admissions, a part of the Division of Enrollment Management, annually develops, maintains, and edits publications and presentations for undergraduate recruitment.

**University Publications for Undergraduate Recruitment**

Undergraduate recruitment publications are created in-house by Enrollment Management staff based on guidelines established in the *Statement of Principles of Good Practice* by the National Association for College Admission Counseling (NACAC) and the SACSCOC Advertising, Student Recruitment, and Representation of Accredited Status Guidelines.

The publications include: a general information bulletin, parent guide, international brochure, additional information for special programs, such as Innovation Academy and AIM (a summer bridge program), a walking tour brochure, and additional information provided to newly admitted freshman and transfer students. Information printed in all admissions publications is consistent with the university’s Undergraduate Catalog.

The publications are stored by Office Services, also a part of the Division of Enrollment Management, by production year. Upon production of new material, previous year material is removed from inventory and recycled.

**Presentations about the University**

The Office of Admissions staff and trained alumni ambassadors conduct presentations about the university. These presentations are given on-campus, off-campus, and using social media, specifically focused on the undergraduate admissions process. Admissions staff undergo rigorous training for message consistency and receive final approval from the Assistant Director for the Admissions’ Welcome Center. Staff is provided with training materials, including a presentation...
outline and PowerPoint example as part of the process. In partnership with the University Alumni Association, selected alumni representatives are trained by senior leadership in the Office of Admissions on the admissions process. The selected alumni receive a training manual and digital presentation, created, maintained, and edited by admissions staff, to use for high school visits and college fairs.

All statistical information included within the presentations is consistent with the information produce by the Office of Institutional Planning and Research and other university partners, such as the Bursar’s Office, Student Financial Aid, and the Division of Student Affairs. This information is available to the student and their families via each office’s respective websites.

**Access to and Availability of Recruitment Materials**

The Office of Admissions also maintains a strong web presence. The admissions website is maintained by Enrollment Management and Admissions staff who work in tandem to ensure accuracy and update the website as necessary. Additionally, the Office of Admissions has a strong social media presence on Facebook and Twitter which is monitored by a dedicated Assistant Director and trained professional staff on a daily basis. Updates to Facebook and Twitter are made by those selected to have administrative access to the accounts to maintain message consistency.

**Closing Statement**

The University of Florida publishes and widely disseminates its recruitment materials in multiple formats. The materials are consistent and accurately represent the university’s practices and policies. Through these processes and practices, the university meets Federal Requirement 4.6 - Recruitment Materials.
4.7 Title IV Program Responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act.

(In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Judgment

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida has completed federal A-133 audits for the 2008-09, 2009-10, 2010-11, and 2011-12 program years since the SACSCOC Fifth Year Interim Report. A federal Department of Education program review was also conducted in February 2013 and UF is awaiting the final report. The federal audit for the 2012-13 year has been initiated and is currently in progress.

Summary of Findings

The following is a summary of findings from the federal audits.

- The U.S. Department of Education has not placed the University of Florida on the reimbursement method, nor has the university been required to obtain a letter of credit in favor of the Department of Education or to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies.
- No complaints related to financial aid have been filed with the Department of Education.
- Independent audits of financial aid programs indicate no evidence of significant noncompliance.
- There are no impending litigation issues with respect to financial aid activities nor are there any unpaid dollar amounts due back to the Department of Education.
- The University of Florida has not received any adverse communication from the Department of Education and is not aware of any infractions to regulations that would jeopardize Title IV funding.
- The University of Florida's current Federal Direct Loan default rate is 2.2%.
2011-12 Federal Audit

At the time of this report, the most recent federal audit was completed in 2011-12. This audit produced two financial aid findings. The first was related to Information Technology (IT) security access controls regarding on-line update capability to the financial aid satisfactory academic progress screen. The University of Florida's Office for Student Financial Affairs (SFA) reviewed its access controls as well as the procedures involved and implemented the recommendations cited. The audit finding and UF response can be found on page 175 of the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2012 report.

The second 2011-12 finding was related to the return of Title IV funds and unofficial withdrawals and nonattendance. As the result of reliance on UF faculties’ accurate input into the grading system, the audit determined UF retained unearned Title IV funds that should have been returned to the applicable federal programs. UF’s Office for Student Financial Affairs reviewed the students cited who had new grade assessments after the initial review to confirm the amounts and calculated the appropriate amounts of Title IV funds to be returned to the appropriate federal programs. The Office of Student Financial Affairs provided documentation to the Auditor General that contained detailed information regarding the transactions made to correct the student files cited. The university also revised its grade collection system to enhance accurate reporting of “F” grades by faculty. The audit finding and UF response can be found on page 194 of the State of Florida Compliance and Internal Controls Over Financial Reporting and Federal Awards For the Fiscal Year Ended June 30, 2012 report.

Closing Statement

The University of Florida is audited annually for compliance with its program responsibilities under Title IV of the most recent Higher Education Act. These audits document the university's continuing compliance with these responsibilities, and the university responds to findings in a timely and thorough manner. Based on these processes and practices, the university meets Federal Requirement 4.7 - Title IV Program Responsibilities.
4.8.1 Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida ensures through the Associate Provost for Teaching and Technology that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit for the course or program by the following methods.

Secure Login and Pass Code

All matriculated students are assigned a University of Florida Identification Number (UFID). UFIDs are generated using name, birthdate, and social security number information, and at least two of these pieces of information are required to create the UFID. After being assigned a UFID, the student must create a GatorLink account which requires the creation of a username and password. The GatorLink account information is used for authentication for accessing the university course management system.

Proctored Examination

Online proctoring is conducted by either ProctorU or Kryterion Online Secured Testing. Each company authenticates student identification by photo ID and either questions specific to the student from a public information database or keystroke patterns of individuals.
New or Other Technologies and Practices

Kryterion's patented biometric keystroke software differentiates individuals based on his or her keystroke patterns. By measuring the pattern of keystroke rhythms, the technology can recognize an individual with a high level of accuracy.

Closing Statement

The University of Florida takes very seriously the verification of student identity in the delivery of instruction at a distance. The university contracts with growing edge identity verification companies to ensure that registered students are those who participate in and receive credit for courses and programs. Through these processes and practices, the university meets Federal Requirement 4.8.1 - Verification of Student Identity in Distance or Correspondence Education.
4.8.2 Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment
☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida (UF) protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data including students enrolled in distance and correspondence education courses or programs.

Federal and State Law

The university adheres to the Family Educational Rights and Protection Act (FERPA) to protect the privacy of student records pursuant of federal law and Florida Statute 1002.225. UF faculty and staff are required to pass FERPA training prior to initial access to student records and the training is required annually thereafter to continue student records access. Distance and correspondence student records are managed, maintained, and protected by the Office of the Registrar and subject to the same privacy and confidentiality procedures as those used for on-campus students.

UF Regulation 1-4.007 serves as the university's written policy for confidentiality of all student records. The University of Florida Privacy Office also provides privacy guidelines and procedures.

Closing Statement

The University of Florida takes student privacy and confidentiality of student records very seriously. The university has established internal procedures to ensure compliance with relevant federal and state law. Through these processes and practices, the university meets Federal Requirement 4.8.2 - Written Procedure for Distance and Correspondence Education Student's Privacy.
4.8.3 Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

**Judgment**

☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

The University of Florida is in compliance with this principle.

**Introduction**

The University of Florida has established procedures that inform students at the point of registration of additional course charges, including charges associated with verification of student identity.

**Distance Learning Fee**

These charges are reflected as part of a course's distance learning fee. In the Schedule of Courses, each course that has additional charges is marked with the additional amount in the column marked "CF" (Course Fees). Course Fees may include material and supply fees, distance learning fees and/or equipment fees specific to that individual course. Once students have registered for their courses, they can view a detailed and itemized tuition statement showing all fees with descriptions prior to making their tuition and fee payment.

**Closing Statement**

The University of Florida informs students of all identity verification charges at the point of registration. These charges are clearly explained and itemized. Through these processes and practices, the university meets Federal Requirement 4.8.3 - Written Procedure for Projected Additional Student Charges.
4.9 Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment
☑ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The University of Florida is in compliance with this principle.

Introduction

The University of Florida Credit Hour Definition is posted online on the Office of the Provost's Policies, Procedures, and Guidelines website, and the policy is as follows:

University of Florida Maximum Credit Hour Definition

The university has established guidelines for the determination of the maximum number of credits that may be assigned to a course. The University Curriculum Committee and Graduate Council may incorporate other considerations into its review of course credit and assign a number of credits fewer than the maximum.

Guidelines for Assigning Course Credit Hours

For courses taught in a "traditional" classroom format in a 14-week semester, the maximum number of credits to be assigned is limited to the weekly number of 50-minute contact periods (or their equivalent) with the instructor. Underlying this statement is an assumption that each 50-minute contact period requires a minimum additional two hours of student work outside of the class involving reading, exercises, etc. Where this assumption does not hold true (as may be the case with some laboratories, for example), then the maximum number of credits may be significantly less than the weekly number of 50-minute contact periods.

For courses taught in a "modular" classroom format taking only a portion of a 14-week semester, the maximum number of credits to be assigned is obtained by prorating the guidelines for full semester courses (see the previous paragraph).

For courses taught in an electronic and/or asynchronous format. When there is an analogous course taught in a traditional or modular format as described in the previous two paragraphs, the maximum number of credits is computed using the traditional or modular format approaches. When there is no analogous course taught in a traditional or modular format, the instructor is
required to write a syllabus describing the structure of the course in a traditional format. The maximum number of credits is then computed as described for courses taught in the classroom for 14 weeks.

Closing Statement

The University of Florida has established a clear credit hour policy and guidelines for the determination of the number of credits assigned to a particular course. The number of credit hours assigned to a course is subject to approval by the appropriate curriculum oversight committees and is reviewed and approved at multiple stages of the approval process. Through these processes and practices, the university meets Federal Requirement 4.9 - Definition of Credit Hours.