



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials

March 27-29, 2018

Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, FL 32224



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 27-29, 2018

By Telephone Conference Call
Dial-in Number: 888-670-3525
Listen-Only Code: 4122150353#

Tuesday, March 27, 2018

**2:30 – 5:30 p.m. Drugs, Alcohol and Mental Health Task Force Workshop, with
Academic and Student Affairs Committee invited**
Chair: Dr. Fernando Valverde; Vice Chair: Mr. Syd Kitson
Members: Jordan, K. Patel, Tripp, Zachariah

Wednesday, March 28, 2018

7:30 – 8:30 a.m. Breakfast will be provided

**8:30 a.m. –
12:30 p.m. Innovation and Online Committee Workshop**
Chair: Mr. Edward Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Huizenga, Kitson, J. Patel, K. Patel, Stewart, Tripp,
Tyson, Zachariah

12:30 – 1:30 p.m. Lunch will be provided

- 1:30 - 2:00 p.m. Academic and Student Affairs Committee**
or upon Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Adjournment of Members: Cerio, Frost, Morton, K. Patel, Stewart, Tyson, Valverde,
Previous Meetings Zachariah
- 2:00 - 3:00 p.m. Academic and Research Excellence Committee**
or upon Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp
Adjournment of Members: Jordan, Link, J. Patel, Zachariah
Previous Meetings
- 3:00 - 3:30 p.m. Two + Two Articulation Committee**
or upon Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine
Adjournment of Members: Lautenbach, J. Patel, Stewart, Tripp
Previous Meetings
- 3:30 - 3:45 p.m. Break**
- 3:45 - 4:45 p.m. Budget and Finance Committee**
or upon Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Adjournment of Members: Cerio, Huizenga, Lautenbach, K. Patel, Valverde
Previous Meetings
- 4:45 - 5:15 p.m. Facilities Committee**
or upon Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Adjournment of Members: Jordan, Kitson, Lautenbach, Morton, J. Patel, Tyson
Previous Meetings
- 5:15 - 5:30 p.m. Legislative Affairs Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
Adjournment of Members: Cerio
Previous Meetings
- 5:30 - 6:15 p.m. Welcome Reception**

Thursday, March 29, 2018

- 7:30 - 8:30 a.m. Members Breakfast with the Advisory Council of Faculty Senates**
- 7:30 - 8:30 a.m. Breakfast will be provided**

- 8:30 – 9:00 a.m. Audit and Compliance Committee**
or upon Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Adjournment of Members: Frost, Levine, Morton, J. Patel, Valverde
Previous Meetings
- 9:00 – 9:15 a.m. Nomination and Governance Committee**
or upon Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
Adjournment of Members: Levine, Tripp
Previous Meetings
- 9:15 a.m. – Board of Governors – Regular Meeting**
12:15 p.m. Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
or upon All Board members
Adjournment of [Break around 10:15 or 10:30 a.m.](#)
Previous Meetings
- 12:15 p.m. Lunch will be provided**

Please note that this schedule may change at the Chair's privilege.



CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

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.

History.--Proposed by Initiative Petition filed with the Secretary of State August 6, 2002; adopted 2002.



STATE
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of FLORIDA
Board of Governors

AGENDA

Drugs, Alcohol and Mental Health Task Force
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, FL 32224
March 27, 2018
2:30 p.m. – 5:30 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Dr. Fernando Valverde; Vice Chair: Mr. Syd Kitson
Members: Jordan, K. Patel, Tripp, Zachariah

- | | |
|---|--|
| 1. Call to Order and Opening Remarks | Governor Fernando Valverde |
| 2. Draft Task Force Two-Year Work Plan | Governor Valverde |
| 3. Roles of Counselors and Academic Advisors | Governor Valverde |
| 4. Drug Use and Abuse Overview | Dr. Kirk Dougher <i>Assistant Vice President Health & Wellness</i> <i>Florida Atlantic University</i> |
| 5. Concluding Remarks and Adjournment | Governor Valverde |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
March 27, 2018**

SUBJECT: Draft Task Force Two-Year Work Plan

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

A draft two-year work plan is provided that outlines activities and topics that the Drugs, Alcohol and Mental Health Task Force may choose to consider.

Supporting Documentation Included: Draft Task Force Two-Year Work Plan

Facilitators/Presenters: Governor Fernando Valverde

Drugs, Alcohol, & Mental Health Task Force 2018 - 2019 Work Plan
DRAFT: February 26, 2018

| | |
|--|--|
| Purpose: To use existing evidence to 1) document most critical drug, alcohol & mental health issues facing SUS students & 2) identify best practices in order to develop system-wide recommendations for addressing drugs, alcohol & mental health issues among college students & the resources needed to implement system-wide recommendations. | |
| March 2018 | <p>WORKSHOP with CAVP, CSA, & BOG ASA Committee invited</p> <ol style="list-style-type: none"> 1. Taskforce Work Plan (draft) 2. Roles of counselors & academic advisors <ul style="list-style-type: none"> ○ What are the roles & responsibilities of mental health counselors? ○ What are the pros & cons of a recommended ratio of counselors to students? ○ What are the roles & responsibilities of academic advisors? ○ Where do the roles/responsibilities of counselors & academic advisors intersect relative to student mental health? What are the points of contention? ○ Is it feasible to develop a recommended ratio of academic advisors to students? ○ What are the pros & cons of a recommended ratio of academic advisors to students? 3. Drugs: Overview [campus experts] <ul style="list-style-type: none"> ○ Provide drug use data from the American College Health Association National College Health Spring 2017 Assessment (national & SUS data) ○ How extensive is drug use & abuse across the SUS? |
| June 2018 | <ol style="list-style-type: none"> 1. Approve Taskforce Work Plan 2. Alcohol: Overview [campus experts] <ul style="list-style-type: none"> ○ Provide alcohol use data from the American College Health Association National College Health Spring 2017 Assessment (national & SUS data) ○ How extensive is alcohol use & abuse across the SUS? 3. Drugs & Alcohol [campus experts] <ul style="list-style-type: none"> ○ Is there a connection between substance use/abuse & mental health & if yes, what is the nature of the connection? ○ What is the nature of the relationship between substance use/abuse & hazing? ○ What are the current policies & processes in place at the universities for addressing illegal use of drugs & alcohol & for addressing substance abuse? ○ What programs are in place to support students in recovery? ○ To what extent do SUS students violate drug & alcohol policies & laws? 3. CSA Summit Updates: Review of summit purpose, accomplishments & next steps <ul style="list-style-type: none"> ○ Health & Wellness Campus Community Summit (1/23/18) ○ Hazing & Substance Abuse Prevention Summit (5/18/18) ○ CSA/AVP Summit (6/25/18-6/26/18) |

Drugs, Alcohol, & Mental Health Task Force 2018 - 2019 Work Plan
DRAFT: February 26, 2018

| | |
|----------------|--|
| September 2018 | <ul style="list-style-type: none"> ○ Drugs & Alcohol: Best Practices [campus experts] ○ What are the best practices in preventing violations of campus policies regarding the use of drugs & alcohol? ○ What are the best practices in preventing illegal use of drugs & alcohol? ○ What are the best practices in preventing substance abuse? ○ What are the best practices in treating substance abuse? (e.g., FAU's Life of Purpose treatment center) ○ What are the best practices for supporting students in recovery? ○ What are the best practices for communicating available resources relating to drugs & alcohol education/prevention to students? |
| November 2018 | <ol style="list-style-type: none"> 1. Mental Health: Overview [campus experts] <ul style="list-style-type: none"> ○ Provide mental health data from the American College Health Association National College Health Spring 2017 Assessment (national & SUS data) ○ What are the most prevalent mental health issues among SUS students? ○ How is student care coordinated among various health providers on campus for students with mental health issues? ○ Update on counseling center staffing levels as of the end of AY2017-2018 |
| January 2019 | <ol style="list-style-type: none"> 1. Mental Health: Best Practices [campus experts] <ul style="list-style-type: none"> ○ What are the best practices in preventing mental health issues? (e.g., medical schools, Health Campus 2020) ○ What are the best practices in treating mental health issues? ○ What are the best practices in coordinating student care among various health providers on campus for students with mental health issues? ○ What are the best practices in coordination & communication between academic advisors & mental health providers for students with mental health issues? ○ What are the best practices for communicating available resources relating to mental health education/assessment/treatment to students? |
| March 2019 | <ol style="list-style-type: none"> 1. Review of drug, alcohol & mental health issues <ul style="list-style-type: none"> ○ Based on the evidence provided in the last year, what are the most critical drug, alcohol & mental health issues facing SUS students & institutions? ○ What if any, system-wide solutions would be appropriate for addressing the most critical issues? |
| June 2019 | <ol style="list-style-type: none"> 1. Identify resources needed to implement system-wide recommendations to address drug, alcohol & mental health issues among college students identified during previous meeting 2. CSA Summit Updates: Review of summit purpose, accomplishments & next steps <ul style="list-style-type: none"> ○ Hazing & Substance Abuse Prevention Summit (May 2019) ○ Others (if applicable) |
| September 2019 | <ol style="list-style-type: none"> 1. Finalize system-wide recommendations & resources needed for addressing drug, alcohol & mental health issues among college students 2. Update on counseling center staffing levels as of the end of AY2018-2019 |
| November 2019 | <ol style="list-style-type: none"> 1. Review of accomplishments |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
March 27, 2018**

SUBJECT: Roles of Counselors and Academic Advisors

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January 2018, the Board created the Drugs, Alcohol and Mental Health Taskforce to address drug, alcohol and mental health issues among college students in the State University System.

The Task Force will discuss the roles and responsibilities of mental health counselors and academic advisors with workshop participants.

Supporting Documentation Included: Academic Advising and Counseling Overview

Facilitators/Presenters: Governor Fernando Valverde

Academic Advising and Counseling Overview

Academic advising is a “collaborative process in which advisors help students to develop and realize their educational, career, and personal goals” (Kuhn, Gordon, & Webber, Spring 2006). Academic advisors assist students with academic planning and other academic matters such as study skills, grades, test anxiety, and graduation requirements. Academic advisors are typically expected to explain academic policies and processes, educate and monitor students on academic requirements and progress, guide students in planning educational and career goals, and connect students with other university resources. Academic advising is often informational, explanatory and developmental in nature. Faculty advisors also often assume the role of mentor. In addition to advising individual students, academic advisors provide workshops and presentations on a variety of academic-related topics. In postsecondary education, the terms “advising” and “advisor” generally refer to academic advising and academic advisor.

Counseling “helps students overcome personal problems from the past and present that interfere with their academic success” (Kuhn, Gordon, & Webber, Spring 2006). Counselors provide mental health services that enable students to improve and maintain their mental well-being which in turn enables them to meet educational, personal, emotional, and psychological goals. Counselors typically address issues that are often more complicated than those related solely to academics. For instance, counselors help students address relational issues (e.g., roommate conflicts), emotional issues (e.g., physical/emotional abuse), and learning disorders (e.g., ADD). Counseling is often done in a one-on-one or group setting. The terms “counseling” and “counselor” refer to staff who provide personal/psychological counseling and related services.

While there are unique roles and responsibilities for academic advisors and counselors, there are some **overlapping topics and issues** (Kuhn, Gordon, & Webber, Spring 2006). Topics such as personal goals or time management may be addressed by either a counselor or an academic advisor. The table on the following page highlights some of the issues that are unique to each and some potentially overlapping issues. When counselors and academic advisors encounter a situation or issue that is beyond their scope of responsibilities or their ability to address, they will refer students to another appropriate university or community resource (e.g., financial aid, health services). A sample list of issues that may require referral is on the following page.

Sources

Council for the Advancement of Standards in Higher Education. (2015). CAS Professional Standards for Higher Education, 9th Edition. Washington, D.C.: Council for the Advancement of Standards in Higher Education.

Kuhn, T., Gordon, V. N., & Webber, J. (Spring 2006). The Advising and Counseling Continuum: Triggers for Referral. *NACADA Journal*, 26(1), 24-31.

International Association of Counseling Services, Inc. Standards for University and College Counseling Services. Available from: https://0201.nccdn.net/4_2/000/000/053/0e8/2017-STANDARDS-10-5-17.pdf

National Academic Advising Association. NACADA Academic Advising Core Competencies Model. Available from: <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

*Advising Referral Triggers***Table 2** Typical issues students bring to academic advisors

| Issue | Suggested Primary Responsibility as | | |
|-----------------------------|-------------------------------------|-----------|-----------|
| | Advisor | Either/Or | Counselor |
| Course selection | | | |
| Register for classes | | | |
| Advanced placement | | | |
| Drop a class | | | |
| Exit institution | | | |
| Degree requirements | | | |
| Academic probation | | | |
| Unfair grade from professor | | | |
| Death in family | | | |
| Time management | | | |
| Underachievement | | | |
| Mid-life career change | | | |
| Decision making | | | |
| Academic goals | | | |
| Personal goals | | | |
| Career goals | | | |
| Interpersonal relationship | | | |
| Family relationships | | | |
| AD/HD | | | |
| Substance abuse | | | |
| Eating disorder | | | |
| Physical/emotional abuse | | | |
| Sexual orientation | | | |
| Sexual harassment | | | |
| Racial discrimination | | | |
| Suicide | | | |

Table 2 above is from page 27, *The Advising and Counseling Continuum: Triggers for Referral*

Examples of situations/issues that may require referral(s) to another resource

- Pre-med major is failing math and chemistry
- Student's grades drop following death of a family member
- Student cries uncontrollably over inability to cope
- Recently divorced parents refuse to help pay for college expenses
- Student cannot study because roommate keeps late hours
- Student does not accept responsibility for poor grades
- Student is having relationship problems with girlfriend/boyfriend

List adapted from Table 3 on page 29, *The Advising and Counseling Continuum: Triggers for Referral*

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Drugs, Alcohol and Mental Health Task Force
March 27, 2018**

SUBJECT: Drug Use and Abuse Overview

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In January 2018, the Board created the Drugs, Alcohol and Mental Health Taskforce to address drug, alcohol and mental health issues among college students in the State University System.

The Task Force will review national and system level data on drug use and abuse among college students. The Taskforce will discuss drug use and its prevalence among students in the State University System with workshop participants.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Kirk Dougher



STATE
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of FLORIDA
Board of Governors

AGENDA
Innovation and Online Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 28, 2018
8:30 a.m. – 12:30 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Ed Morton; Vice Chair: Ms. Darlene Jordan
Members: Cerio, Huizenga, Kitson, J. Patel, K. Patel, Stewart, Tripp, Tyson,
Zachariah

- 1. Call to Order and Opening Remarks** **Governor Edward Morton**
- 2. Minutes of Committee Meeting** **Governor Morton**
Minutes, January 25, 2018
- 3. SUS 2017 Annual Report for Online Education** **Dr. Nancy McKee**
Associate Vice Chancellor
Innovation and Online Education
- 4. Institutional Plans for Online Education:** **Governor Morton**
 - a. University of Central Florida**
Dr. Dale Whittaker, Provost and Executive Vice President
Dr. Tom Cavanagh, Vice Provost, Digital Learning
 - b. University of West Florida**
Dr. George Ellenberg, Provost and Senior Vice President
Dr. Pam Northrup, Vice President, Research and Strategy

c. University of Florida

Dr. Joe Glover, Provost and Senior Vice President for Academic Affairs

Dr. Andy McCollough, Associate Provost for Teaching and Technology

d. Florida International University

Dr. Ken Furton, Provost and Executive Vice President

Mr. Joseph Riquelme, Assistant Vice President, FIU Online

e. University of South Florida

Dr. Ralph Wilcox, Provost and Executive Vice President

Dr. Cindy DeLuca, Associate Vice President for Innovative Education

BREAK

f. Florida Atlantic University

Dr. Gary Perry, Provost and Vice President of Academic Affairs

Dr. Vicki Brown, Assistant Provost for eLearning

g. University of North Florida

Dr. Pamela Chally, Interim Provost and Vice President for Academic Affairs

Dr. Deb Miller, Senior Director, Center for Instruction & Research Technology

h. Florida Gulf Coast University

Dr. James Llorens, Provost and Vice President for Academics

Dr. Paul Snyder, Senior Associate Provost and Associate Vice President for Planning and Institutional Performance

i. Florida State University

Dr. Sally McRorie, Provost and Executive Vice President for Academic Affairs

Mr. Robert J. Fuselier, Jr., Director, Office of Distance Learning

j. Florida A & M University

Dr. Rodner Wright, Provost and Vice President for Academic Affairs

Ms. Franzetta Fitz, Director, Office of Instructional Technology

k. Florida Polytechnic University

Dr. Terry Parker, Provost

Dr. Tom Dvorske, Vice Provost of Assessment and Instruction

l. New College of Florida

Dr. Barbara Feldman, Provost and Vice President for Academic Affairs

Dr. Jennifer Wells, Director of Writing, Writing Resource Center

5. Concluding Remarks and Adjournment

Governor Morton

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 28, 2018**

SUBJECT: Minutes of the Meeting held January 25, 2018

PROPOSED COMMITTEE ACTION

Approval of minutes of the meeting held on January 25, 2018.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the meeting held on January 25, 2018.

Supporting Documentation Included: Minutes: January 25, 2018

Facilitators/Presenters: Governor Edward Morton

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
INNOVATION AND ONLINE COMMITTEE
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FL
January 25, 2018

1. Call to Order

Chair Ed Morton convened the meeting at 8:33 a.m. on January 25, 2018, with the following members present: Governors Ed Morton, Sydney Kitson, Tim Cerio, Jay Patel, Kishane Patel, Norman Tripp (joined the meeting at 8:34), Gary Tyson, and Zach Zachariah. A quorum was established.

2. Approval of Committee Meeting Minutes

Governor Jay Patel moved that the committee approve the minutes of the meeting held on November 9, 2017, as presented. Governor Kitson seconded the motion, and the members concurred.

3. UF Online Annual Report

Ms. Evie Cummings, Assistant Provost and Director of University of Florida Online, presented the 2016-17 Annual Report, indicating that UF Online students are taught by the same faculty, earn the same degrees, and meet the same admission standards as residential students. She said that each UF Online student receives a dedicated academic advisor; student tuition is lower than residential students' tuition; UF Online students pay fewer types of fees; and they are offered an optional fee packet if they want to be involved in campus activities.

Ms. Cummings said that UF Online continues to grow in enrollments and in tuition revenue. Initially, a large out-of-state enrollment was anticipated, but UF Online reflects national trends with its enrollment being mainly from in-state students. She stated that there is a blend of part-time and full-time students, with transfer students making up the largest part of the UF Online student population. There is a 60% denial rate of applicants. Over 1,000 students have graduated from UF Online so far. Governor Morton referred to the slide showing enrollment growth plateauing and asked if enrollments would grow as the number of programs grow. Ms. Cummings said yes, that UF Online has 19 programs now and could safely increase to 22. With a growing program and a fixed appropriation and lower tuition rate, she said that UF Online will

reach a point where it cannot take on more students and still maintain the quality of its programs and services.

Governor Morton said he had heard that some faculty - medical school faculty, for example - were concerned about online courses that students had taken, and he thought if universities maintained connectivity with online graduates to gain information and knowledge about how people did, it might lend credibility or merit to the value of an online degree or course.

Governor Tripp asked how medical schools would know if a course had been taken online, and Ms. Cummings indicated that, anecdotally, she has heard that medical school admissions staff would call universities to determine the modality of courses offered and also that students would be asked during interviews about the extent online courses were taken. She said that in the upcoming year, there would be a System initiative to bring chemistry, physics, and biology faculty together to have conversations about what makes a great course and a quality lab experience and tie that in with medical school admissions parties as well.

Governor Link said that a couple of CEOs on a panel during the Trustee Summit mentioned concerns about online courses, saying that people who had taken online courses were not prepared to come to work; taking courses in their pajamas while eating breakfast did not prepare them to show up at work on time, dressed properly. She said they had started asking people during interviews whether they had taken online courses. She asked Ms. Cummings to look into those comments. Ms. Cummings said that there were bad online courses on the market, ones that were not of the quality being offered by public institutions in the state. She said the quality courses in the SUS needed to be socialized to get that information across while listening to employers to ensure their concerns were being addressed.

Governor Link asked about the GPA of students admitted to UF Online. Ms. Cummings said the same admissions criteria are used, and she would get back to Governor Link about the average GPA.

4. Task Force on STEM Labs for Online Education

Dr. Shawn Weatherford demonstrated a pilot online Physics Lab that he teaches at the University of Florida. He said the lab has been designed to be equivalent in difficulty and student outcomes to the labs offered on campus.

Ms. Cummings said she and colleagues across the state, under the auspices of the Strategic Plan for Online Education, launched a one-year effort to review how online students across the state are provided credible online STEM labs. The Task Force found that the state already has a robust set of offerings of labs for online students; however,

they do not represent a comprehensive set of labs that would lead to an undergraduate science degree. Ms. Cummings presented the three recommendations made by the Task Force: (1) continue the Task Force, and dive a little deeper; (2) bring faculty together across the system that are all grappling with the use of technology in the sciences by convening a forum at UF this fall; and (3) launch a system-wide pilot to deliver a Chemistry bootcamp at UF in the summer of 2019. The bootcamp will be a two-week intensive experience in the chemistry building at UF. Faculty from throughout the system will be designing a highly engaged summer experience for online students.

Governor Kitson moved to support and continue the work of the Task Force, with it proceeding to (1) have a conference for faculty who teach online and (2) launch a system-wide pilot for chemistry labs. Governor Tripp seconded the motion and the members concurred.

5. Technology Scorecard

Chair Morton said that the Strategic Plan for Online Education included two tactics related to ensuring that institutions had the technology needed to provide online education. He recognized Joseph Riquelme, Florida International University, who is chairing the workgroup charged with addressing those tactics.

Mr. Riquelme said the Technology Workgroup had developed over the past year a tool that institutions could use to assess their technology infrastructure used to provide a quality online education. The tool, the Technology Scorecard, addresses four key areas: operations, support, security, and disaster recovery, with additional topics being included in each of the areas. He reviewed the scoring methodology, indicating that a total of 51 points could be earned with the 17 quality indicators, and the average score for the SUS was 46, which attests to the work by each institution over the past few years to leverage technology to provide quality and engaging online education. Mr. Riquelme said that there were three emerging areas of focus - Accessibility and Compliance, Disaster Testing, and Analytics and Business Intelligence - and there are several workgroups in the System addressing these issues now. He said he believes the System will see the greatest improvement in these areas in the next year. He said the two Workgroup recommendations were: (1) administer the Technology Scorecard annually and (2) Review and discuss opportunity areas with institutions to help improve their overall scores.

Governor Tyson said he would like to see privacy addressed in the Scorecard. He said a large amount of data is being collected and asked who had access to that data. Mr. Riquelme noted that each institution has compliance officers and internal auditors who focus on that issue, which is one reason the Workgroup had not included that issue in the Scorecard.

Chair Morton asked if the scores were self-reported by institutions, and Mr. Riquelme said that they were self-reported and the Scorecard had been distributed to universities through the Board of Governors data collection office. Governor Morton said self-reporting is important and should be encouraged and accepted.

Governor Tyson moved that each university be asked as a part of this evaluation to look at who has access to the data being generated on the students from this system. Governor Tripp seconded the motion and the members concurred.

Governor Tripp moved that the Infrastructure Workgroup administer the scorecard annually and provide guidance to institutions that may score “Insufficient” in any category. Governor Kitson seconded the motion and members concurred.

6. Concluding Remarks and Adjournment

Chair Morton reminded the Committee that it would be having a workshop in the spring to hear about each university’s online program, including their challenges, opportunities, and collaborations. He anticipates holding the workshop in conjunction with the March Board meeting.

Chair Morton adjourned the meeting at 9:30 a.m.

Edward Morton, Chair

Nancy C. McKee, Ph.D.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 28, 2018**

SUBJECT: SUS 2017 Annual Report for Online Education

PROPOSED COMMITTEE ACTION

Consider approval of Annual Report

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In November 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: quality, access, and affordability.

To reflect the status of online education in the SUS and, in particular, the progress made by the System in meeting the goals of the Plan, the *2017 Annual Report for Online Education* will be presented to the Innovation and Online Committee.

Supporting Documentation Included: *2017 Annual Report for Online Education*

Facilitators/Presenters: Dr. Nancy McKee



Online Education

STATE UNIVERSITY SYSTEM *of* FLORIDA

Annual Report 2017

PENDING BOARD OF GOVERNORS APPROVAL 3/29/2018

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Highlights

The *SUS 2017 Annual Report for Online Education* reflects the progress universities have made in online education¹, in addition to their opportunities for further improvement. In 2016-17:

- Florida continued to be a leader in the provision of distance learning courses, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses (Texas was first in the number and Arizona first in the percentage).
- Sixty-nine percent (69%) of SUS undergraduate students took at least one distance learning course.
- System-wide, 216,358 undergraduate students took at least one distance learning course and 96,970 undergraduate students took no distance learning courses.
- Of undergraduate credit hours, 26% were taken in distance learning courses, an increase from 24% in 2015-16.
- For graduate courses, 27% of student credit hours system-wide were taken in distance learning courses, an increase from 25% in 2015-16.
- There were 36,549 graduate students who took at least one distance learning course, while 38,333 graduate students took no distance learning courses.
- The average number of years to degree for full-time, first time in college (FTIC) baccalaureate students in 120-hour programs was 4.08 for students who took no distance learning courses, and 3.75 for students who took 41% - 80% of their courses via distance learning.
- Undergraduates who took only distance learning courses were older (average age of 28) than students who took no distance learning courses or a mix of distance learning and non-distance learning (classroom and/or hybrid) courses (average age of 22 for both groups). Older students are more likely to be place-bound, working full-time and/or supporting families, making distance learning an ideal way for them to complete their degrees.
- Of undergraduate students who took only online courses, 96% were Florida residents and 4% non-residents.
- A wide variety of student services for online students were available, such as the FloridaShines site that provides such materials and resources as financial aid information, library catalogs, the distance learning course catalog, My Career Shines education and training tool, and the Transient Student Admissions Application.

¹Online education is one type of distance learning and is the focus of this report. Because distance learning encompasses other modalities when instructor and student are separated by time and /or distance, such as correspondence courses and courses broadcast over television networks, the term "distance learning" is used in this plan when appropriate.

Distance Learning is defined in Section 1009.24(17), Florida Statutes, as a course in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or distance, or both



Introduction

The *State University System 2017 Annual Report for Online Education* provides a comprehensive review of online education in the System. The Annual Report is a companion document to the *State University System 2025 Strategic Plan for Online Education*, which was adopted by the Board of Governors in November 2015 to guide the growth of online education in the System and to ensure quality instruction and services are being provided in a cost-efficient and effective manner.

The Board of Governors believes that online education provides a means to address capacity requirements while providing students with options for completing their education in a timely manner. Online education allows individuals with family or work obligations to complete their education and on-campus students to accelerate the completion of their degrees and/or engage in co-curricular activities. The Annual Report serves as a mechanism to review the initiatives, accomplishments, and opportunities for improvement in online education in the System.

Implementation of the 2025 Strategic Plan for Online Education

The *SUS 2025 Strategic Plan for Online Education* presents goals, strategies, and tactics organized around the primary elements of Quality, Access, and Affordability, building on the collective strength of institutions in the System. Upon the Plan's adoption by the Board of Governors in November 2015, the Board Office immediately worked with institutions to establish a system-wide Implementation Committee that consists of representatives from all institutions, and a Steering Committee that guides the work of the Implementation Committee. (Appendix A).

The Steering Committee was expanded to seven members in February 2017, with six voting members being drawn from the Council of Academic Vice Presidents and appointed by and reporting to the Chancellor, and one non-voting member of the Chancellor's staff. By-laws were developed to codify the responsibilities and operations of the Committee.

Under the general guidance of the Implementation Committee, system-wide workgroups created to address specific tactics in the Plan continued to fulfill their charges. The structure of the process was evaluated by the Implementation Committee Chair, workgroup chairs, and Board staff, resulting in two workgroups being disbanded when all their deliverables had been completed and approved by the Steering Committee, and one workgroup being expanded to reflect its revised charge. In some instances, sub-groups of experts were formed to address specific issues assigned to workgroups. Over 100 people from throughout the SUS – and some from the Florida College System - have served on these committees, workgroups, and sub-groups, and – in total – over 120 meetings have been held so far.

I frequently hear back from former OMBA students telling me the impact the MBA program, and my course, has had on them and their careers. Engineers, business majors, and non-business majors are all eligible for the program, and the breadth of disciplines that students bring into the classes makes for great synergy and exchange of ideas. These students work for the top accounting, finance, and engineering companies, amongst others, and the online MBA program helps them succeed and move upward.

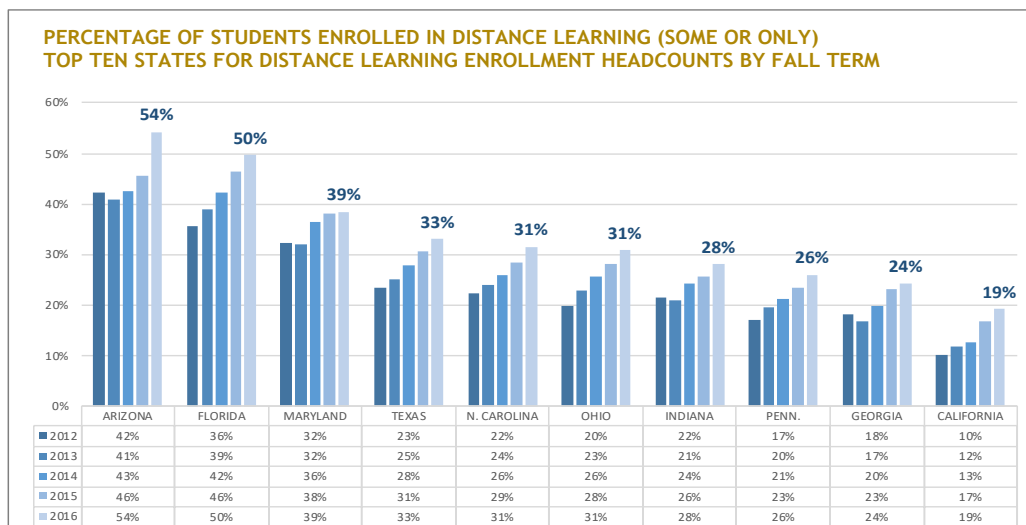
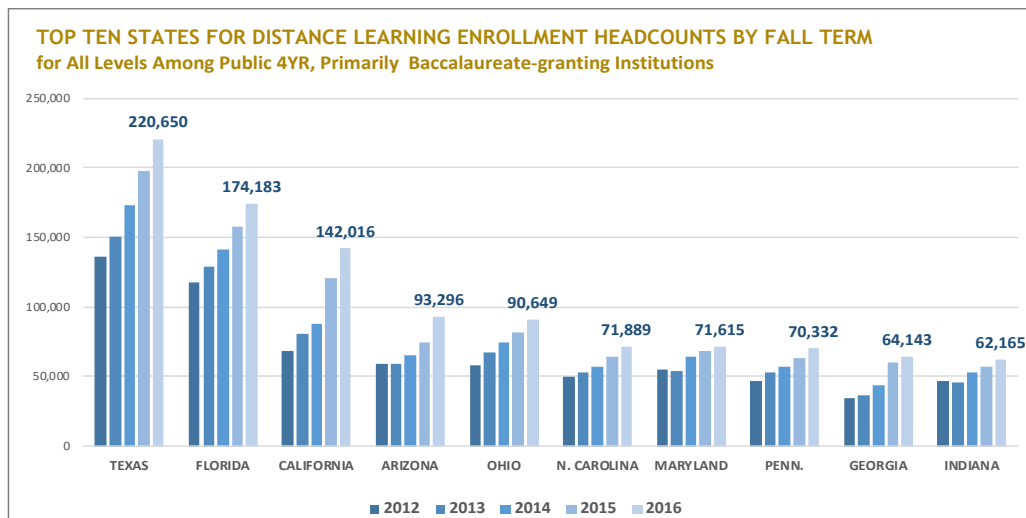
PROFESSOR FIONA BARNES WHO TEACHES UF BUSINESS COMMUNICATION TO ONLINE MBA STUDENTS



Student Enrollment

Florida's Ranking in Distance Learning Enrollments

Florida continues to be a leader in distance learning, ranking second in the nation in both the number and percentage of students enrolled in distance learning courses.



SOURCE: Board of Governors staff analysis of US Dept. of Education's National Center for Education Statistics (NCES) available at the Integrated Postsecondary Education Data System (IPEDS) website (data extracted 1/02/2018). Notes: IPEDS defines Distance Learning as instructional content that is delivered exclusively (100%) via distance education within a Fall term – Florida statute defines Distance Learning as at least 80%. It is important to note that the percent of total students enrolled in at least one DL course for the entire 2016-17 academic year jumps to 64%, because the expanded time period provides more opportunities for a student to take a DL course.



69%

OF SUS UNDERGRADUATE STUDENTS TOOK AT LEAST ONE DISTANCE LEARNING COURSE IN 2016-17

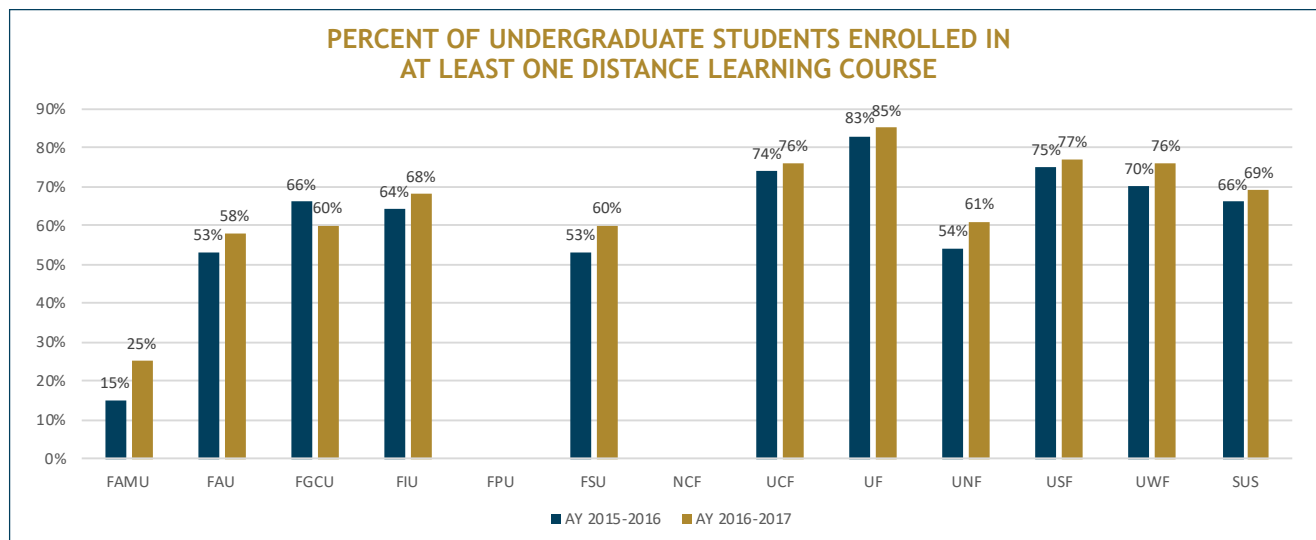


Student Enrollments (Headcounts)

UNDERGRADUATE STUDENTS

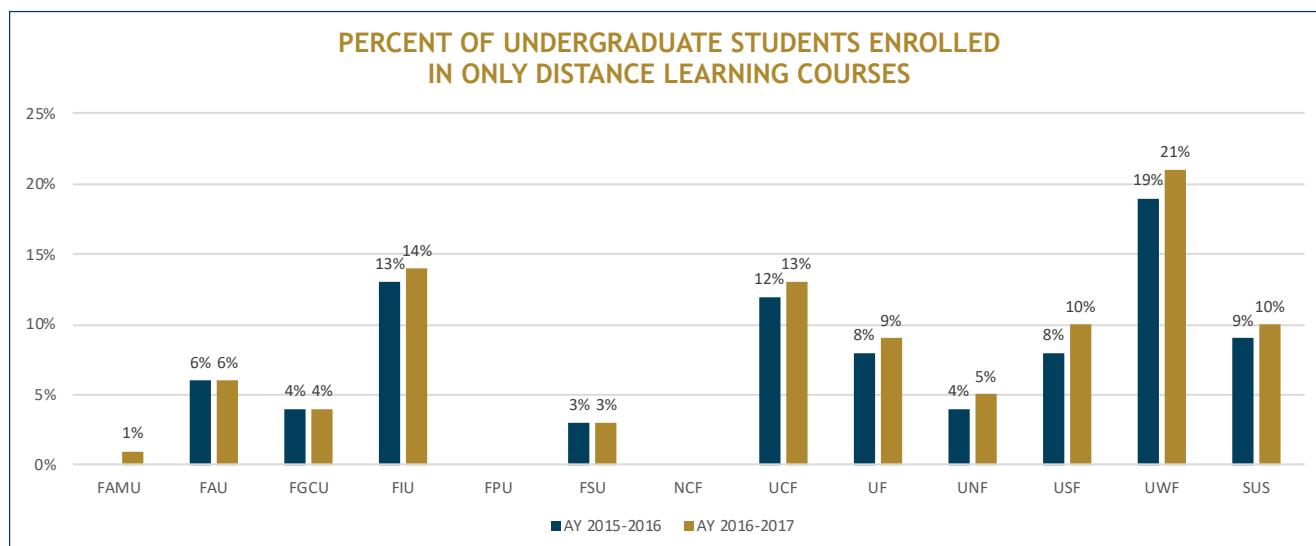
System-wide, 69% of undergraduate students took at least one distance learning course in academic year 2016-17, an increase from 66% in 2015-16. Four institutions were above 75% (UCF, UF, USF, and UWF). The three institutions with the greatest increases from the prior year were FAMU (from 15% to 25%), FSU (from 53% to 60%), and UNF (from 54% to 61%).

Ten percent of SUS undergraduates took only distance learning courses, with one institution having more than 20% (UWF).



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-29.

Notes: Undergraduate students include Lower- and Upper- division only – excludes unclassified students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-29.

Notes: Undergraduate students include Lower- and Upper- division only – excludes unclassified students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052.



2016-2017 UNDERGRADUATE STUDENT ENROLLMENTS

| INSTITUTION | STUDENTS WHO TOOK ONLY DL COURSES | | STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES | | STUDENTS WHO TOOK NO DL COURSES | |
|-------------|-----------------------------------|------------|---|------------|---------------------------------|------------|
| | HEADCOUNT | PERCENTAGE | HEADCOUNT | PERCENTAGE | HEADCOUNT | PERCENTAGE |
| FAMU | 51 | 1% | 2,028 | 24% | 6,216 | 75% |
| FAU | 1,858 | 6% | 15,050 | 52% | 12,125 | 42% |
| FGCU | 665 | 4% | 8,405 | 56% | 5,953 | 40% |
| FIU | 7,165 | 14% | 26,245 | 53% | 16,077 | 32% |
| FPU | 0 | 0% | 0 | 0% | 1,340 | 100% |
| FSU | 1,162 | 3% | 20,641 | 57% | 14,413 | 40% |
| NCF | 0 | 0% | 0 | 0% | 886 | 100% |
| UCF | 8,682 | 13% | 40,354 | 63% | 15,418 | 24% |
| UF | 3,444 | 9% | 29,498 | 76% | 5,786 | 15% |
| UNF | 738 | 5% | 8,990 | 56% | 6,211 | 39% |
| USF | 4,098 | 10% | 28,428 | 67% | 9,761 | 23% |
| UWF | 2,406 | 21% | 6,450 | 55% | 2,784 | 24% |
| SUS | 30,269 | 10% | 186,089 | 59% | 96,970 | 31% |

SOURCE: BOG Office of Data & Analytics, 2017-12-29. Undergraduates based on lower- and upper-division student level. Only includes students enrolled in courses.

2016-2017 GRADUATE STUDENT ENROLLMENTS

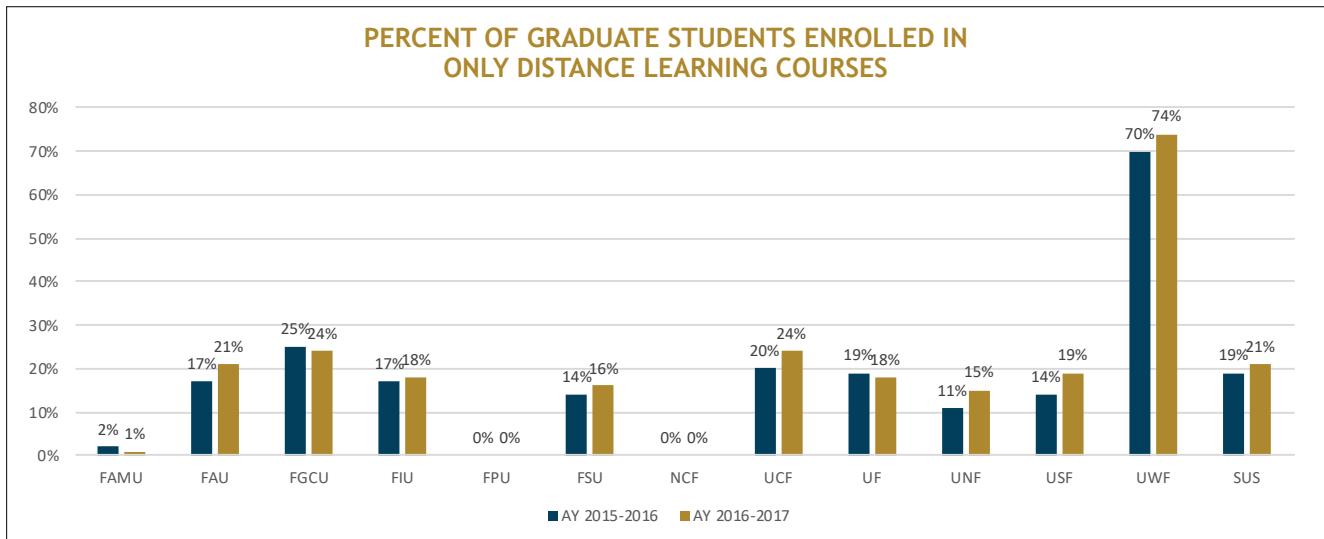
| INSTITUTION | STUDENTS WHO TOOK ONLY DL COURSES | | STUDENTS WHO TOOK BOTH DL AND CLASSROOM AND/OR HYBRID COURSES | | STUDENTS WHO TOOK NO DL COURSES | |
|-------------|-----------------------------------|------------|---|------------|---------------------------------|------------|
| | HEADCOUNT | PERCENTAGE | HEADCOUNT | PERCENTAGE | HEADCOUNT | PERCENTAGE |
| FAMU | 29 | 1% | 194 | 10% | 1,795 | 89% |
| FAU | 1,209 | 21% | 2,088 | 36% | 2,504 | 43% |
| FGCU | 281 | 24% | 409 | 35% | 494 | 42% |
| FIU | 1,896 | 18% | 2,558 | 24% | 6,294 | 59% |
| FPU | 0 | 0% | 0 | 0% | 34 | 100% |
| FSU | 1,391 | 16% | 1,496 | 17% | 5,935 | 67% |
| NCF | 0 | 0% | 0 | 0% | 14 | 100% |
| UCF | 2,301 | 24% | 2,743 | 29% | 4,459 | 47% |
| UF | 3,334 | 18% | 6,004 | 33% | 8,777 | 48% |
| UNF | 351 | 15% | 685 | 29% | 1,308 | 56% |
| USF | 2,400 | 19% | 4,122 | 32% | 6,253 | 49% |
| UWF | 2,613 | 74% | 445 | 13% | 466 | 13% |
| SUS | 15,805 | 21% | 20,744 | 28% | 38,333 | 51% |

SOURCE: BOG Office of Data & Analytics, 2017-12-29. Undergraduates based on lower- and upper-division student level. Only includes students enrolled in courses.

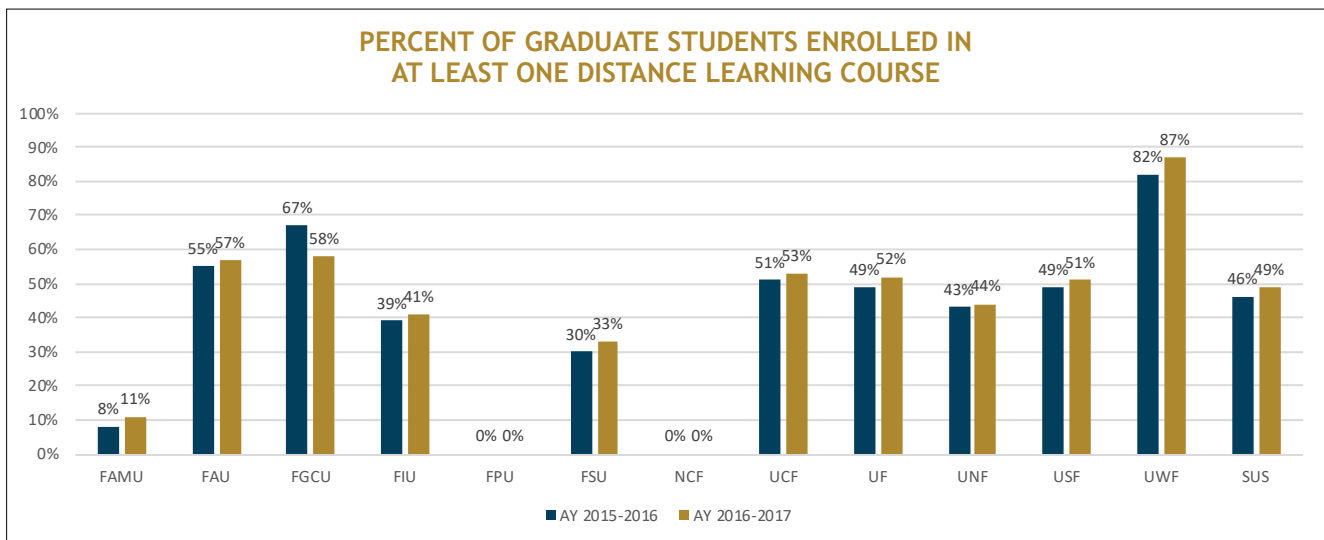


GRADUATE STUDENTS

System-wide, the percentage of graduate students taking one or more distance learning courses increased from 46% in 2015-16 to 49% in 2016-17. UWF has the largest percentage of graduate students taking distance learning courses (87%).



Source: BOG Office of Data & Analytics, 2017-12-29. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses.



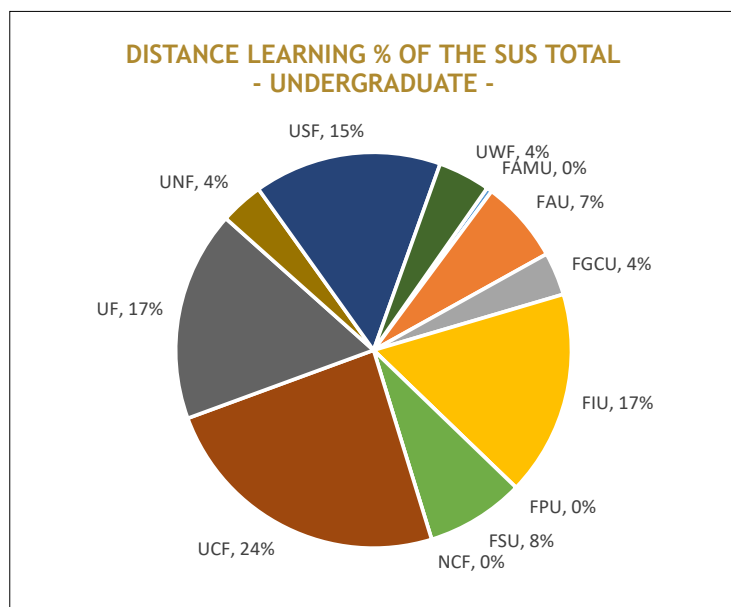
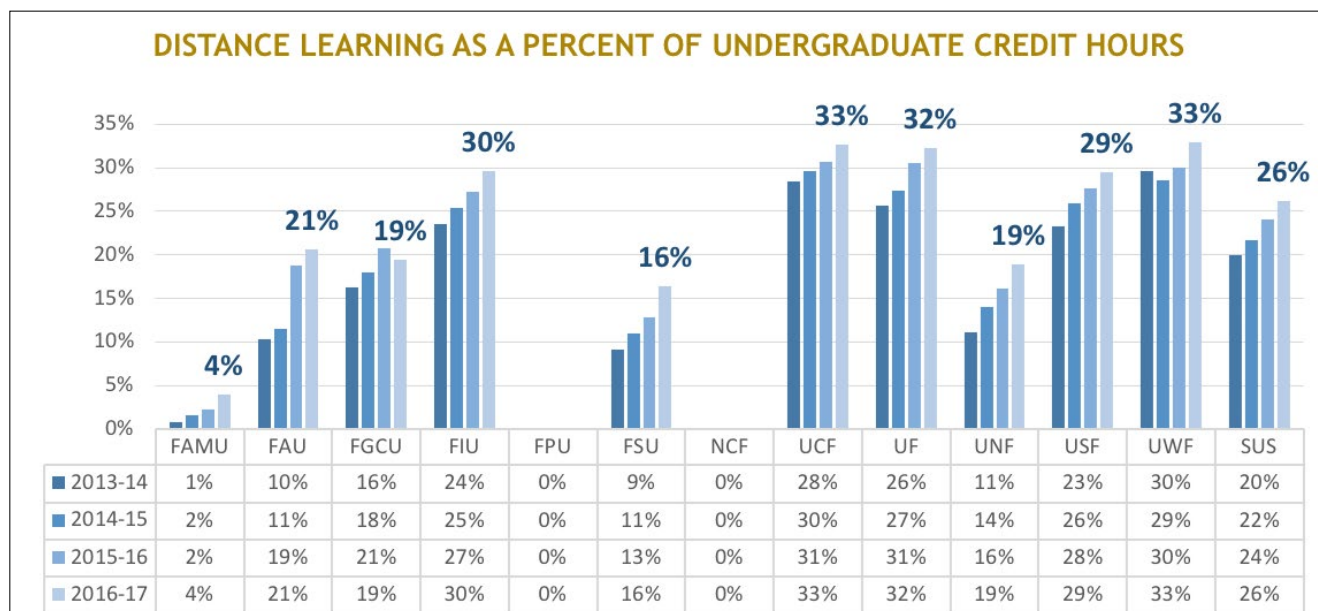
Source: BOG Office of Data & Analytics, 2017-12-29. Graduates based on beginning- and advanced-graduate student level. Only includes students enrolled in courses.



Credit Hours by Delivery Method

UNDERGRADUATE CREDIT HOURS

System-wide, 26% of undergraduate credit hours were taken in distance learning courses in 2016-17, an increase from 24% in 2015-16. UCF and UWF had the highest percentage (33%), with UF following closely with 32%.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-21.

Notes: Undergraduate courses include Lower- and Upper- division only – excludes unclassified students. Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

“Our cyber talent strategy at Raymond James Financial is centered on hiring and retaining highly motivated associates who demonstrate a hunger for learning, high team orientation, excellent communications skills, and a passion for solving tough problems. USF has been our leading university for sourcing cyber talent and an outstanding resource for ongoing staff development. I look forward to continuing our partnership and benefitting from USF’s commitment to cyber security as we all grapple with the challenges of an ever-digital world”.

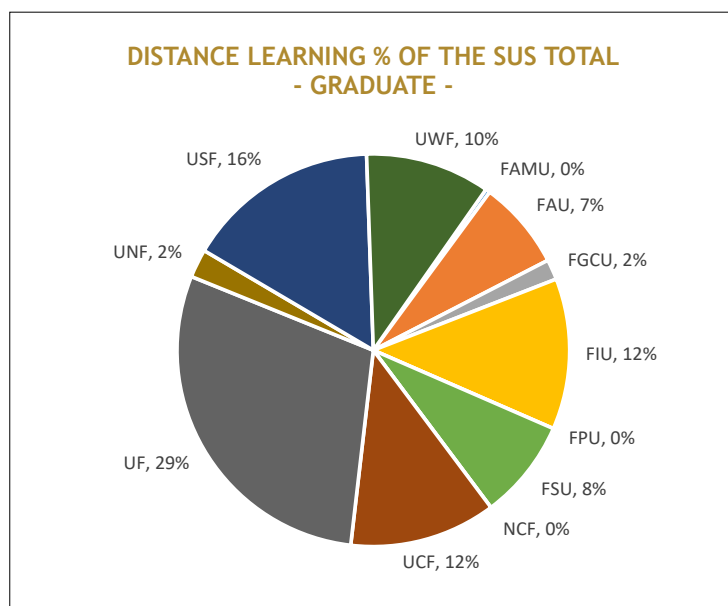
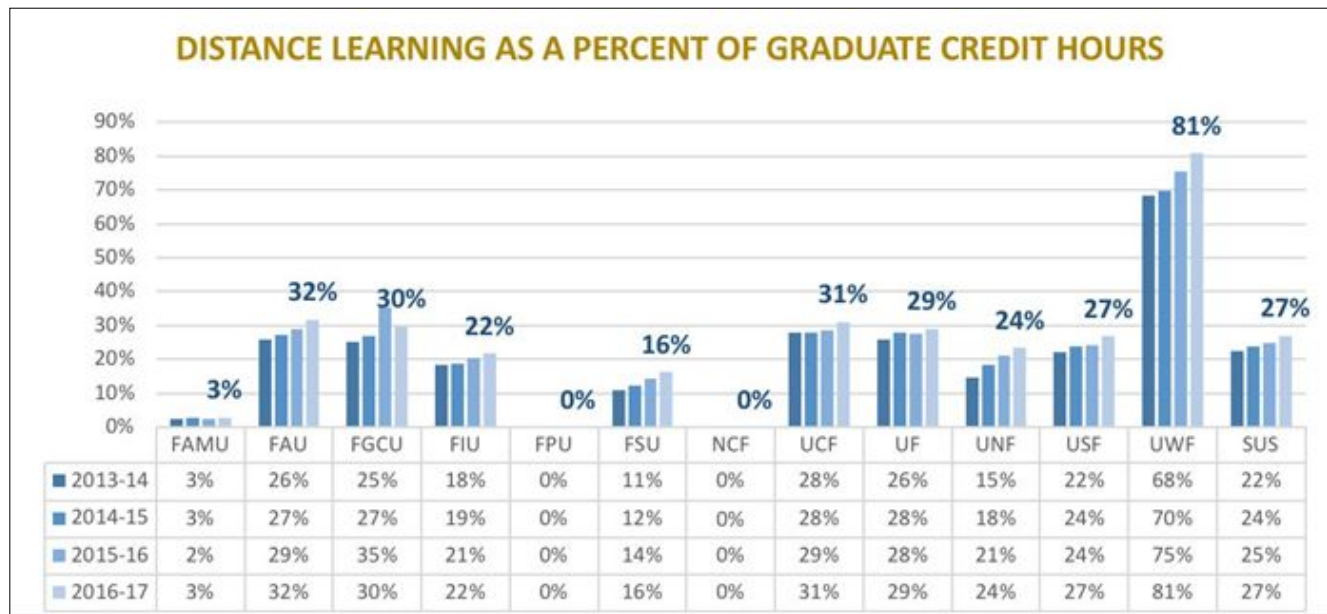
ANDY ZOLPER

SENIOR VICE PRESIDENT - CHIEF
INFORMATION SECURITY OFFICER & HEAD OF
TECHNOLOGY INFRASTRUCTURE AT RAYMOND
JAMES FINANCIAL, INC.



GRADUATE CREDIT HOURS

For graduate courses, 27% of credit hours were in distance learning courses in 2016-17, an increase from 25% in 2015-16. UWF's percentage, the highest in the System, increased from 75% in 2015-16 to 81% in 2016-17. The second highest was FAU at 32%.



SOURCE: BOG-ODA staff analysis of SUDS datamarts, extracted 2017-12-21. Undergraduate courses include Lower- and Upper- division only – excludes unclassified students. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Delivery Method categories are based on element #2052. Includes all instructional activity regardless of funding sources.

Providing students with the relevant, necessary and in-demand industry knowledge via vehicles that are used on a daily basis makes the transition to a fully online master's degree program in Global Strategic Communications (GSC) practically seamless. Our students engage with faculty and with one another via chat, video, discussion board, and email – much as they do in most professional business settings. Whether coming to the GSC program from a traditional, on-campus setting or an online program, our students are motivated, engaged and ready to take on the next step of their academic and professional journeys.

AILEEN IZQUIERDO, FIU INSTRUCTOR
DIRECTOR, GLOBAL STRATEGIC
COMMUNICATIONS



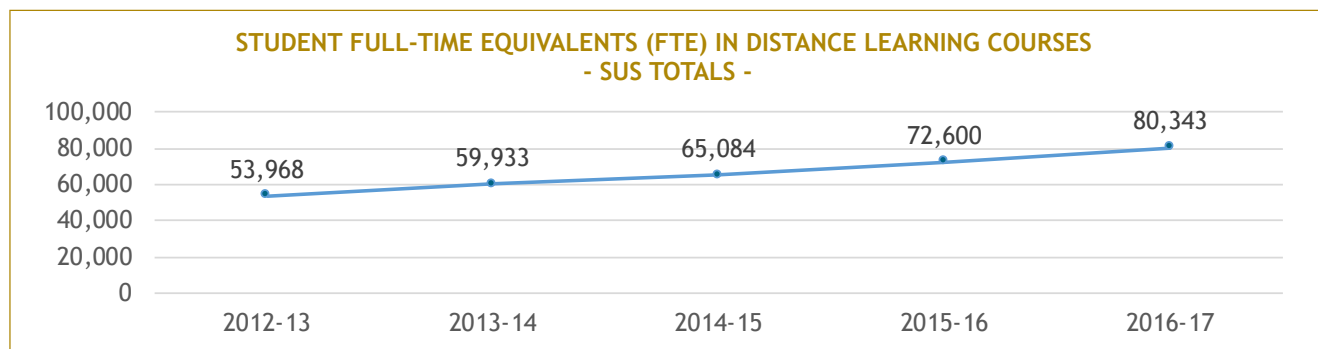
Historical Full-Time Equivalents (FTE) in Distance Learning Courses

A Full-Time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours in which students enroll. Both the number and percentage of FTEs in distance learning courses continue to increase:

STUDENT FULL-TIME EQUIVALENTS (FTE) IN DISTANCE LEARNING COURSES

| LEVEL/YEAR | FAMU | FAU | FGCU | FIU | FSU | UCF | UF | UNF | USF | UWF | SUS |
|------------|------|-------|-------|--------|-------|--------|--------|-------|--------|-------|--------|
| UNDERGRAD | | | | | | | | | | | |
| 2012-2013 | 50 | 1,876 | 1,597 | 7,104 | 1,982 | 12,433 | 6,404 | 1,054 | 7,805 | 2,582 | 42,885 |
| 2013-2014 | 73 | 2,164 | 1,774 | 8,396 | 2,854 | 12,807 | 8,380 | 1,389 | 7,867 | 2,545 | 48,248 |
| 2014-2015 | 131 | 2,388 | 2,055 | 9,192 | 3,476 | 13,559 | 8,921 | 1,722 | 8,745 | 2,434 | 52,622 |
| 2015-2016 | 172 | 4,002 | 2,428 | 9,957 | 4,064 | 14,523 | 10,287 | 1,941 | 9,442 | 2,559 | 59,375 |
| 2016-2017 | 297 | 4,432 | 2,309 | 11,007 | 5,286 | 15,857 | 11,282 | 2,320 | 10,070 | 2,795 | 65,655 |
| MASTERS | | | | | | | | | | | |
| 2012-2013 | 82 | 761 | 201 | 1,387 | 608 | 1,522 | 2,027 | 154 | 1,657 | 861 | 9,258 |
| 2013-2014 | 47 | 755 | 182 | 1,429 | 751 | 1,411 | 2,079 | 173 | 1,718 | 1,017 | 9,562 |
| 2014-2015 | 49 | 786 | 187 | 1,461 | 822 | 1,361 | 2,336 | 214 | 1,921 | 1,081 | 10,218 |
| 2015-2016 | 39 | 863 | 240 | 1,625 | 955 | 1,429 | 2,609 | 214 | 1,960 | 1,125 | 11,058 |
| 2016-2017 | 51 | 1,012 | 206 | 1,759 | 1,071 | 1,608 | 2,852 | 201 | 2,173 | 1,343 | 12,277 |
| DOCTORATE | | | | | | | | | | | |
| 2012-2013 | 1 | 52 | 29 | 35 | 48 | 185 | 1,329 | 10 | 91 | 44 | 1,824 |
| 2013-2014 | 0 | 67 | 35 | 39 | 70 | 183 | 1,564 | 13 | 108 | 42 | 2,122 |
| 2014-2015 | 4 | 73 | 38 | 41 | 79 | 177 | 1,608 | 38 | 130 | 55 | 2,244 |
| 2015-2016 | 6 | 62 | 52 | 46 | 103 | 161 | 1,392 | 82 | 149 | 117 | 2,167 |
| 2016-2017 | 5 | 64 | 39 | 69 | 139 | 164 | 1,449 | 144 | 173 | 166 | 2,411 |
| TOTAL | | | | | | | | | | | |
| 2012-2013 | 134 | 2,689 | 1,827 | 8,525 | 2,637 | 14,140 | 9,760 | 1,217 | 9,553 | 3,486 | 53,968 |
| 2013-2014 | 120 | 2,986 | 1,991 | 9,864 | 3,675 | 14,401 | 12,023 | 1,575 | 9,693 | 3,604 | 59,933 |
| 2014-2015 | 183 | 3,247 | 2,280 | 10,694 | 4,377 | 15,098 | 12,865 | 1,975 | 10,797 | 3,569 | 65,084 |
| 2015-2016 | 217 | 4,927 | 2,720 | 11,627 | 5,121 | 16,112 | 14,287 | 2,237 | 11,551 | 3,801 | 72,600 |
| 2016-2017 | 353 | 5,507 | 2,554 | 12,834 | 6,496 | 17,629 | 15,583 | 2,665 | 12,417 | 4,303 | 80,343 |

Source: Board Office Data & Analytics, extracted 2017-12-21. Data reports credit hours attempted and aggregated by course level.



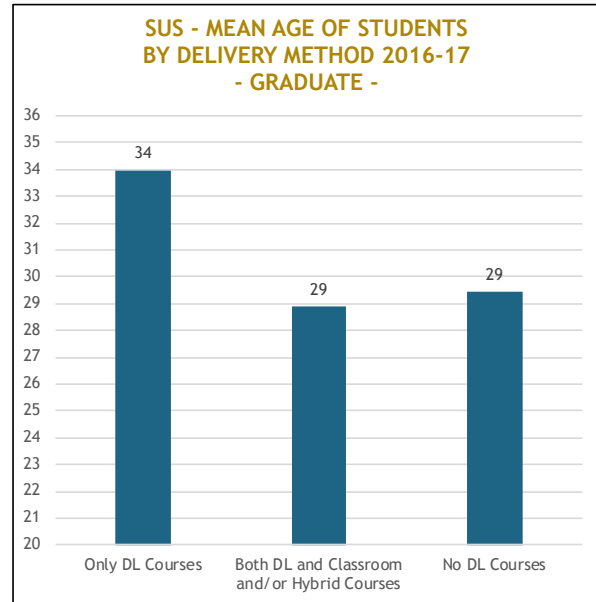
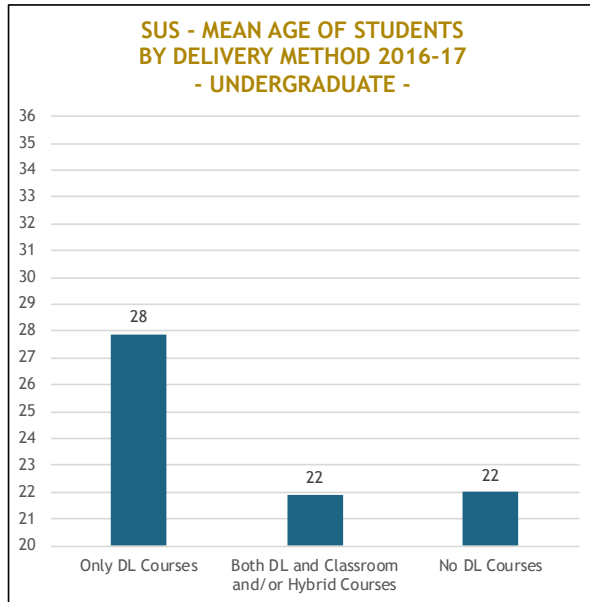
²Total undergraduate student credit hours are divided by 30 to obtain the number of undergraduate FTEs. Total graduate student credit hours are divided by 24 to obtain the number of graduate FTEs.



Student Demographics

Age of Student

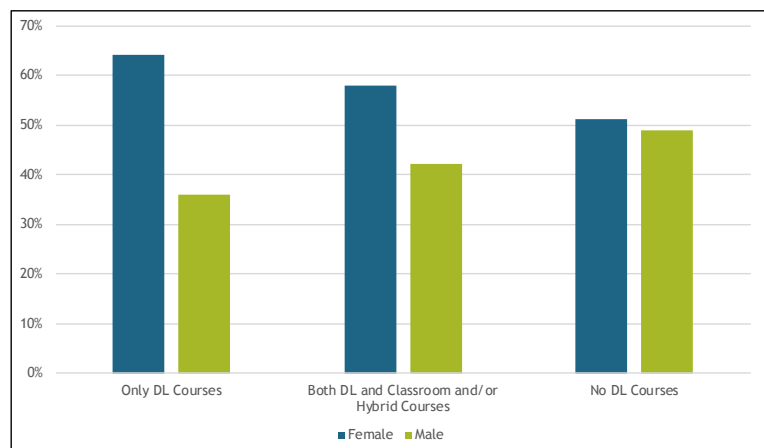
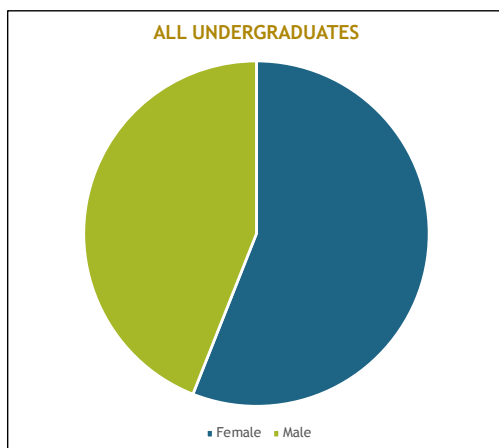
Students who took only online courses were older than students who took both distance learning and classroom (and/or hybrid courses) and those who took no distance learning courses. Older students are more likely to be place-bound working full-time and/or supporting families, making distance learning an ideal way for them to complete their degrees.



SOURCE: BOG SUDS tables, extracted 2017-02-10. Note: Unclassified students are not included in this analysis. Headcounts are unduplicated.

Gender

Sixty-five percent (65%) of students who took only distance learning courses were female, while females comprised just 56% of the undergraduate student body as a whole. The higher percentage of females enrolled in only distance learning courses is consistent with national data that show that females are more likely to be caregivers, which leaves them placebound. Distance learning courses provide an opportunity for those who are placebound with family or job responsibilities to obtain an education.

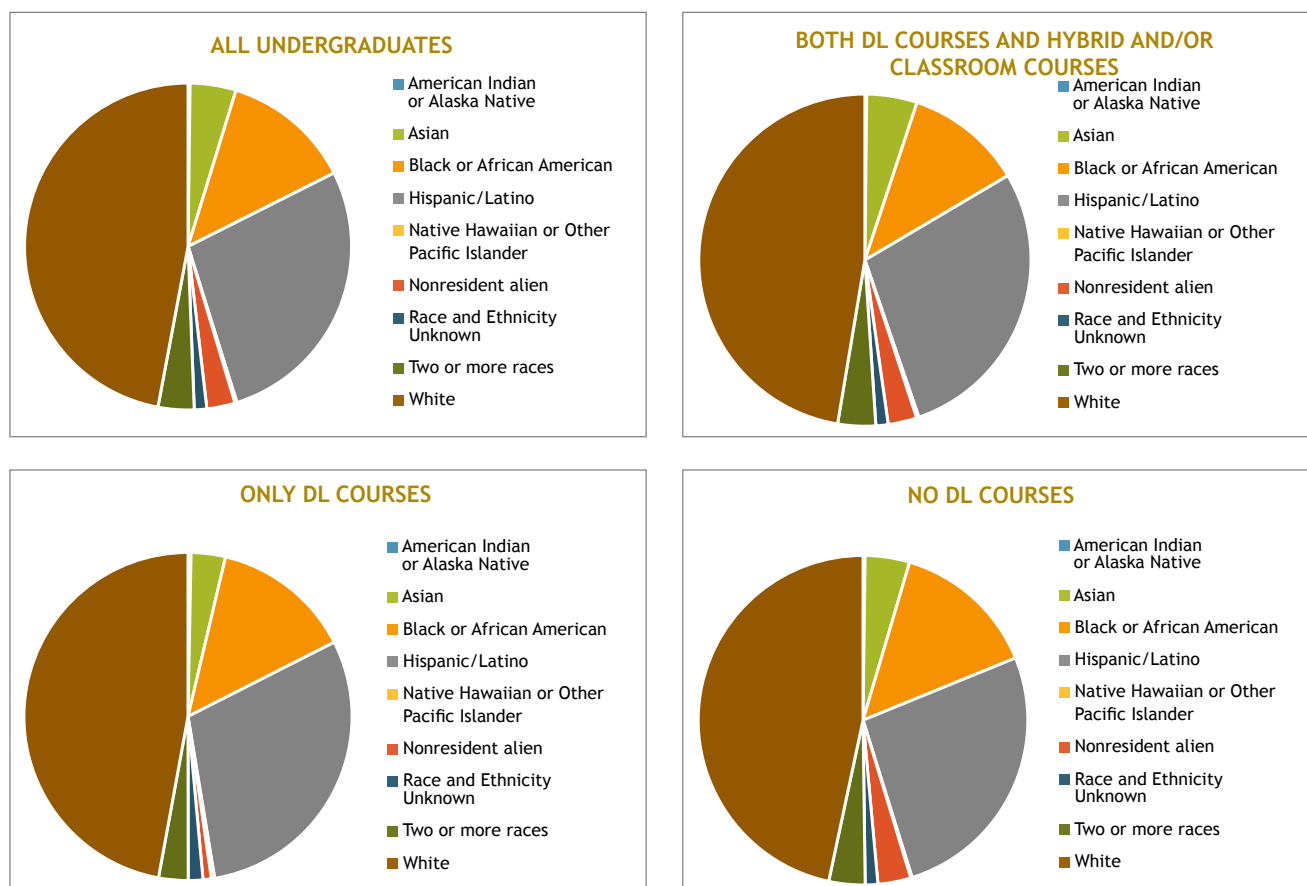


SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data. NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students.



Race/Ethnicity

The race/ethnicity of undergraduates who took only distance learning courses closely aligned with that of the undergraduate student body as a whole.



SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data. NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students. Fall 2016-17 data.

Residency

Of undergraduate students who took only distance learning courses, 96% were Florida residents; of the total undergraduate population, 93% were Florida residents. These percentages were the same as in 2015-16.

| RESIDENCY | UNDERGRADUATES WHO ONLY TOOK DL COURSES | | UNDERGRADUATES WHO TOOK BOTH DL COURSES AND HYBRID AND/OR CLASSROOM COURSES | | UNDERGRADUATES WHO TOOK NO DL COURSES | | ALL UNDERGRADUATES | |
|-------------|---|---------|---|---------|---------------------------------------|---------|--------------------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Florida | 23,682 | 96% | 122,433 | 92% | 104,968 | 92% | 251,083 | 93% |
| Non-Florida | 1,083 | 4% | 10,042 | 8% | 8,999 | 8% | 20,124 | 7% |

SOURCE: BOG staff analysis, Person Demo, Financial Aid Demo, Enrollments, Courses Taken and Instructional Activity data.

NOTE: Undergraduate is defined as Student Class Level = Lower or Upper Division, excluding unclassified students. Fall 2015-16 data



Student Services

Florida Virtual Campus



In 2016-17, Florida Shines (<https://www.floridashines.org/>) continued to be a 'student hub for innovative educational services' for students in Florida. It is intended as a one-stop for students K-20 seeking three major areas of support that are legislatively identified as part of the Florida Virtual Campus/Complete Florida Plus Program:

- college preparation materials,
- resources to support success while in college, and
- connection to careers

Materials and resources include information about Bright Futures, scholarships in Florida, financial aid information, how to apply to college, library resources, the online course catalog, free online textbooks, transient applications and My Career Shines.

MyCareerShines



MyCareerShines is a career education and training tool to support K-20 students and Florida job-seekers as they build pathways to careers. As described on the FloridaShines web site (<https://www.floridashines.org/find-a-career>), MyCareerShines helps students and adults connect their interests with careers, make a plan for education, and prepare for work. The site includes tips and videos to improve job interviewing skills, including what to wear and how to prepare for interviews, as well as workforce data about jobs and salaries. By June 2017, MyCareerShines had registered 400,000 users, most of them in middle and high school. In the SUS, UCF is leading university participation in MyCareerShines and expanded its use in 2017. In response to Governor Rick Scott's Ready, Set,

Work University Challenge, the 6,674 first-time-in-college students attending orientation were asked to complete the assessment and participate in interpretation sessions that help define career pathways. MyCareerShines will continue to be a resource for all UCF students, wherever they may be.

Open Educational Resources/eTextbooks

Textbook costs in some courses continue to place a burden on students in Florida's higher education system. The 2016 Florida Student Textbook Survey (Florida Virtual Campus) reported that 53.2% of students spent more than \$300 on textbooks during the spring 2016 term and 17.9% spent more than \$500. The survey also noted that 77.2% of respondents spent up to \$200 on required course materials. The rising cost of materials seems to be a barrier to successful degree completion. The survey found that, due to the cost of required materials, 66.6% of students did not buy a required textbook; 47.6% occasionally or frequently took fewer courses; 26.1% dropped a course; and 20.7% withdrew from a course. The Florida Virtual Campus plans to update its Florida Student Textbook Survey during the 2017-18 academic year.

The *2025 Strategic Plan for Online Education* recognized the high cost of materials by including Affordability Strategy 2.1, "Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida." The Steering Committee approved the creation of an Open Educational Resources/eText Committee to address tactics related to this Strategy.

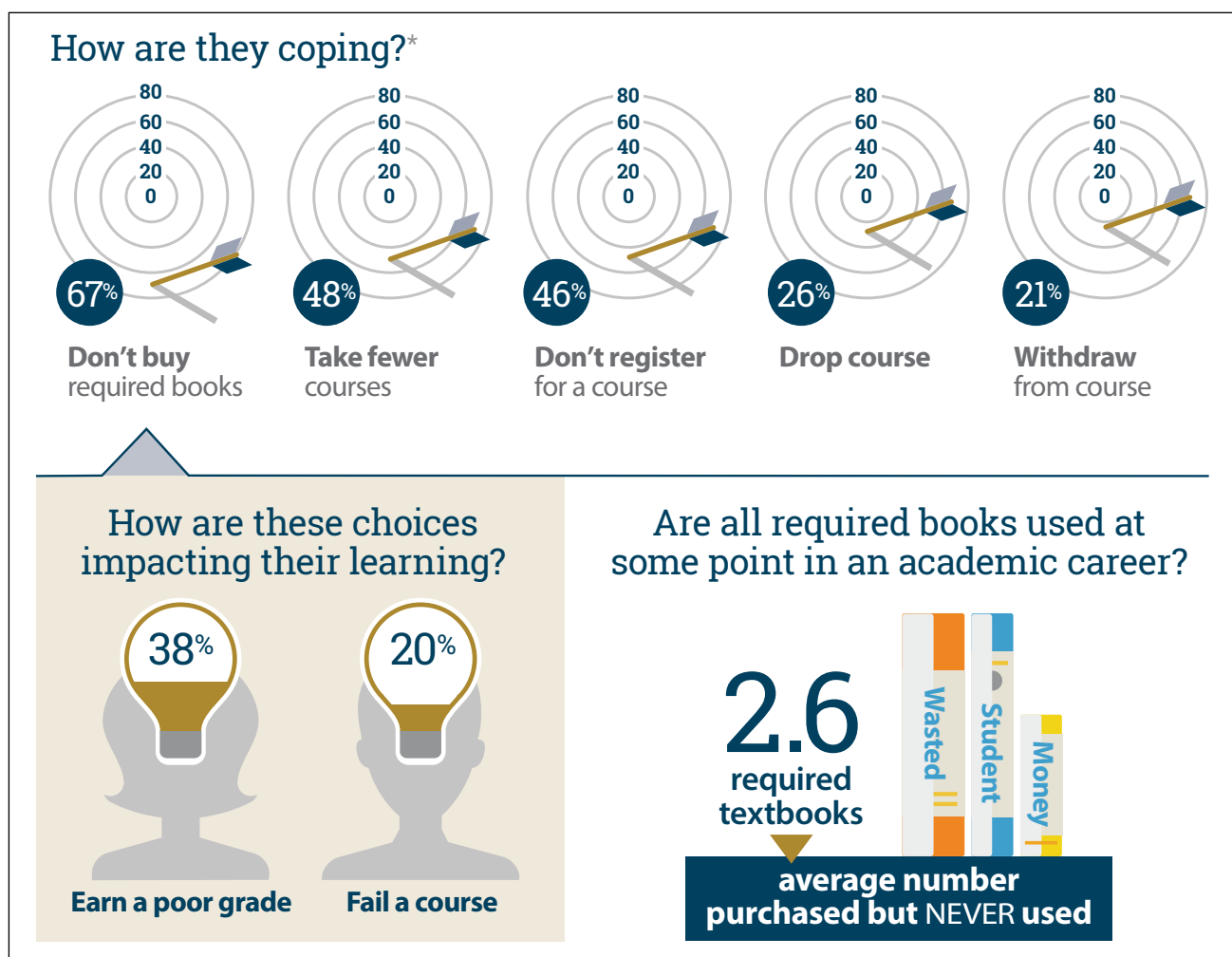


In March 2017, the Board of Governors Innovation and Online Committee and the full Board approved the OER Committee's recommendations for increasing faculty and student usage of e-Textbooks and Open Educational Resources (OER). On behalf of the SUS, the University of South Florida (USF) will be the lead university and will work with other institutions in the SUS to identify best practices, assessment protocols, creating and adoption of OER content, increasing faculty awareness, and developing faculty incentives. Also crucial to success is coordination of the implementation and usage of a state-level OER/eText catalog tool and an OER repository tool.

To fully implement a process to achieve the goals stated, a Legislative Budget Request (LBR) was prepared for consideration by the Board for inclusion in its System LBR for 2018-19.

IMPACT OF TEXTBOOK COSTS ON STUDENT PROGRESS

The high cost of textbooks is negatively impacting students' academic progress.



* More than one answer may apply.

SOURCE: 2016 Student Textbook and Course Materials Survey Results and Findings. To view the full report, visit www.dlss.vc.org.

Tutoring

Many state universities offer tutoring through their own academic units and third-party providers. Universities will be able to assess the quality of student access to tutoring services by using a tool developed by the Student Services Workgroup – the Student Services Scorecard, which is described in the “Student Services” section of this report. The Scorecard includes a quality indicator for access to tutoring services. Guidance for improving access to tutoring is included in the Scorecard’s companion document, also developed by the Student Services Workgroup.

Proctoring

The Southern Association of Colleges and Schools, Commission on Colleges’ Policy Statement on Distance and Correspondence Education states that “At the time of review by the Commission, the institution 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 (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.”

Methods to proctor exams in online courses vary by institution and include the use of live remote proctoring services, testing centers, and various software. In 2016-17, the Infrastructure Workgroup recommended to the Board of Governors Innovation and Online Committee a system-wide framework for proctoring to support the efficient use of state resources. Its recommendations were approved by the Committee and by the full Board in March 2017.

The framework includes a statewide proctoring network that will allow for the establishment of a centralized location to provide education, procedural information, and resources on academic integrity.

During 2017-18, the Infrastructure Workgroup will collaborate with the FLVC to develop a website to support the proctoring network by utilizing the following strategies:

1. Identify and define standards and best practices for proctoring;
2. Facilitate the adoption of proctoring services across the Florida College System and the State University System and reduce the cost of proctoring contracts through master agreements;
3. Create a resource hub for information on academic integrity, policies, and procedures for proctoring; and
4. Create a proctoring network of qualified proctors which will be responsible for proctoring exams for online courses.

Additionally, the Infrastructure Workgroup will collaborate with the State Educational Licensing Committee to develop an ITN for proctoring services. The goal of the competitive procurement process will be to have a statewide opt-in agreement for the provision of proctoring services.

Student Services

To provide quality online degrees and to meet accreditation requirements, universities need support services for online students that are equivalent to those offered for on-campus students. Across the university system, institutions are in various stages of implementing those services, using different models. To develop a better understanding of the level of service provided for online students across the system, the *2025 Strategic Plan for Online Education* included tactics to (1) develop a scorecard to assist each university in evaluating the level of service it provides and (2) provide recommendations for best practices in the delivery of those services.

The Student Services Workgroup developed a Scorecard that allows universities to conduct a self-assessment



for 44 quality indicators within 11 different categories, which include admissions, financial aid, pre-enrollment advising, veterans services, career counseling, orientation, postenrollment services, library, students with disability services, and technology support. The Scorecard will be administered in Fall 2017. The Workgroup also developed a companion document that will provide guidance to institutions in improving their student services.

Student Life

Student engagement is a critical element that leads to student success. While there are numerous examples of engagement efforts, one of the most comprehensive is underway in UF Online.

UF Online students have an array of options for extracurricular involvement, with three major areas improving the student experience in 2016-17: a virtual campus, The Plaza, connecting all UF Online students regardless of their location, new face-to-face engagement events, and an Optional Fee Package for students frequenting the main UF campus and seeking additional student services in Gainesville.

Like the Plaza of the Americas, a popular gathering spot for residential students on the UF Gainesville campus, UF Online completed the launch of The Plaza, its virtual counterpart, in 2017. The Plaza is a new virtual campus forum for all UF Online students to discuss courses, form study groups or simply converse. The Plaza is now accessible to all 2,900 UF Online students with over 55 student groups established for topic or geographic specific conversations.

Launched in 2017, the UF Online Connections Program works to foster a thriving learning community and network across all online students, faculty, academic advisors, and staff through face-to-face engagement events. This past year's events included a UF Online Homecoming Tailgate and UF Online's first graduation reception.

UF Online students who live in Gainesville or who often visit the city now have the opportunity to access additional campus and city services by choosing the Optional Fee Package, giving them access to recreation and fitness facilities, the Student Health Care Center, student rates for athletic events and more.

HEALTH AFFAIRS FOR FULLY ONLINE STUDENTS

Student health issues for fully online students present a difficult challenge for any institution. While there is some consistency in issues among all students, fully online students bring their own unique challenges. For example, many are nontraditional-aged students and have spouses, children, and full-time jobs to balance. They are often caring for aging parents as well as children. Some online students are experiencing divorce, domestic violence, employment issues or a loss of housing, and thus may not have easy access to course work.

One of the most innovative programs for students in crisis (mental health) continues to be UF's "U Matter We Care" program. Online students often refer themselves, although faculty and staff also frequently refer students. The U Matter We Care Team sets up a phone call or video conference with the student to help identify and prioritize issues and then develop a plan to address each issue that is a barrier to success. Some students only need one interaction with the Care Team; others meet consistently with the Care Team through graduation. UF works with local caregivers in the students' permanent location if students are experiencing mental health issues or have need of other nearby services.



Academic Affairs

Online Programs

As determined by the Online Programs Workgroup in 2016-17, SUS institutions offered 210 distinct online majors in 2015-16, with a grand total of 320 online majors. These totals did not include concentrations, specializations, or certificates. To assist in addressing Access Goal 1 in the *2025 Strategic Plan for Online Education*, “The State University System will increase access to and participation in online education,” the Workgroup identified primary and secondary gaps in the provision of online programs in areas of Strategic Emphasis (primary gaps were defined as those CIP codes with no online offerings, and secondary gaps were defined as those CIP codes requiring expansion due to the need for extra capacity or additional majors). Recommendations for addressing those gaps were presented to the Board’s Innovation and Online Committee in March 2017 and were approved by the Committee and by the full Board. “Next Steps” presented to the Committee recognized that there should be careful consideration of which gaps should be filled; all may not be needed or cost-effective, and there should be an effort to avoid unnecessary duplication.

In 2016-17, the Board of Governors Office began the development of a database that will allow institutions to input – and keep current – online programs they offer. The connection of the database to the Board’s Academic Programs Inventory will ensure universities are authorized to offer the programs whose majors are being placed online. The database will go live during the 2017-18 academic year and will assist institutions in their planning activities, including collaborations with other SUS institutions. The “Next Steps” presented to the Innovation and Online Committee included the need to establish a process for a system-wide review of online programs, which should take into account the current process used by the Academic Programs Coordination Committee and would decrease the likelihood of unnecessary duplication of online majors. The process will be addressed during the 2017-18 academic year.

UF Online



Established by statute in 2013 and launched in Spring 2014, UF Online offers fully online undergraduate degree programs that are delivered by UF faculty and are rich in student engagement and support.

- In 2016-17, UF Online’s headcount grew by 34 percent and student credit hours grew by 38 percent; 2,939 students were enrolled.
- A new Evolutionary Biology lab was introduced in Fall 2016 and two online physics labs were launched with custom physics lab kits shipped to enrolled students. These kits enable students to collect and analyze data in real-time for course assignments as part of the UF-developed lab curriculum that calls for experiments conducted in their homes.
- 322 students graduated from UF Online in 2016-17, bringing the cumulative number of graduates to 965.
- Courses were taught by over 360 instructors in 23 majors and academic pathways.

PATHWAY TO CAMPUS ENROLLMENT

UF saw increases in the Pathway to Campus Enrollment Program (PaCE), UF’s hybrid undergraduate experience in which students are admitted to UF Online for their lower division coursework, then may complete their degree requirements on campus in any of the 52 programs that have space for them. In Fall 2016, 427 PaCE students enrolled, up from 259 enrolled the prior year. Additionally, 88 PaCE students successfully transitioned to the UF campus in FY 16-17.



Complete Florida



Complete Florida is Florida's degree completion initiative established by the Florida Legislature to serve Florida's more than 2.8 million citizens who have earned some college credit, but have not earned a degree. During 2016-17, Complete Florida continued its statutory responsibilities to recruit, recover and retain students to completion of a degree through partnerships with colleges, universities and Independent Colleges and Universities to offer an array of accelerated offerings to help adult students obtain degrees preparing them for jobs in Florida's most high-demand fields: business and management, education, information technology and healthcare.

Complete Florida Military

Complete Florida Military was created in 2015 with funding from Florida's Defense Support Task Force (FDSTF) and in 2016-17 continued to provide targeted, tailored support to the 75,000-plus members of Florida's active-military and veteran community and their dependents.

Innovative Strategies

COMPETENCY-BASED EDUCATION (CBE)

Complete Florida has launched competency-based programs through its partnership with public and private postsecondary institutions in Florida. The purpose of competency-based education (CBE) for Complete Florida is to provide a pathway for adult degree completion where students demonstrate what they know through guided CBE and assessments. When successful, adult students can accelerate forward using a self-paced CBE approach to reduce time to graduation.

ADAPTIVE LEARNING

Adaptive learning is a computer-based instructional strategy that personalizes the educational experience of learning and assessment for each individual student, based upon his/her own unique strengths, weaknesses, and performance. Adaptive learning can be deployed for a variety of reasons, including improving student success and retention, allowing acceleration through a curriculum, and providing targeted remediation when necessary.

Adaptive learning can be extremely useful in helping institutions provide a high-quality, personalized educational experience for each student at scale. Researchers at the University of Central Florida, where the strategic implementation of adaptive learning has been expanding for several years, have not only found that many students succeed at higher rates but that they also evaluate the experience highly on affective measures. To date, UCF's adaptive learning pilot has impacted 23 courses, 48 faculty, and more than 11,000 students.

In February 2017, the University of Florida hosted the Engaged and Personalized Learning Conference for both UF faculty and others across Florida to discuss the current state of the art in personalized and adaptive learning, explore best practices, and meet with commercial providers. Other schools, such as FIU, have also begun piloting adaptive learning systems.

While still an emerging strategy, adaptive learning remains a key area of emphasis for delivering a high-quality, personalized digital education at scale for Florida students.

MASTER COURSES

The master course (shared course) concept has found traction in a number of state systems; the motivation has often been affordability with a secondary benefit of quality consistency.

The Innovation and Online Committee and the full Board of Governors approved the recommendation made by the Online Programs Workgroup concerning the establishment



of a repository containing the State Core General Education courses for use by faculty who are creating or enhancing their courses. The Master Course Repository will be hosted by UF on behalf of the SUS and will enable the sharing of full Master Courses, specific learning objects, or course elements such as question banks. A funding request to support the creation, vetting, and sharing of Master Courses was developed for inclusion in the 2018-19 LBR.

STEM LABS

A system-wide task force, chaired by UF, was created in the Fall of 2016 to examine the current state of labs for online students and offer recommendations to ensure the availability of high-quality Science, Technology, Engineering and Math (STEM) lab courses for the State University System's online students. An inventory of SUS STEM lab courses revealed that 91 labs for online students exist across the System and most are tied to the individual preferences or initiatives of faculty. The task force found that the current STEM lab offerings for online students lack a comprehensive design to ensure online students have a robust academic core of STEM labs in the accessible formats they need. Recommendations will be developed during 2017-18 for presentation to the Board of Governors Innovation and Online Committee.

Unizin

Having joined the Unizin consortium in July 2015, the State University System institutions are able to participate in programs and receive services that support Florida access and affordability efforts. Currently available Unizin products and services include:

- The **Unizin Data Warehouse** provides data hosting, access and supports Unizin tools.
- **Engage** is an eText delivery tool that also provides learner usage analytics.

- The **Unizin Data Platform (UDP)** is currently under development and will provide member institutions with a foundation for learning and analytics tools.
- **Pressbooks** is an eText authoring and hosting tool useful for the creation of Open Educational Resources (OER).
- **Course Monitor** is an early warning analytics tool that uses Learning Management System data to identify students who may be at risk of failing so that appropriate support can be made available.
- The learning analytics/student success tool **LoudSight** is a Barnes and Noble product provided to member institutions at reduced cost.

Unizin is currently developing the following tools and services:

- The Course Development Suite which includes:
 - **Collections** will allow institutions to curate, catalog and publish learning objects and content to their University ecosystem.
 - **Course Libraries** will make it possible for users to work collaboratively to organize content and course delivery through their Learning Management System (LMS).
 - **Discover** will enable users to locate, download and adopt content.
- The **Unizin Order Tool** will make it possible for faculty to identify the heavily discounted publisher digital learning materials for course adoption and delivery through Engage.

SUS institutions are currently using or piloting tools and services available through Unizin. In addition, Unizin has negotiated member pricing for vendors such as TopHat and Cengage. Member-driven initiatives such as the collaborative creation of question sets for key general education courses round out the current activities of the consortium.



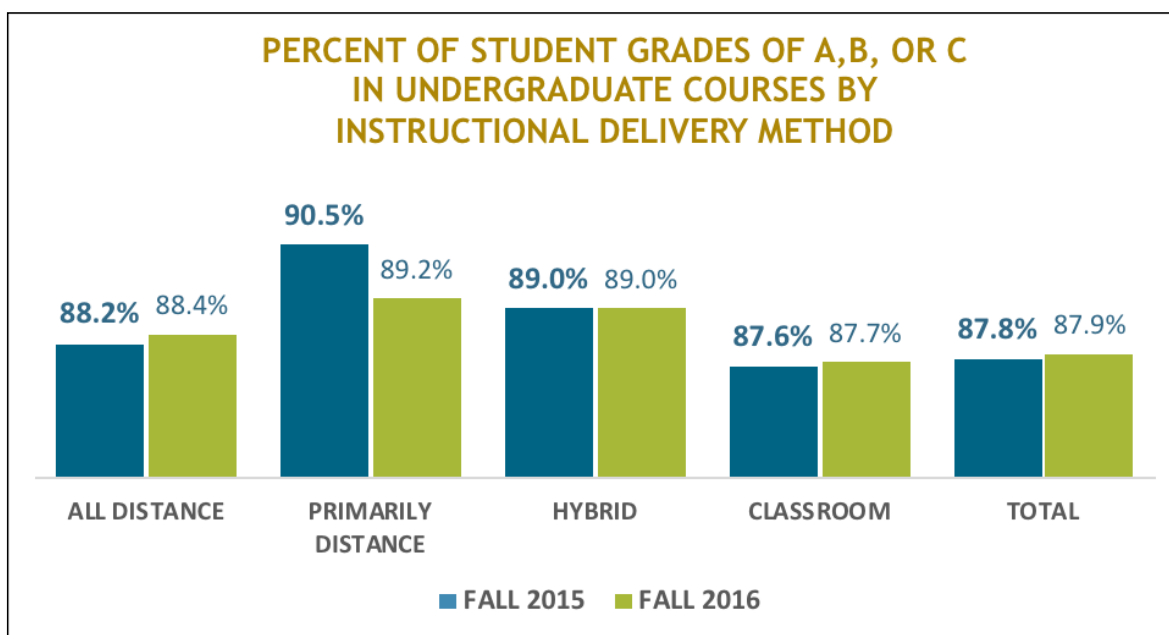
State Authorization Reciprocity Agreement (SARA)

The 2017 Legislature authorized Florida's participation in a reciprocity agreement with other states for the delivery of postsecondary distance education, stating in Section 1000.35, Florida Statutes, that "Each member state or institution participating in a reciprocity agreement must accept each other's authorization of accredited institutions to operate in their state to offer distance educational services beyond state boundaries." The

State of Florida plans to submit an application to the Southern Regional Education Board in August 2017 to join the State Authorization Reciprocity Agreement (SARA). When approved, the State, through the statutorily created Postsecondary Reciprocal Distance Education Coordinating Council, will begin accepting applications from accredited degree-granting public and private institutions that wish to participate in SARA. Institutions that are approved to participate will be able to offer distance education courses and programs in other states without obtaining additional authorization from - or paying additional fees to - other states that participate in SARA.

Grade Comparison

The percent of undergraduate students receiving grades of A, B, or C in distance education courses was similar to – but slightly higher than – the percent of students receiving those grades in classroom courses. This was true for both types of distance education courses, those offered 100% at a distance and those offered primarily at a distance (80%-99%).



SOURCE: BOG staff analysis of SUDS-EGmarts, extracted 2017-12-28.

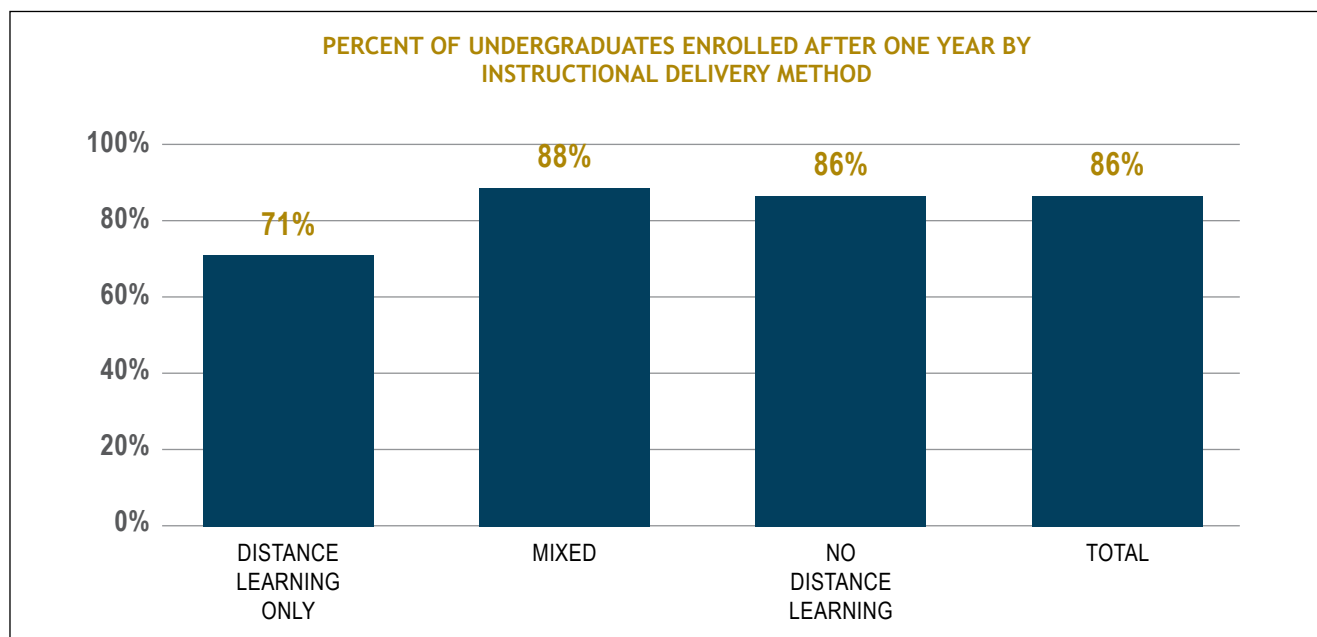
Notes: Undergraduate courses include Lower- and Upper- division only – excludes unclassified students. All plus/minus grades are included. Course grades of "W" (withdraw) were not included in the denominators for calculating percentages. Delivery Method categories are based on element #2052.



Retention

Seventy-one percent (71%) of undergraduate students who enrolled only in distance learning courses in Fall 2015 were also enrolled in Fall 2016. Additional research is needed to determine if those distance learning students who were not retained in Fall 2016 enrolled in a subsequent semester, transferred to another institution, or had been transient students with a different home institution in Fall 2015.

Students who took a mix of distance learning and non-distance learning courses had a slightly better retention rate than either students who took only distance learning courses or those who took no distance learning courses.



Source: Board – Office of Data & Analytics, extracted 2018-01-18. Notes: Includes all undergraduates. Delivery Method Categories are based on their enrollments during the Fall 2015 term. The percentages report the proportion of the Fall 2015 undergraduates who were enrolled during Fall 2016. Students who graduated between Fall 2015 and Summer 2016 were removed from both the numerator and the denominator.

Our online students have benefited immensely from our programs. I have had students who were deaf, yet able to succeed and land good jobs because of the power of content transcription and other technological advancements in online programming. Other students have benefited because they have been able to manage well-paying jobs while expanding their education, giving them the means to secure access to lucrative career opportunities.

DR. DEANNE BUTCHEY, FIU DIRECTOR, ASSURANCE OF LEARNING PROGRAM AND SENIOR LECTURER



Time to Degree

As in last year's report, students who took both distance learning courses and non-distance learning (classroom and/or hybrid) courses generally graduated faster than students who took no distance learning courses.

AVERAGE YEARS TO DEGREE FOR FULL-TIME, FTIC BACCALAUREATES IN 120 HR PROGRAMS

| % DL | 2015-16 | | | 2016-17 | | |
|--------------|---------------|-------------|-------------|---------------|-------------|-------------|
| | N | % | MEDIAN | N | % | MEDIAN |
| 0% | 2,214 | 9% | 4.33 | 1,572 | 7% | 4.08 |
| 1-20% | 13,515 | 57% | 4.00 | 12,867 | 54% | 4.00 |
| 21-40% | 6,314 | 26% | 4.00 | 7,117 | 30% | 3.92 |
| 41-60% | 1,703 | 7% | 3.92 | 2,001 | 8% | 3.75 |
| 61-80% | 147 | 1% | * | 227 | 1% | 3.75 |
| 81-99% | 20 | 0.10% | * | 20 | 0.10% | * |
| 100% | 3 | <0.1% | * | 2 | <0.1% | * |
| Total | 23,916 | 100% | 4.00 | 23,806 | 100% | 4.00 |

SOURCE: BOG ODA analysis of datamarts, extracted 2017-12-18.

Notes: Years-to-degree is measured as number of calendar years (12 months) from the student's first entry date as a Bachelor's-seeking undergraduate to the last month of the degree term. FTIC status is based on the student recent admit type and includes early admits. Student headcount represent those who earned a bachelor's degree during academic years 2015-16 and 2016-17 and includes only those who graduated from programs that require 120 credit hours. In addition, data only includes 'full-time' students — those with a least half of all the terms in which they were enrolled were at full-time status (fall and spring = 12 SCHs; Summer = 6 SCHs). These students were then designated into groups of online activity based on the delivery method indicator ('DL') for all courses taken throughout their academic career. For courses taken prior to summer 2010, the technology delivery indicator-primary ('W') was used. For courses taken after summer 2010, the delivery method indicator ('DL') was used. The dataset only extends back to students who entered in Summer 2004 or later. An asterisk (*) indicates groups with counts too low to be generalize to other populations.

I have been so thrilled to find out about a program such as Complete Florida – it seemed to have been designed just for me. The program assigns you a Coach that will walk the walk with you. By looking at what I have done in my life and my transcripts, they were able to fast-forward my time to the finish line.

BECKY, COMPLETE FLORIDA STUDENT

Completing my MBA through the UWF online program prepared me for my career advancement goals. I feel the additional education gave me the necessary qualifications to execute my duties as the new CFO.

SANDY LUTYENS, AIR FORCE ENLISTED VILLAGE, INC., CHIEF FINANCIAL OFFICE



Professional Development

The *2025 Strategic Plan for Online Education* emphasizes quality in the design, development and delivery of online courses and the professional development of the instructors and staff. To successfully fulfill those goals, the following tactics are being addressed.

INSTRUCTIONAL DESIGNERS

Quality Tactic 1.2.1 in the *SUS 2025 Strategic Plan for Online Education*, “Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education” was implemented through the design and development of an instructional designer page on the FLVC website in December of 2016. The site provides research, reviews on software and products used in course design and development, updates on quality reviews, and professional development opportunities specifically for instructional designers in the State of Florida.

INSTITUTIONAL LEADERS

In response to Quality Tactic 1.2.2, to “enhance professional development opportunities offered by the Florida Virtual Campus for institutional leaders in online education,” the first Professional Development Workshop for online leaders was held at the University of South Florida in June 2017. The workshop focused on Online Course Accessibility and was attended by online leaders in the SUS as well as the Florida College System. Topics for discussion included ADA Policy from a Legal Perspective, Incorporating Accessibility into Faculty Training, and shared

online experiences from students with disabilities. The next workshop will be held in May 2018 and will focus on the Florida Quality Course Review process.

FACULTY CERTIFICATION



PROFESSIONAL DEVELOPMENT STAFF

The Teaching Online Preparation Toolkit (TOPkit) was launched in February 2017, with its first workshop held in March 2017. TOPkit is an online toolkit and annual workshop for institutional staff who are responsible for professional development activities for faculty who teach online courses. It was developed in response to Quality Tactic 1.2.3, which supports the *SUS 2025 Strategic Plan for Online Education*’s goal to create a culture of quality for online education, and is hosted by UCF in partnership with other institutions in the SUS and Florida College System.

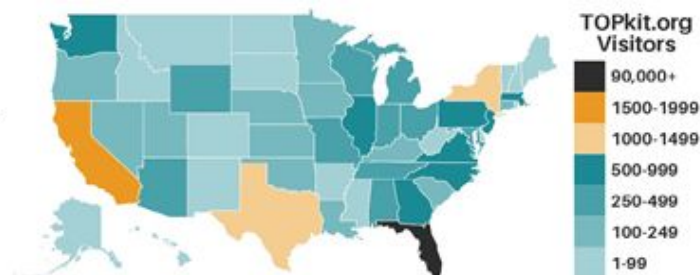
Since going live, the TOPkit site has received over 6,000 unique visitors from around the world and 44,775 page views. After the Home page, the most frequently visited pages are the community forums, checklists & rubrics, and the sample courses. Currently 269 users have taken the extra step to register on the site, which allows them to participate in the community of practice. In addition, there are 570 subscriptions to the TOPkit Digest, which goes out monthly via email. TOPkit has been presented at several conferences, including Online Learning Consortium’s Accelerate, Florida Distance Learning Association, and the Sunshine State Teaching & Learning conferences. The 2nd annual TOPkit Workshop will be held in March 2018.

ENGAGEMENT

Since the launch of TOPkit.org on February 1, 2017, visitors have made tremendous use of the resources.

- **266** registered users
- **5599** new visitors (56%)
- **4403** returning visitors (44%)
- **42,254** pageviews

Analytics/Data from February 1, 2017 to December 31, 2017



Quality Courses

During 2016-17, the system-wide Quality Workgroup, tasked with addressing quality issues in the 2025 Strategic Plan for Online Education, continued its work to establish a Florida Quality Course Review as part of an overarching Florida Quality Review Initiative. Both Affordability Tactic 1.2.1 and Quality Tactic 1.1.3 in the Plan focus on two levels of online course design, “quality” and “high quality,” and the creation of a coding system to enable the listing of quality and high quality online courses in the FloridaShines online course catalog. The Florida Virtual Campus course catalog is expected to start displaying online course design designations by the end of the 2018 calendar year. The Quality Workgroup continues to work on Quality Tactics 1.1.1 and 1.1.2, which focus on the design of a statewide peer-reviewed awards program for excellence in online teaching.

Research

The research consortium, which was created in 2016 and is chaired by a research faculty from the University of Florida, has identified ongoing strategies to enable collaboration and dissemination of research in the domain of online teaching and learning. Initial recommendations approved by the Steering Committee to be considered for implementation in 2018 include:

1. Periodic electronic dissemination of research briefs encapsulating research results, research in progress, and calls for research interest.
2. Periodic (annual) meetings in conjunction with meetings sponsored by the Innovation in Florida Online Learning (IFOL) initiative for presentation regarding research in progress, research recently completed, and research challenges/opportunities.

I have found that the students who have graduated from our online Criminal Justice program and are now in our graduate programs have a number of skill sets they may not have developed had they not studied online. They have developed particular strengths in demonstrating initiative, study skills, and managing assignment deadlines.

DR. CATHERINE KAUKINEN, UCF PROFESSOR AND CHAIR OF CRIMINAL JUSTICE

[Assistant Chief] John [Verwey, UF Online '17] was a rising star in our company, and in charge of many different areas from Watch Operations to recruit training. As he was completing his degree with the University of Florida we recognized that he would be the future of our department with analytical skills and a can-do attitude that most did not exhibit. That forward thinking and work ethic pushed John to the top of the pack, and he was appointed to Assistant Chief last summer. Even though he went to college online, it has been evident to me that his education and experiences from the University of Florida have been key to his success.

JOEL CARTER, JAILS DIVISION CHIEF, JACKSONVILLE SHERIFF'S OFFICE



Affordability

Cost of Online Education Report

Presented to the Board's Innovation and Online Committee in October 2016, the Cost of Online Education report produced by the Affordability Workgroup found that the average incremental cost of online learning was \$41.48 per credit hour, with 42% of incremental costs for the development of the online course and 58% for the delivery of the online course.

The analysis of the 2015-16 data showed that Institutions' increased costs for developing and delivering online education were from the investment in staffing, the cost of creating online courses with high interaction levels and media rich content, and the technology infrastructure. The report found that the development and delivery of online education requires additional human resources and technology resources that are not necessary for face-to-face education, increasing the cost of online education.

Common LMS

Led by FSU on behalf of the SUS, a competitive selection process in 2015 resulted in a master agreement that could be used by institutions in both the SUS and Florida College System for a common, opt-in learning management system. All twelve state universities are either continuing to use or transitioning to the common LMS, as are several institutions in the Florida College System.

Impact of Online Enrollments on Facilities

In January 2017, Board Chair Tom Kuntz requested that the Innovation and Online Committee and Facilities Committees jointly consider the impact of increased online enrollments on capital funding plans. Towards that end, a joint meeting of the two committees was held on May

12, 2017, with each university, as well as Board staff, presenting information pertinent to this topic. It was found that online enrollments affected the space needs formula for facilities in multiple ways. In response to the results of the joint meeting and subsequent discussions with university staff, Board staff developed a new Dynamic Capital Planning (DCP) model as a replacement for the 1995 Space Needs Generation Formula. The DCP removes distance learning FTE from teaching labs, gymnasium, and auditorium space types, thereby decreasing the amount of funds needed to meet minimum required space standards.

Distance learning FTE are not – and have not been – included in the space needs formula for classrooms. A review of the formula in 2016 showed that if all distance learning credit hours were to be taken on campus, there would be a need system-wide for an additional 641,847 GSF of classroom space for a cost of \$184.3 million.

Infrastructure

Quality Goal 2 of the *2025 Strategic Plan for Online Education* is to “provide the infrastructure needed to support the development and delivery of online education.”

To assist institutions in reviewing their infrastructure to ensure they have the technology and associated processes in place to provide quality online instruction, the Infrastructure Workgroup developed a Technology Scorecard, which will be completed by institutions during the Fall 2017 term. The Scorecard includes quality indicators for operations, support, security policies, and disaster recovery, and was developed as a management tool for institutions.

In response to Affordability Tactic 1.1.2, “Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency,” the Infrastructure Workgroup found that institutions often work independently to explore, test, and implement educational technology and that collaboration



would reduce duplication of effort in technology adoption and selection. In March 2017, the Workgroup recommended to the Board's Innovation and Online Committee that a state education licensing committee be formed to facilitate collaborations system-wide.

The Committee and the full Board approved the recommendation, and the Workgroup has formed the State Educational Licensing Committee (SELC) to enable discussions via quarterly meetings regarding the exploration, evaluation, and procurement of technology, software, and/or shared services to help reduce costs and/or promote quality.

During 2017-18, the Workgroup will be collaborating with FLVC to develop a structure to facilitate collaboration in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness across the SUS and the Florida College System. A website will be developed to serve as a focal point for gathering resources on executed contracts and agreements, where institutions can leverage master contracts to quickly adopt a software or service at a reduced cost.

[Lucy] Golden was enrolled in the online RN to BSN program at the same time her oldest son, Peter, was enrolled in a criminal justice program. Her twins, Dean and Eugene, were about to start attending high school. She was also working full-time for the Department of Defense at the Navy Hospital Pensacola. She now works as a psychiatric-mental health nurse with the U.S. Department of Veterans Affairs.

The online format was perfect because I could work it around my schedule. "My twins were still teenagers, 13 or 14 and not driving, so I had to drive them around, take them to places — to the ROTC program and games. It worked really well — that was the beauty of it. I loved being able to do my classwork whenever I wanted. It doesn't matter whether I was up night or day; I could get to it.

LUCY GOLDEN, GRADUATE, UWF ONLINE RN TO BSN PROGRAM

"I have seen a direct benefit to the students with regard to overall satisfaction and engagement in the online courses. Current students expect multi-media and interactive interfaces that promote interest and learning of the subject; online courses allow this to occur. In addition, our students are prepared to go into the workplace that expects familiarity and comfort with digital content by completing courses in an online format. Students like the flexibility that the online courses provide while maintaining the academic rigor that is expected by the University."

ANDREA SMITH, USF, INTERPRETER TRAINING UNDERGRADUATE PROGRAM COORDINATOR, CO-UNDERGRADUATE PROGRAM DIRECTOR, INSTRUCTOR - LEVEL I



Resources

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Appendix A

STEERING COMMITTEE

Dr. Joseph Glover (Chair)

Provost and Senior Vice President for Academic Affairs
University of Florida

Dr. Ken Furton (2/2017)

Provost and Executive Vice President
Florida International University

Dr. Gary Perry

Provost and Vice President
for Academic Affairs
Florida Atlantic University

Dr. Dale Whittaker

Provost and Executive Vice President
for Academic Affairs
University of Central Florida

Dr. Nancy C. McKee (2/2017)

Associate Vice Chancellor,
Innovation and Online Education
Board of Governors

Dr. Martha Saunders (through 12/2016)

Dr. George Ellenberg (1/2017)
Provost and Vice President
for Academic Affairs
University of West Florida

Dr. Ralph Wilcox

Provost and Executive Vice President
for Academic Affairs
University of South Florida System

IMPLEMENTATION COMMITTEE

Dr. Kelley Bailey

Assistant Professor
Florida Agricultural
and Mechanical University

Dr. Joel Hartman

Vice President, Information
Technologies and Resources
University of Central Florida

Dr. Deb Miller (6/2017)

Senior Director, Center for
Instruction and Research Technology
University of North Florida

Dr. Vicki Brown

Assistant Provost,
eLearning
Florida Atlantic University

Robert Fuselier (8/2016)

Interim Director,
Office of Distance Learning
Florida State University

Dr. Pam Northrup

Vice President, Research and
Strategic Innovation
University of West Florida

Dr. Cynthia DeLuca (Chair, 11/2016)

Associate Vice President,
Innovative Education
University of South Florida

Dr. Tom Hull

Chief Information Officer
Florida Polytechnic University

Joseph Riquelme (11/2016)

Assistant Vice President, FIU Online
Florida International University

Dr. Cathy Duff

Associate Vice President,
Academic and Curriculum Support
Florida Gulf Coast University

Dr. Andy McCollough

Associate Provost,
Teaching and Technology
University of Florida

Dr. Len Roberson (through 5/2017)

Associate Vice President,
Academic Technology and Innovation
University of North Florida

Dr. Joyce Elam (through 10/2016)

Vice Provost,
FIU Online (Emerita)
Florida International University

Kevin Celebi

Coordinator of Educational
Technology
New College of Florida

Dr. Susann Rudasill (through 7/2016)

Director, Office of Distance Learning
Florida State University

BOARD of GOVERNORS OFFICE

Dr. Nancy McKee

Associate Vice Chancellor
Board of Governors



Appendix B

| DATA ELEMENTS | COURSES - DEFINITION |
|---|---|
| Fully Distance Learning Course | 100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus. |
| Primarily Distance Learning Course | 80-99% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course. |

The SUS also adopted definitions for "Fully Online Programs" and "Primarily Online Programs," which were needed for development of an inventory of online programs:

| TERMS | PROGRAMS - DEFINITION |
|---------------------------------|---|
| Fully Online Program | 100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus. |
| Primarily Online Program | 80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program. |



**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Innovation and Online Committee
March 28, 2018**

SUBJECT: Institutional Plans for Online Education

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Each university will be presenting its game plan for distance learning, including its strengths, challenges, opportunities, and collaborations. Presenters will address the following questions:

1. What will trigger anticipated growth in distance learning enrollments?
2. What has been your experience so far with out-of-state enrollments in distance learning courses compared to your expectation for those enrollments, and to what extent do you anticipate the implementation of the State Authorization Reciprocity Agreement (SARA) affecting those enrollments?
3. What have been your biggest challenges in implementing a high-quality online program, and how are you addressing those challenges?
4. In the past two years, what has been your primary focus in establishing – or continuing – a strong, quality online program? What will be your primary focus in the next two years and beyond?
5. Which system-wide initiative(s) in online education do you anticipate having the biggest impact on your institution, faculty, and/or students during the next few years and why?
6. What, if any, innovative programs or services related to distance learning will you be pursuing?
7. What differences are there in fees charged to distance learning students and those charged to residential students?
8. Considering that last year's Cost of Online Education report showed that the distance learning fee does not cover the cost of developing and delivering

online courses, how have you been covering the difference and how are you planning to cover the difference going forward?

9. How do your online courses and/or degrees align with the projected employment opportunities within our state and nation?

Supporting Documentation Included: None

Facilitators/Presenters: Governor Edward Morton;
University Representatives



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Student Affairs Committee

Ballroom, 3rd Floor, West Building

Student Union Complex

University of North Florida

1 UNF Drive

Jacksonville, Florida 32224

March 28, 2018

1:30 p.m. – 2:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link

Members: Cerio, Frost, Morton, K. Patel, Stewart, Tyson, Valverde, Zachariah

- 1. Call to Order and Opening Remarks** **Governor Norman Tripp**
- 2. Minutes of Committee Meeting** **Governor Tripp**
Minutes, January 24, 2018
- 3. Vice Chancellor and Chief Academic Officer's Report** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*
- 4. Academic Program Requests** **Dr. Ignash**
 - A. Limited Access Status Request for Bachelor of Science in Professional Communication CIP 09.0900, Florida State University
 - B. Limited Access Status Request for Bachelor of Science in Retail Merchandising/Product Development CIP 19.0901, Florida State University
 - C. Limited Access Status Request for Bachelor of Science in Neuroscience CIP 25.1501, Florida State University
 - D. Termination Request for PhD in Engineering Sciences CIP 14.0101, the University of South Florida

5. Florida State University Update

Mr. John Thrasher
President, Florida State University

6. Update on the SUS Math Reform Effort

Dr. Joe Glover
Provost, University of Florida

7. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Dr. Gary Perry
Chair, CAVP

B. SUS Council for Student Affairs (CSA)

Dr. Corey King
Chair, CSA

C. Florida Student Association

Governor Kishane Patel
Chair, Florida Student Association

8. Concluding Remarks and Adjournment

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: Minutes of Committee Meeting held January 24, 2018

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the meeting held on January 24, 2018 at Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on January 24, 2018 at the Florida State University.

| | |
|---|---------------------------|
| Supporting Documentation Included: | Minutes, January 24, 2018 |
| Facilitators/Presenters: | Governor Norman Tripp |

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
ROOM 208
TURNBULL CONFERENCE CENTER
FLORIDA STATE UNIVERSITY
555 WEST PENSACOLA STREET
TALLAHASSEE, FL 32301
JANUARY 24, 2018

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Tripp convened the meeting on January 24, 2018, at 4:37 p.m. with the following members present and answering roll call: Governors Link, Ciero, Frost (by phone), Morton, K. Patel, Stewart (by phone), Tyson, Valverde, and Zachariah. A quorum was established.

2. Minutes of Committee Meeting

Chair Tripp asked for a motion to approve the minutes from the November 09, 2017, committee meeting. Governor Valverde moved to approve and Governor Tyson seconded the motion. The motion was approved.

3. Vice Chancellor and Chief Academic Officer's Report

Vice Chancellor Jan Ignash reported on activities of the Academic and Student Affairs (ASA) unit:

- Ms. Sikes together with SUS faculty and staff attended the Aerospace Industries Association's Florida Aerospace and Defense Workforce Summit, November 14 - 16, 2017.
- The Council of Academic Vice Presidents (CAVP) Academic Program Coordination Workgroup held a conference call on November 17, 2017 and reviewed 10 pre-proposals. The group's next meeting is in April in Tallahassee.
- ASA staff participated in several meetings with Florida College System staff to implement the Civic Literacy Competency Recommendations.
- Dr. Traki L. Taylor, Assistant Vice Chancellor for Academic and Student Affairs, attended the SACSCOC meeting, regarding the updated Principles of Accreditation, held December 2-5th, 2017, in Dallas, TX.

- Along with Florida College System colleagues, Dr. Ignash gave a presentation to the Constitution Review Commission on the implementation of the civic literacy legislation. Dr. Ignash also attended the House Postsecondary Education Subcommittee meeting on December 6, 2017, regarding the implementation of the Civic Literacy legislation.
- Dr. Christy England led a 2+2 sub-group workgroup meeting on December 7, 2018, regarding the information students receive on 2+2.
- On January 4, 2018, the Vice Presidents and Directors for Research held a teleconference to work out data definitions for the 17 metrics in the Research Dashboard. ASA hopes to present the dashboard at the March Board meeting.
- Dr. Ignash, Ms. Emily Sikes, and Mr. Jason Jones provided feedback via teleconference phone call with the Executive Director and lead researcher on the Florida Council of 100 report on SUS research.
- On January 10, 2018, ASA staff met with staff from the Department of Economic Opportunity to discuss the new Bureau of Labor Statistics labor market data projections and the changes to the methodology.
- On January 11, 2018, Dr. Ignash and other Board staff met with Representative Mariano to discuss the excess hours legislation.
- From January 22 – 23, 2018, Dr. Diana Barbu attended and presented at the 2018 Conference of the Florida Association for Institutional Research.

4. Academic Program Items – Board of Governors Regulations

A. Public Notice to Create Regulation 8.006 Civic Literacy

Next, the Committee considered a request for approval of public notice of intent to create Board Regulation 8.006: Civic Literacy. This proposed regulation is a result of a bill passed during the 2017 Legislative Session that requires Florida College System and State University System students to demonstrate competency in civic literacy as a graduation requirement, effective beginning with the Fall 2018 entering cohort.

Dr. Ignash noted that progress on implementing the civic literacy legislation was presented to the Constitution Review Commission as well as to a House legislative subcommittee.

Chair Tripp noted that this proposed regulation was a result of Governor Levine taking a stand on civic literacy. Governor Levine noted that the Board of Governors discussed civil literacy and then the Higher Education Coordinating Council made an official recommendation to the Legislature. Governor Tripp moved to approve public notice to create regulation 8.006 Civic Literacy. Governor Frost seconded the motion. The motion was approved.

5. Counselor and Advising Staffing Levels

Dr. Corey King, Chair of the Council for Student Affairs, provided data and information regarding SUS counselor and advisor staffing levels in response to a direct request from the Committee during its November 2017 meeting.

Dr. King clarified that on some campuses academic advising falls under the oversight of academic affairs and university provosts.

Dr. King noted that the International Association of Counseling Services recommends a staffing ratio of one FTE professional to every 1,000 to 1,500 students and reported that, as of February 2017, all but four SUS institutions fell below minimum health counseling staffing levels. He stated that by the end of the 2020-2021 academic year, institutions expect to hire an additional 44 staff into full and part-time positions, and these plans were outlined and presented to the Board in Fall 2017. The positions to be filled include psychologists, counselors, case managers, health and wellness coaches, and others depending on the needs of each institution. He also pointed out that some staff may initially be hired with non-recurring funds while the institutions work on identifying more permanent sources of funding.

Chair Lautenbach asked whether it was possible to revise the display of information to show how many counselors or staff an institution had, how many counselors and staff an institution needed, and the date for when the institution would meet the correct staffing ratio. Governor Tripp asked Dr. Ignash and Dr. King to respond to this request.

Governor Link stated that the mental health counseling and staff-to-student ratio is typically based on enrollments, and Dr. King concurred stating that the staffing plans and projected ratios account for changes in enrollment.

Governor Morton stated that institutions should make funding mental health a priority.

Governor Valverde suggested the institutions consider implementing a first-year course that may assist with some of the mental health issues that students are facing, similar to the courses now in place at medical schools for new residents.

Governor Tripp stated that institutions are understaffed with respect to mental health counselors, and staff and the Board are working towards getting every institution up to the appropriate staffing levels to better serve students.

Governor Tyson asked how the institutions were handling the mental health issues and needs of distance learning students. Dr. King responded that the majority of institutions provide 24-hour online counseling services to meet the needs of distance learning students.

Governor Tyson then asked if there had been a change in the use of online counseling services versus in-person counseling services. Dr. Kirk Dougher, Chair of the Counseling Center Directors, responded that each institution has developed a variety of strategies to address the needs of distance learning students. Dr. Dougher stated that there was not a substantial increase in the number of students using online counseling services. Governor Tyson asked whether Dr. Dougher felt that online students were being served as well as traditional face-to-face students. Dr. Dougher reported that online students tend to not seek out services as much as traditional students regardless of residence (on-campus/off-campus). Governor Tyson stated that it would be useful for the Board to hear best practices regarding how to provide counseling services for online students. Dr. Dougher agreed with providing best practices as long as best practices were defined empirically and not simply as what was in common practice.

Governor Link asked whether online students are charged an online student services fee. Provost Glover, from the University of Florida (UF) stated that UF Online is governed by statute, and the statute governs which fees UF Online students pay. He stated that institutions have more latitude to shape the fees assessed to students who are taking non-state funded courses and that the fees required for non-state funded courses may vary between institutions. Provost Glover clarified that state-funded courses are funded through the legislature and that non state-funded courses are funded through distance and continuing education funds.

Governor Tripp asked Dr. Ignash to arrange a meeting for him, Governor Link and others as appropriate, to further discuss the counselor-to-student ratios, funding for counselors, and the funding and fees for students in online courses.

Dr. King then presented information on the current academic advising capacity and noted that the National Association of Academic Advisors is the professional association for academic advisors. He stated that the Association does not issue recommendations regarding an official ratio for the number of students per academic advisor. Dr. King stated that one of the reasons ratios are not used is because academic advising can vary from student to student, as can the implementation of advising across institutions and within a single institution. Academic advisors can include full-time professional advisors, part-time staff advisors, or faculty members who advise as part of their workloads.

Governor Tripp asked whether there was a specific academic advisor need that had been identified in the system and if that information could be provided. Dr. King responded that each institution has found a way to address the academic advising needs of its population of students and that specific institutional information could be provided.

Governor Tripp stated that in the past when institutions have had problems, the issue of academic advisors has surfaced and institutions often stated that they needed more academic advisors to address issues. He asked FAU President Kelly if he felt that more advisors had kept his students on track. President Kelly concurred and stated that increasing academic advisors was part of FAU's improvement plan.

Governor Tripp stated that even though there is not a national ratio for academic advisors, institutions should have an understanding of what works and what does not work with respect to academic advising. Governor Link asked if the Board was willing to give institutions flexibility to meet their academic advising needs because needs vary.

Governor Tyson stated that academic advising and mental health counseling are very different and that institutions do not have metrics to evaluate how well mental health counselors are performing. However, he noted that institutions have several metrics, like graduation rates, to evaluate how well academic advisors are performing, and did not see the need to push institutions for a ratio for academic advisors. He did, however, see the need for an institutional mental health counseling ratio.

Governor Tripp stated that the Board should have additional conversations about what academic advising looks like system-wide, if academic advisors are performing well, and if improvements in academic advising can be made.

6. Florida State University Update

Florida State University President John Thrasher provided an update on the interim suspension of fraternities and sororities at Florida State University (FSU) since the November 9, 2017, Board Meeting. FSU is still in the process of discussing the suspension of Greek Life with many stakeholders and plans to have a more specific and detailed update at the March Board meeting.

President Thrasher stated that FSU was working on three broad areas: 1) increasing the number of staff who can provide oversight for the organizations on FSU's campus, 2) reviewing the education and training needed to improve the health and welfare of FSU students, and 3) reducing risk by implementing new guidelines for fraternity initiation and the length of time initiation takes and addressing hazing and alcohol issues.

President Thrasher stated that his goal is to be vigilant, bold and accountable, creating metrics to measure progress. He stressed the need to continue to work with the students and student organizations that are affected and to avoid having all input come from the top down. He closed by stating that FSU remains committed to working with the new Alcohol, Drugs, and Mental Health Task Force that Governor Lautenbach has created and will continue to keep the Board informed.

7. Academic and Student Affairs Updates

A. SUS Council of Academic Vice Presidents (CAVP)

Dr. Gary Perry, Provost and Vice President for Academic Affairs, FAU, Chair of the CAVP, reported on the following activities:

- Dr. Perry clarified that at most universities, academic advising is under the purview of the provost or under academic affairs. He noted that Governor Tripp was correct in that the number of academic advisors was increased at FAU when Dr. Kelly arrived, and that FAU's success in the student metric may have been a result of this increase.

Governor Tripp clarified that the focus was not only on the number of academic advisors, but also on the quality of academic advising. Additionally, he noted that there was a need for a broader discussion.

Dr. Perry discussed how FAU approached the problem of academic advisers. He noted that the University increased the number of full-time advisers to about 80, but noted that faculty have also been doing advising as part of their assignments. The advising FTE has been around 130 and FAU's goal was to get the advising ratio down to 300 students per adviser. Finally, Dr. Perry noted that this approach worked well for FAU, but he did not want to set a ratio "in stone" for the System. He also stated that he would discuss the issue with the CAVP and work with the Council for Student Affairs and with Dr. King.

- Dr. Perry noted that the Steering Committee for Online Education, comprised of six CAVP members and chaired by Provost Wilcox, met on January 24, 2018, to review the progress in implementing the Board's Online Strategic Plan. The Steering Committee met with the leaders of the various work groups to check progress on implementing the strategies in the strategic plan. The Steering Committee heard several reports and tomorrow (January 25, 2018) the Board of Governors will meet to approve the technology scorecard that was developed by the Infrastructure and Shared Services Workgroup, to be presented during the Board's Innovation and Online Committee meeting.
- Dr. Perry reported that, at the January 24, 2018, CAVP dinner, a proposal was discussed that was made by the Dean of Engineering at the University of Central Florida to create a Florida Academy of Science, Engineering, and Medicine. Other states, such as Texas and Virginia, have similar academies. Their missions are to study issues in science, engineering, and medicine, of concern to the people of the state. The benefit of the proposed Academy would be to

significantly raise the visibility and recognition of the state's intellectual expertise and capabilities to the national level.

- The CAVP group also planned to discuss the new Task Force on Drugs, Alcohol, and Mental Health, the new standing Committee on Academic and Research Excellence, and the implementation of civic literacy requirement. Dr. Perry congratulated Dr. Ignash on the progress made in implementing the civic literacy requirement with the Florida College System and the Department of Education.

B. SUS Council for Student Affairs (CSA)

Dr. Corey King, FAU Vice President of Student Affairs and CSA Chair, provided the CSA report.

- Dr. King reported that the Council for Student Affairs co-hosted the Health and Wellness Campus Community Summit in Tallahassee on January 23, 2018, with the Florida Student Association. There were approximately 90 participants including vice presidents for student affairs, student leaders from Greek councils, Greek life advisors, deans of students, and mental health providers. The issues discussed included alcohol and drugs, sexual assault, mental health, hazing and how the SUS and student affairs organizations can make bold and significant shifts in the Greek system to address ongoing issues.

The Summit was facilitated by Dr. Kevin Kruger who is the President of the National Association of Student Personnel Administrators. Dr. Kruger noted that Florida can be a leader by making bold and significant shifts within the Greek system and other student organizations.

Dr. King also stated that the Council for Student Affairs, in collaboration with the Florida Student Association and the SUS student body presidents, support the three broad areas that President Thrasher and Florida State University have identified as focus areas. He added that the Council of Student Affairs and the Florida Student Association will continue to provide guidance to chief student affairs officers toward concrete system-wide recommendations that will shift campus cultures.

C. Florida Student Association (FSA)

Governor Kishane Patel, Chair of the Florida Student Association, provided the FSA report.

- Governor K. Patel provided an overview of the January 23, 2018 Health and Wellness Campus Community Summit from the students' perspective.

Governor K. Patel noted that over half of the participants at the Summit were student leaders, Greek council presidents, or student government representatives. He added that student leaders understand that institutions are facing a systemic issue, yet the Greek community also provides positive contributions to campus communities. Specifically, graduation rates were higher for students who were directly engaged with extracurricular activities, especially Greek life. Student organizations also foster a sense of campus community and provide opportunities for students to mature. These opportunities help lead to job placement. He noted that Greek organizations also help to develop the soft skills that employers want and which has been a focus of the Board.

Governor K. Patel stated that some changes were needed. Student leaders agreed to prioritize changes in values-based recruitment and member education as well as medical amnesty for individuals in organizations. Medical amnesty refers to encouraging students to call 911 for medical help and not let the fear of a Greek chapter being suspended or a student getting in trouble prevent it.

Governor K. Patel thanked Florida State University's President John Thrasher and Vice President of Student Affairs Dr. Amy Hecht, for including the Florida Student Association in these conversations and for setting an example for the entire nation. He also emphasized the involvement of student leaders as a necessary part of the solution.

- Governor K. Patel also reported that the FSA has been lobbying for mental health awareness day, excess credit hours, and many other issues. The FSA's full-time students devote considerable unpaid time and energy to these issues. Governor K. Patel thanked the Board of Governors and the eight institutions that have met the staffing ratios. He stressed to the four institutions that have not set ratios that he hopes that it will be a priority and that they will be held accountable.

8. Concluding Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 5:35 p.m.

Norman D. Tripp, Chair

Traki L. Taylor, Ph.D.
Assistant Vice Chancellor for Academic and Student Affairs

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: Vice Chancellor and Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Student Affairs Committee

March 28, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Professional Communication at Florida State University, CIP Code 09.0900

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the B.S. in Professional Communication at Florida State University, CIP Code 09.0900.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Professional Communication. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceeds the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is due to a limited number of faculty and the intensive nature of the program requiring a great deal of hands-on instruction with students in real world or simulation settings.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Summer 2018.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
Request Form: Limited Access Status for an Academic Program
In Accordance with BOG Regulations
6.001 – General Admissions and 8.013 – Limited Access

| | | | |
|--------------------|----------------------------|----------------------------|---------|
| University: | Florida State University | Degree(s) offered: | BS/BA |
| Program: | Professional Communication | Six digit CIP code: | 09.0900 |

1. Will the entire program be limited access or only a specific track?

Two specific major tracks will be designated as limited access, which will ensure that programs at the Panama City campus can retain their open-access status.

2. If only one track is limited access, please specify the name of the track.

Advertising and Public Relations

3. Please specify:

The total number of new students anticipated to enroll in the program each academic year: 80 (two majors combined)

The total number of students anticipated to enroll in the program each academic year: 80 (two majors combined)

4. When do you propose to initiate limited access? (please specify the effective term and year)

Summer of 2018.

5. What is the justification for limiting access?

The number of faculty members available to teach in these areas is limited, and the intensive nature of both programs requires a great deal of hands-on instruction with students in real-world (or simulation) settings. As an example, the advanced Advertising students develop advertising campaigns and compete against each other, then against teams from around the state and nation. Student demand is high, so given the resource constraints, enrollment must be limited to reasonable numbers.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

The programs accept applications from both FTIC and transfer students annually for admission in the fall of their junior year (There are also some summer admits.) A 3.0 all-

college GPA and at least 52 credits are required to apply, and students are selected competitively on the quality of their academic achievement, application and portfolio. Transfer and native students are treated equally throughout the admission process.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles and cite sources used to inform the discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Public Relations:

| Term Desc | Student Ethnic Group Desc | Student Id | | Student Id |
|-------------|---------------------------|------------|----|------------|
| | | F | M | |
| 2016 Fall | Asian | 1 | | 1 |
| | Black/African American | 8 | | 8 |
| | Hispanic/Latino | 29 | 5 | 34 |
| | Not Specified | 3 | | 3 |
| | Two or More Races | 2 | 1 | 3 |
| | White | 78 | 4 | 82 |
| Grand Total | | 121 | 10 | 131 |

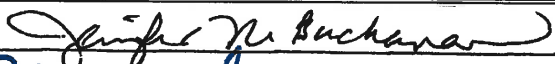


Advertising:

| Term Desc | Student Ethnic Group Desc | Student Id | | Student Id |
|-------------|-------------------------------|------------|----|------------|
| | | F | M | |
| 2016 Fall | American Indian/Alaska Native | 1 | | 1 |
| | Asian | 2 | 1 | 3 |
| | Black/African American | 3 | 1 | 4 |
| | Hispanic/Latino | 25 | 6 | 31 |
| | Two or More Races | 1 | 2 | 3 |
| | White | 56 | 13 | 69 |
| Grand Total | | 88 | 23 | 111 |

As you can see, the programs are populated overwhelmingly by females, with 34% and 35% non-white students enrolled. Hispanic student enrollment is at particularly high levels. Note that because these programs were assumed to be operating with limited access since their move into a different CIP Code, these diverse admission results were achieved with the full limited-access mechanisms in place.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.


Graduates of the programs are in high demand; in fact, Professional Communication was identified as a Board of Governors Areas of Strategic Emphasis through the Gap Analysis methodology. As stated earlier, another major within the same degree program is available to all students who are academically eligible, at FSU-Panama City.

| | |
|--|--|
| Request Initiated by: |  |
| EEO Officer's Signature: |  |
| Provost's Signature: |  |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | |

Send the completed form to: Dr. Jan M. Ignash
Vice Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President John Thrasher
FROM: Provost Sally McRorie 
DATE: December 13, 2017
SUBJECT: Professional Communication Degree Limited Access (for two majors)

Request for Approval

As a result of a C.I.P. Code analysis and restructuring of the degree program inventory in Communication, the Professional Communication degree is shared between the FSU-Panama City campus and the Tallahassee campus. Specifically, the Professional Communication major resides at FSU-Panama City and has enough faculty to meet the student enrollment demand. The Advertising and Public Relations majors serve main-campus students and do not have the faculty resources to meet the high level of student demand on the Tallahassee campus, especially given the hands-on instruction required for activities like the advertising competitions. Thus, this request for Limited Access status applies only to the Advertising and Public Relations majors within the Professional Communication degree.

If approved, access will be limited by allowing admission only to those who have achieved an overall GPA of 3.0. Faculty will ensure that the program enrolls a diverse population of students through targeted recruiting efforts.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final review and approval.



**FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES MEETING**

**THURSDAY, JANUARY 18, 2018
12:30 PM CST**

FLORIDA STATE UNIVERSITY PANAMA CITY
4750 COLLEGIATE DRIVE
PANAMA CITY, FLORIDA

A G E N D A

REVISED 1/12/2018

The Agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. CALL TO ORDER AND WELCOME**
Mr. Ed Burr, Chair
- II. APPROVAL OF MINUTES (ACTION)**
 - September 22, 2017, Meeting
- III. PUBLIC COMMENTS**
- IV. PRESIDENT'S REPORT**
Mr. John Thrasher, President
- V. FSU PANAMA CITY UPDATE**
Mr. Randy Hanna, Dean FSU Panama City

VI. CONSENT ITEMS

- A. Requesting Approval of the Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
- B. Requesting Approval of the Proposed repeal of University Regulation FSU-5.095 Instructional Systems Development Center
- C. Requesting Approval of the Proposed repeal of University Regulation FSU-6.006 Florida State University Imprimature
- D. Requesting Approval of the Proposal to Implement Bachelor of Science in Neuroscience
- E. Requesting Approval of the Proposal to Implement Master of Arts in East Asian Languages and Cultures
- F. Requesting Approval of the Proposal to Implement Master of Science in Systems Engineering
- G. Requesting Approval of the Proposal to Implement Master of Science in Law Enforcement Intelligence
- H. Requesting Approval of the Proposal to Explore Bachelor of Science in Financial Planning and Services
- I. Requesting Approval of the Professional Communication Degree Limited Access
- J. Requesting Approval of the Retail Merchandising and Product Development Degree Limited Access
- K. Requesting Approval of the Neuroscience Degree Limited Access
- L. Requesting Approval of the Campus Master Plan Minor Amendment

VII. NEW BUSINESS

A. University Advancement

Dr. Thomas W. Jennings, Vice President for University Advancement

B. Academic Affairs

Dr. Janet Kistner, Vice President for Faculty Development and Advancement

C. Athletics

Mr. Karl Hicks, Deputy Athletic Director for External Operation

D. Student Government Association

*Ms. Stacey Pierre, Vice President of Student Government Association
Mr. Wyatt Lewis, President of FSU Panama City Student Government Association*

E. Faculty Senate

Dr. Kris Harper, Faculty Senate Steering Committee

F. Research

Dr. Gary K. Ostrander, Vice President for Research

G. Student Affairs

Dr. Amy Hecht, Vice President for Student Affairs

ACTION ITEMS

1. Requesting Approval of FSU Regulation 3.003

H. Legislative

Ms. Kathy Mears, Chief Legislative Affairs Officer

I. Finance, Business & Audit

Mr. Kyle Clark, Vice President for Finance & Administration

J. General Counsel

Ms. Carolyn Egan, General Counsel

VIII. OPEN FORUM FOR BOARD OF TRUSTEES

Mr. Ed Burr, Chair

Action Items

- A. Election of FSU Board of Trustees Vice Chair
- B. FSU Board of Trustees Committee Assignments

IX. ADJOURNMENT

Approved


Date



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: John Thrasher
President

FROM: Ed Burr 
Chairman

DATE: January 19, 2018

SUBJECT: Items Approved by the Board of Trustees, January 19, 2018

The Florida State University Board of Trustees approved the following on January 19, 2018:

- September 22, 2017, Meeting Minutes
- The Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
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- FSU Regulation 3.003
- Election of Vice Chairman of the FSU Board of Trustees as Trustee Mark Hillis
- FSU Board of Trustees Committee Assignments

JT/lbs

216 Westcott Building, The Florida State University, P.O. Box 3061350, Tallahassee, FL 32306-1350
Telephone 850.644.1000 • Fax 850.644.3612 • www.trustees.fsu.edu

Board of Governors, State University System of Florida
 Request Form: Limited Access Status for an Academic Program
 In Accordance with BOG Regulations
 6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|----------------------------|----------------------------|---------|
| University: | Florida State University | Degree(s) offered: | BS/BA |
| Program: | Professional Communication | Six digit CIP code: | 09.0900 |

1. Will the entire program be limited access or only a specific track?

Two specific major tracks will be designated as limited access, which will ensure that programs at the Panama City campus can retain their open-access status.

2. If only one track is limited access, please specify the name of the track.

Advertising and Public Relations

3. Please specify:

The total number of new students anticipated to enroll in the program each academic year: 80 (two majors combined)

The total number of students anticipated to enroll in the program each academic year: 160 (two majors combined)

4. When do you propose to initiate limited access? (please specify the effective term and year)

Fall of 2017. Note that these major tracks have held limited access status for many years as part of the Communication degree program (CIP 09.1099) that housed all Communication programs until a recent reorganization of the Communication portion of FSU's Degree Program Inventory.

5. What is the justification for limiting access?

The number of faculty members available to teach in these areas is limited, and the intensive nature of both programs requires a great deal of hands-on instruction with students in real-world (or simulation) settings. As an example, the advanced Advertising students develop advertising campaigns and compete against each other, then against teams from around the state and nation. Student demand is high, so given the resource constraints, enrollment must be limited to reasonable numbers.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

The programs accept applications from both FTIC and transfer students annually for admission in the fall of their junior year (There are also some summer admits.) A 3.0 all-college GPA and at least 52 credits are required to apply, and students are selected

Request Form: Limited Access Status Updated February 2017

competitively on the quality of their academic achievement, application and portfolio.
Transfer and native students are treated equally throughout the admission process.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles and cite sources used to inform the discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Public Relations:

| Term Desc | Student Ethnic Group Desc | Student Id | | Student Id |
|--------------------|---------------------------|------------|-----------|------------|
| | | F | M | |
| 2016 Fall | Asian | 1 | | 1 |
| | Black/African American | 8 | | 8 |
| | Hispanic/Latino | 29 | 5 | 34 |
| | Not Specified | 3 | | 3 |
| | Two or More Races | 2 | 1 | 3 |
| | White | 78 | 4 | 82 |
| Grand Total | | 121 | 10 | 131 |

Advertising:

| Term Desc | Student Ethnic Group Desc | Student Id | | Student Id |
|--------------------|-------------------------------|------------|-----------|------------|
| | | F | M | |
| 2016 Fall | American Indian/Alaska Native | 1 | | 1 |
| | Asian | 2 | 1 | 3 |
| | Black/African American | 3 | 1 | 4 |
| | Hispanic/Latino | 25 | 6 | 31 |
| | Two or More Races | 1 | 2 | 3 |
| | White | 56 | 13 | 69 |
| Grand Total | | 88 | 23 | 111 |

As you can see, the programs are populated overwhelmingly by females, with 34% and 35% non-white students enrolled. Hispanic student enrollment is at particularly high levels. Note that because these programs were assumed to be operating with limited access since their move into a different CIP Code, these diverse admission results were achieved with the full limited-access mechanisms in place.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to

Request Form: Limited Access Status Updated February 2017

the program rather than reallocating resources from programs with low market demand.


Graduates of the programs are in high demand; in fact, Professional Communication was identified as a Board of Governors Areas of Strategic Emphasis through the Gap Analysis methodology. As stated earlier, another major within the same degree program is available to all students who are academically eligible, at FSU-Panama City.

| | |
|--|--------------------------|
| Request Initiated by: | <i>Janet M. Buchanan</i> |
| EEO Officer's Signature: | <i>Devi S. S.</i> |
| Provost's Signature: | <i>Sally McBurnie</i> |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | <i>1/19/2018</i> |

Send the completed form to: Dr. Jan M. Ignash
Vice Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President John Thrasher
FROM: Provost Sally McRorie 
DATE: December 13, 2017
SUBJECT: Professional Communication Degree Limited Access (for two majors)

Request for Approval

As a result of a C.I.P. Code analysis and restructuring of the degree program inventory in Communication, the Professional Communication degree is shared between the FSU-Panama City campus and the Tallahassee campus. Specifically, the Professional Communication major resides at FSU-Panama City and has enough faculty to meet the student enrollment demand. The Advertising and Public Relations majors serve main-campus students and do not have the faculty resources to meet the high level of student demand on the Tallahassee campus, especially given the hands-on instruction required for activities like the advertising competitions. Thus, this request for Limited Access status applies only to the Advertising and Public Relations majors within the Professional Communication degree.

If approved, access will be limited by allowing admission only to those who have achieved an overall GPA of 3.0. Faculty will ensure that the program enrolls a diverse population of students through targeted recruiting efforts.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final review and approval.



**FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES MEETING**

**THURSDAY, JANUARY 18, 2018
12:30 PM CST**

FLORIDA STATE UNIVERSITY PANAMA CITY
4750 COLLEGIATE DRIVE
PANAMA CITY, FLORIDA

A G E N D A

REVISED 1/12/2018

The Agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. CALL TO ORDER AND WELCOME**
Mr. Ed Burr, Chair
- II. APPROVAL OF MINUTES (ACTION)**
 - September 22, 2017, Meeting
- III. PUBLIC COMMENTS**
- IV. PRESIDENT'S REPORT**
Mr. John Thrasher, President
- V. FSU PANAMA CITY UPDATE**
Mr. Randy Hanna, Dean FSU Panama City

VI. CONSENT ITEMS

- A. Requesting Approval of the Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
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A. University Advancement

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B. Academic Affairs

Dr. Janet Kistner, Vice President for Faculty Development and Advancement

C. Athletics

Mr. Karl Hicks, Deputy Athletic Director for External Operation

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Ms. Stacey Pierre, Vice President of Student Government Association

Mr. Wyatt Lewis, President of FSU Panama City Student Government Association

E. Faculty Senate

Dr. Kris Harper, Faculty Senate Steering Committee

F. Research

Dr. Gary K. Ostrander, Vice President for Research

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Dr. Amy Hecht, Vice President for Student Affairs

ACTION ITEMS

1. Requesting Approval of FSU Regulation 3.003

H. Legislative

Ms. Kathy Mears, Chief Legislative Affairs Officer

I. Finance, Business & Audit

Mr. Kyle Clark, Vice President for Finance & Administration

J. General Counsel

Ms. Carolyn Egan, General Counsel

VIII. OPEN FORUM FOR BOARD OF TRUSTEES

Mr. Ed Burr, Chair

Action Items

- A. Election of FSU Board of Trustees Vice Chair
- B. FSU Board of Trustees Committee Assignments

IX. ADJOURNMENT

Approved


Date



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: John Thrasher
President

FROM: Ed Burr 
Chairman

DATE: January 19, 2018

SUBJECT: Items Approved by the Board of Trustees, January 19, 2018

The Florida State University Board of Trustees approved the following on January 19, 2018:

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JT/lbs

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Telephone 850.644.1000 • Fax 850.644.3612 • www.trustees.fsu.edu

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Student Affairs Committee

March 28, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Retail Merchandising and Product Development at Florida State University, CIP Code 19.0901

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the B.S. in Retail Merchandising and Product Development at Florida State University, CIP Code 19.0901.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Retail Merchandising and Product Development. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the number of qualified applicants continuing to increase, the experiential nature of the program, and a desire to slowly grow the program in order to ensure student success. Additionally, limited access status will align this program with the other limited access programs in the Jim Moran School of Entrepreneurship. Therefore, limited access is requested to ensure that enough resources are available to provide students with an excellent education. Florida College System transfer students will not be disadvantaged by the screening process.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2018.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
Request Form: Limited Access Status for an Academic Program
In Accordance with BOG Regulations
6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|--|----------------------------|---------|
| University: | Florida State University | Degree(s) offered: | BS |
| Program: | Retail Merchandising and Product Development | Six digit CIP code: | 19.0901 |

1. Will the entire program be limited access or only a specific track?

The new major entitled “Retail Entrepreneurship,” will be limited access to align with the limited access for the rest of the Jim Moran School of Entrepreneurship. The existing Retail, Merchandising, and Product Development (RMPD) major will not be switched to limited access. It will remain as it has been, without limited access. Enrollments to the existing RMPD program will be suspended beginning fall 2018 when the new major, Retail Entrepreneurship begins. However, if new majors are developed under the degree in the future, we request that they also be granted limited access authority.

2. If only one track is limited access, please specify the name of the track

Retail Entrepreneurship

3. Please specify:

The total number of new students anticipated to enroll in the program each academic year
90-100

The total number of students anticipated to enroll in the program each academic year
150-200

4. When do you propose to initiate limited access? (please specify the effective term and year)

The degree will move from the College of Human Sciences to the Jim Moran School of Entrepreneurship with a name change in the fall of 2018. We request that limited access for the Retail Entrepreneurship major be effective in Academic Year 2018-19, when the revised program opens for enrollment. We will be revamping the curriculum and focus to be more business-oriented.

5. What is the justification for limiting access?

We are requesting limited access due to the limited resources available, the experiential aspect of the program, and the thought that slowly expanding will help us grow the best program possible. We need time to develop and work out all the new courses we are developing for the new retail entrepreneurship program,

making sure the right faculty are teaching the appropriate number of students in each class. See addendum for more detail.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

Students will be required to achieve a minimum GPA of a 2.7, and have completed a minimum of 52 credit hours. (They will also need to complete five prerequisites with a "C" or better.)

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles and cite sources used to inform the discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

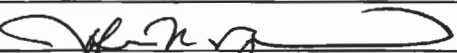
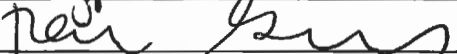
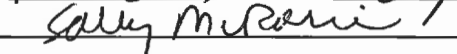
8.

| Unit | Male | Female | American Indian/Native Alaskan | Asian/Pacific Islander | Black | Hispanic | Non-Resident Alien | Not Reported | White | Total |
|--|------|--------|--------------------------------|------------------------|-------|----------|--------------------|--------------|-------|-------|
| Retail Merchandising and Product Development | 32 | 419 | 2 | 5 | 42 | 105 | 5 | 21 | 271 | 451 |

In order to promote diversity, we will make sure to speak at all orientation sessions about this new degree program in the JM School of Entrepreneurship. We have a website that highlights the diversity of our current students. We work with the University to make sure information about the school and the application process are well-published and advertised in a variety of outlets. In addition, the department faculty and staff will ensure diversity and inclusion within this new program by leveraging existing University recruitment initiatives. Contacts will be made with appropriate administrators at historically black universities. The retail merchandising faculty will network with the diverse FSU student population and seek potential enrollees of similar backgrounds. Communication will also occur through select mailing lists/list serves that serve the targeted student group(s).

9. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Due to increased national and state conversations about the Jim Moran School of Entrepreneurship, the demand for retail entrepreneurship graduates will grow very quickly because they focused on solving business and social problems within the retail industry. We need limited access as we build out the School, taking time to make sure that our courses and faculty are at the most rigorous and appropriate level of design and innovation.

| | |
|---|--|
| Request Initiated by: |  |
| EEO Officer's Signature: |  |
| Provost's Signature: |  |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | 1/19/2018 |

Send the completed form to: Dr. Jan M. Ignash
Vice Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

**Limited Access Request Addendum
Regarding Retail Merchandising and Product Development (C.I.P. 19.0901)**

Limited resources for the Retail Merchandising and Product Development (RMPD) degree program include a limited number of faculty, a limited number of specialized pieces of equipment in the textile and merchandising labs, and a limited number of fiscal resources. There are currently over 400 majors and only 9 faculty members teaching the 60 hours of required and elective course work. Of those faculty, five are tenure-track, and thus are very involved with research and grant-writing and have more limited teaching responsibilities than full-time teaching faculty. These research faculty bring tremendous recognition to the program through their success in obtaining grants and juried publications. One specialized faculty member also serves as the Director of the Retail Center. She spends a great deal of time helping students prepare for competitive national case competitions for scholarship money and thus has a lower teaching assignment.

In addition, we must strive to keep class sizes small, and this necessitates that faculty teach more sections of each course. For example, students are required to take an advanced textile course in a specialized lab with expensive, and very important, equipment that support classes of only 19 students at a time. This textile lab course, with its equipment, offers the students a unique and very important experience in understanding quality textile analytics that is not offered elsewhere in Florida. The other laboratory class that all majors are required to take is visual merchandising. This lab has been funded with an endowment from the Macy's Corporation and is also vital for students' deep understanding of and experience in retail merchandising. This lab has a lecture component in the Office Depot Computer lab and a hands-on practicum in the Macy's lab. The hands-on lab is also limited to 19 students in each class, yet the experience is unique and allows majors time to learn both the art and science of retail merchandising.

Finally, the RMPD program has limited resources to hire more faculty to teach additional sections of courses and particularly laboratory classes. With your approval of limited access, the current faculty will be able to offer students the best learning experience possible.


Susan S. Fiorito

Jim Moran Professor and
Director of the Jim Moran School of Entrepreneurship
Florida State University
Sfiorito@fsu.edu
850-644-7856



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President John Thrasher

FROM: Provost Sally McRorie 

DATE: December 13, 2017

SUBJECT: Retail Merchandising and Product Development Degree Limited Access (for one major)

Request for Approval

The Retail, Merchandising, and Product Development degree will move to the Jim Moran School of Entrepreneurship in the fall of 2018 and will be re-named "Retail Entrepreneurship." A major of the same name (Retail Entrepreneurship) is being developed, and the faculty director has requested that this major be granted Limited Access status, effective Fall Term, 2018. Thus, although this is an existing degree program, no student admitted prior to Fall 2018 will be affected by the new Limited Access status. Limited Access is being requested on the basis of limited resources, the experiential aspect of the program, and the strategy to grow the new major slowly to ensure that students experience a quality curriculum.

If approved, access will be limited by allowing admission only to those who have completed the necessary prerequisites with a grade of "C" or higher and who have an overall GPA of 2.7. Faculty will ensure that the program enrolls a diverse population of students through targeted recruiting efforts.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final review and approval.



**FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES MEETING**

THURSDAY, JANUARY 18, 2018

12:30 PM CST

FLORIDA STATE UNIVERSITY PANAMA CITY
4750 COLLEGIATE DRIVE
PANAMA CITY, FLORIDA

A G E N D A

REVISED 1/12/2018

The Agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

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1. Requesting Approval of FSU Regulation 3.003

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Ms. Kathy Mears, Chief Legislative Affairs Officer

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J. General Counsel

Ms. Carolyn Egan, General Counsel

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Mr. Ed Burr, Chair

Action Items

- A. Election of FSU Board of Trustees Vice Chair
- B. FSU Board of Trustees Committee Assignments

IX. ADJOURNMENT


Approved _____ Date _____



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: John Thrasher
President

FROM: Ed Burr 
Chairman

DATE: January 19, 2018

SUBJECT: Items Approved by the Board of Trustees, January 19, 2018

The Florida State University Board of Trustees approved the following on January 19, 2018:

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Board of Governors, State University System of Florida
Request Form: Limited Access Status for an Academic Program
In Accordance with BOG Regulations
6.001 – General Admissions and 8.013 - Limited Access

| | | | |
|--------------------|--|----------------------------|---------|
| University: | Florida State University | Degree(s) offered: | BS |
| Program: | Retail Merchandising and Product Development | Six digit CIP code: | 19.0901 |

1. Will the entire program be limited access or only a specific track?

The new major entitled “Retail Entrepreneurship,” will be limited access to align with the limited access for the rest of the Jim Moran School of Entrepreneurship. The existing Retail, Merchandising, and Product Development (RMPD) major will not be switched to limited access. It will remain as it has been, without limited access. Enrollments to the existing RMPD program will be suspended beginning fall 2018 when the new major, Retail Entrepreneurship begins. However, if new majors are developed under the degree in the future, we request that they also be granted limited access authority.

2. If only one track is limited access, please specify the name of the track
Retail Entrepreneurship

3. Please specify:

The total number of new students anticipated to enroll in the program each academic year
90-100

The total number of students anticipated to enroll in the program each academic year
150-200

4. When do you propose to initiate limited access? (please specify the effective term and year)

The degree will move from the College of Human Sciences to the Jim Moran School of Entrepreneurship with a name change in the fall of 2018. We request that limited access for the Retail Entrepreneurship major be effective in Academic Year 2018-19, when the revised program opens for enrollment. We will be revamping the curriculum and focus to be more business-oriented.

5. What is the justification for limiting access?

We are requesting limited access due to the limited resources available, the experiential aspect of the program, and the thought that slowly expanding will help us grow the best program possible. We need time to develop and work out all the new courses we are developing for the new retail entrepreneurship program,

making sure the right faculty are teaching the appropriate number of students in each class.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

Students will be required to achieve a minimum GPA of a 2.7, and have completed a minimum of 52 credit hours. (They will also need to complete five prerequisites with a "C" or better.)

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles and cite sources used to inform the discussion. What strategies, should they be necessary, will be used to promote diversity in the program?



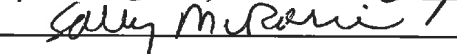
8.

| Unit | Male | Female | American Indian/Native Alaskan | Asian/Pacific Islander | Black | Hispanic | Non-Resident Alien | Not Reported | White | Total |
|--|------|--------|--------------------------------|------------------------|-------|----------|--------------------|--------------|-------|-------|
| Retail Merchandising and Product Development | 32 | 419 | 2 | 5 | 42 | 105 | 5 | 21 | 271 | 451 |

In order to promote diversity, we will make sure to speak at all orientation sessions about this new degree program in the JM School of Entrepreneurship. We have a website that highlights the diversity of our current students. We work with the University to make sure information about the school and the application process are well-published and advertised in a variety of outlets. In addition, the department faculty and staff will ensure diversity and inclusion within this new program by leveraging existing University recruitment initiatives. Contacts will be made with appropriate administrators at historically black universities. The retail merchandising faculty will network with the diverse FSU student population and seek potential enrollees of similar backgrounds. Communication will also occur through select mailing lists/list serves that serve the targeted student group(s).

9. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Due to increased national and state conversations about the Jim Moran School of Entrepreneurship, the demand for retail entrepreneurship graduates will grow very quickly because they focused on solving business and social problems within the retail industry. We need limited access as we build out the School, taking time to make sure that our courses and faculty are at the most rigorous and appropriate level of design and innovation.


| | |
|---|--|
| Request Initiated by: |  |
| EEO Officer's Signature: |  |
| Provost's Signature: |  |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | 1/19/2018 |

Send the completed form to: Dr. Jan M. Ignash
 Vice Chancellor of Academic and Student Affairs
 Board of Governors
 State University System of Florida
 325 West Gaines Street, Suite 1614
 Tallahassee, Florida 32399-1950



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President John Thrasher

FROM: Provost Sally McRorie 

DATE: December 13, 2017

SUBJECT: Retail Merchandising and Product Development Degree Limited Access (for one major)

Request for Approval

The Retail, Merchandising, and Product Development degree will move to the Jim Moran School of Entrepreneurship in the fall of 2018 and will be re-named "Retail Entrepreneurship." A major of the same name (Retail Entrepreneurship) is being developed, and the faculty director has requested that this major be granted Limited Access status, effective Fall Term, 2018. Thus, although this is an existing degree program, no student admitted prior to Fall 2018 will be affected by the new Limited Access status. Limited Access is being requested on the basis of limited resources, the experiential aspect of the program, and the strategy to grow the new major slowly to ensure that students experience a quality curriculum.

If approved, access will be limited by allowing admission only to those who have completed the necessary prerequisites with a grade of "C" or higher and who have an overall GPA of 2.7. Faculty will ensure that the program enrolls a diverse population of students through targeted recruiting efforts.

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final review and approval.



**FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES MEETING**

THURSDAY, JANUARY 18, 2018

12:30 PM CST

FLORIDA STATE UNIVERSITY PANAMA CITY
4750 COLLEGIATE DRIVE
PANAMA CITY, FLORIDA

A G E N D A

REVISED 1/12/2018

The Agenda will be followed in subsequent order and items may be heard earlier than the scheduled time.

- I. CALL TO ORDER AND WELCOME**
Mr. Ed Burr, Chair
- II. APPROVAL OF MINUTES (ACTION)**
 - September 22, 2017, Meeting
- III. PUBLIC COMMENTS**
- IV. PRESIDENT'S REPORT**
Mr. John Thrasher, President
- V. FSU PANAMA CITY UPDATE**
Mr. Randy Hanna, Dean FSU Panama City

VI. CONSENT ITEMS

- A. Requesting Approval of the Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
- B. Requesting Approval of the Proposed repeal of University Regulation FSU-5.095 Instructional Systems Development Center
- C. Requesting Approval of the Proposed repeal of University Regulation FSU-6.006 Florida State University Imprimature
- D. Requesting Approval of the Proposal to Implement Bachelor of Science in Neuroscience
- E. Requesting Approval of the Proposal to Implement Master of Arts in East Asian Languages and Cultures
- F. Requesting Approval of the Proposal to Implement Master of Science in Systems Engineering
- G. Requesting Approval of the Proposal to Implement Master of Science in Law Enforcement Intelligence
- H. Requesting Approval of the Proposal to Explore Bachelor of Science in Financial Planning and Services
- I. Requesting Approval of the Professional Communication Degree Limited Access
- J. Requesting Approval of the Retail Merchandising and Product Development Degree Limited Access
- K. Requesting Approval of the Neuroscience Degree Limited Access
- L. Requesting Approval of the Campus Master Plan Minor Amendment

VII. NEW BUSINESS

- A. **University Advancement**
Dr. Thomas W. Jennings, Vice President for University Advancement
- B. **Academic Affairs**
Dr. Janet Kistner, Vice President for Faculty Development and Advancement
- C. **Athletics**
Mr. Karl Hicks, Deputy Athletic Director for External Operation
- D. **Student Government Association**
Ms. Stacey Pierre, Vice President of Student Government Association
Mr. Wiatt Lewis, President of FSU Panama City Student Government Association
- E. **Faculty Senate**
Dr. Kris Harper, Faculty Senate Steering Committee
- F. **Research**
Dr. Gary K. Ostrander, Vice President for Research

G. Student Affairs

Dr. Amy Hecht, Vice President for Student Affairs

ACTION ITEMS

1. Requesting Approval of FSU Regulation 3.003

H. Legislative

Ms. Kathy Mears, Chief Legislative Affairs Officer

I. Finance, Business & Audit

Mr. Kyle Clark, Vice President for Finance & Administration

J. General Counsel

Ms. Carolyn Egan, General Counsel

VIII. OPEN FORUM FOR BOARD OF TRUSTEES

Mr. Ed Burr, Chair

Action Items

- A. Election of FSU Board of Trustees Vice Chair
- B. FSU Board of Trustees Committee Assignments

IX. ADJOURNMENT


Approved _____ Date _____



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: John Thrasher
President

FROM: Ed Burr 
Chairman

DATE: January 19, 2018

SUBJECT: Items Approved by the Board of Trustees, January 19, 2018

The Florida State University Board of Trustees approved the following on January 19, 2018:

- September 22, 2017, Meeting Minutes
- The Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
- The Proposed repeal of University Regulation FSU-5.095 Instructional Systems Development Center
- The Proposed repeal of University Regulation FSU-6.006 Florida State University Imprimature
- The Proposal to Implement Bachelor of Science in Neuroscience
- The Proposal to Implement Master of Arts in East Asian Languages and Cultures
- The Proposal to Implement Master of Science in Systems Engineering
- The Proposal to Implement Master of Science in Law Enforcement Intelligence
- The Proposal to Explore Bachelor of Science in Financial Planning and Services
- The Professional Communication Degree Limited Access
- **The Retail Merchandising and Product Development Degree Limited Access**
- The Neuroscience Degree Limited Access
- The Campus Master Plan Minor Amendment
- FSU Regulation 3.003
- Election of Vice Chairman of the FSU Board of Trustees as Trustee Mark Hillis
- FSU Board of Trustees Committee Assignments

JT/lbs

216 Westcott Building, The Florida State University, P.O. Box 3061350, Tallahassee, FL 32306-1350
Telephone 850.644.1000 • Fax 850.644.3612 • www.trustees.fsu.edu

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Student Affairs Committee

March 28, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Neuroscience at Florida State University, CIP Code 26.1501

PROPOSED COMMITTEE ACTION

Consider approval of limited access status for the B.S. in Neuroscience at Florida State University, CIP Code 26.1501.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Neuroscience. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement for higher academic achievement in order to be successful in the program. By establishing a minimum GPA of 2.8 over all courses attempted, with all pre-requisite coursework completed with a grade of C or higher in order to enter the program, students should be able to successfully complete the upper-division coursework. All pre-requisite coursework is offered through the Florida College System and transfer students will not be disadvantaged by the screening process. Additionally, students enrolling in the program are expected to pursue a graduate or professional degree program where undergraduate GPA is a primary consideration for admission. For neuroscience-related careers, an undergraduate GPA above 3.0 is needed to be competitive for admission to an advanced degree.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2018.

Supporting Documentation Included: Limited Access Request Form

Facilitators/Presenters: Governor Norman Tripp



FLORIDA STATE UNIVERSITY
OFFICE OF THE PROVOST

TO: President John Thrasher
FROM: Provost Sally McRorie *Sally McRorie*
DATE: December 13, 2017
SUBJECT: Neuroscience Degree Limited Access

Request for Approval

To promote student success and retention in the new undergraduate degree in Neuroscience, the faculty director, with the support of the academic departments (Psychology and Biological Science) and the College of Arts & Sciences, has requested that the program be granted Limited Access status, effective Fall Term, 2018. Neuroscience is a rigorous multi-disciplinary STEM degree that requires extensive prerequisite coursework in math and the sciences. In addition, most graduates from the bachelor's program will apply to graduate school, and undergraduate grade point average is a strong determinant of success in graduate admission.

Thus, access will be limited by allowing admission only to those who have completed the necessary prerequisites with a grade of "C" or higher and who have an overall GPA of 2.8. An identical limited-access policy has been in effect for ten years in the Department of Psychology without impacting its efforts to recruit and retain qualified minority students. (From 2012 to 2015, approximately 8% of Psychology graduates were African-American and 20% were Hispanic, compared to overall graduation rates of 9% and 14%, respectively.)

Following Board of Trustees approval, notice of this action will be forwarded to the Board of Governors for their final review and approval.


212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone 850.644.1816, Fax 850.644.0172 • <http://provost.fsu.edu/>



THE FLORIDA STATE UNIVERSITY
BOARD OF TRUSTEES

MEMORANDUM

TO: John Thrasher
President

FROM: Ed Burr 
Chairman

DATE: January 19, 2018

SUBJECT: Items Approved by the Board of Trustees, January 19, 2018

The Florida State University Board of Trustees approved the following on January 19, 2018:

- September 22, 2017, Meeting Minutes
- The Proposed new University Regulation FSU-5.099 Development, Approval, Termination, and Suspension of Degree Programs
- The Proposed repeal of University Regulation FSU-5.095 Instructional Systems Development Center
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- The Proposal to Implement Master of Science in Law Enforcement Intelligence
- The Proposal to Explore Bachelor of Science in Financial Planning and Services
- The Professional Communication Degree Limited Access
- The Retail Merchandising and Product Development Degree Limited Access
- **The Neuroscience Degree Limited Access**
- The Campus Master Plan Minor Amendment
- FSU Regulation 3.003
- Election of Vice Chairman of the FSU Board of Trustees as Trustee Mark Hillis
- FSU Board of Trustees Committee Assignments

JT/lbs

216 Westcott Building, The Florida State University, P.O. Box 3061350, Tallahassee, FL 32306-1350
Telephone 850.644.1000 • Fax 850.644.3612 • www.trustees.fsu.edu

Board of Governors, State University System of Florida
Request Form: Limited Access Status for an Academic Program
In Accordance with BOG Regulations
6.001 – General Admissions and 8.013 – Limited Access

| | | | |
|--------------------|--------------------------|----------------------------|---------|
| University: | Florida State University | Degree(s) offered: | B.S. |
| Program: | Neuroscience | Six digit CIP code: | 26.1501 |

1. Will the entire program be limited access or only a specific track?

The entire program will be limited access.

2. If only one track is limited access, please specify the name of the track

3. Please specify:

The total number of new students anticipated to enroll in the program each academic year.

A total number of 90-100 new students (FTIC and FCS transfers) are anticipated to enroll each year.

The total number of students anticipated to enroll in the program each academic year.

This is a new degree program. Annual enrollment is anticipated to be 97 students in Year 1, 122 in Year 2, 60 in Year 3, 102 in Year 4, and 69 in Year 5.

4. When do you propose to initiate limited access? (please specify the effective term and year)

In Year 1, Academic Year 2018-19, when the program opens for enrollment.

5. What is the justification for limiting access?

The justification is two-fold.

Firstly, the proposed degree (B.S. in Neuroscience) is a rigorous multi-disciplinary STEM degree that requires prerequisite coursework in Biology, Psychology, Chemistry, Physics, Mathematics, and Statistics. To be successful in the upper-division Neuroscience coursework – where the structure and function of the brain will be covered in significant detail – students must demonstrate a reasonable mastery of the topics covered in the prerequisite material. By establishing a minimum GPA to enter the program, we certify that students will be able to successfully complete the upper-division coursework.

Secondly, we expect most students enrolling in the program to eventually apply to graduate or professional degree programs, where undergraduate GPA is a primary

consideration for admission. For Neuroscience-related careers, an undergraduate GPA above 3.0 is needed to be competitive for admission to a graduate or professional degree program. By establishing a minimum GPA to enter the program, we certify that students will have the opportunity to earn a competitive GPA for admission to a graduate or professional degree program of their choosing.

6. By what means will access be limited? Please provide a description of the program's admissions requirements and procedures. Additionally, please indicate how these requirements and procedures ensure equal access for Florida College System Associate of Arts degree graduates in competing for available space in the program.

Certification and progression to upper-division status will require a minimum GPA of 2.8 over all courses attempted, with all prerequisite coursework completed with a grade of C or higher. These minimum standards will not disadvantage Florida College System (FCS) transfers – all prerequisite coursework is available in the FCS and both populations of students (FSU and FCS) will be held to the same minimum standard for certification and progression to upper-division status.

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles and cite sources used to inform the discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Because the program has not yet opened for enrollment, data on current race and gender profiles are not available. However, an identical limited-access policy (2.8 GPA minimum) has been in place in the FSU Psychology Department for the last 10 years without a negative impact on race and gender profiles. For example, averaging Florida SUS data across a recent 4-year period (2012-2015), 77% of undergraduate students receiving degrees from the FSU Psychology Department were female. This percentage compares favorably against the average percentage of female students receiving degrees from FSU across the same 4-year period (56%).


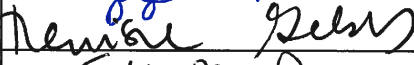
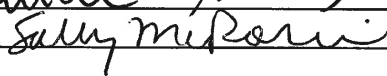
Averaging across the same 2012-2015 period, 8% and 20% of graduates the FSU Psychology Department were Black and Hispanic, respectively. These graduation percentages align with the overall percentage of Black and Hispanic students receiving degrees from FSU during 2012-2015 (9% and 14%, respectively). Thus, the limited-access policy used by the Department of Psychology, which is identical to that proposed for the new program, results in graduation rates that generally match overall FSU graduation rates for Black and Hispanic students.

However, to foster participation by underrepresented students, the proposed program will apply for federal funding to support for undergraduate students who are underrepresented in the biomedical sciences (National Institutes of Health MARC-USTAR T34). Efforts to achieve a diverse student body will also include campus outreach to several FSU RSOs – for example, the Hispanic/Latino Student Union, the Oscar Arias Sanchez Hispanic Honor Society, Puerto Rican Student Association, the Black Student Union, the W.E.B. Du Bois Honor Society, Dream, and the Black Law Students Association, College Student Division. NUSA, the RSO for Neuroscience at FSU, already has an established, diverse membership and NUSA officers state that they are eager to assist in outreach to other RSOs on campus.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The multi-disciplinary breadth of the proposed Neuroscience degree will prepare students for a wide variety of STEM-related careers as technicians, researchers, educators, or health and human-centered professionals. While understanding human brain function (in health and disease) has long been of central importance to physicians, psychologists, researchers, and educators, the knowledge accruing from this effort is beginning to impact bioethics, computer science, and biomedical engineering. Importantly, brain science is also playing a new and emerging role in traditionally non-STEM professions such as law and economics.

Due to this breadth of market demand, some of which is only just beginning to emerge, graduates of the program will be in high demand in some or all areas of the Neuroscience-related marketplace. However, the request to limit access to the program is not due to a lack of adequate resources. The Neuroscience-related marketplace is highly skilled and competitive. The minimum 2.8 GPA to progress to upper-division status is meant to certify that students will be able to complete the degree requirements successfully, and have the opportunity to earn a competitive GPA for admission to a graduate or professional degree program of their choosing.

| | |
|---|--|
| Request Initiated by: |  |
| EEO Officer's Signature: |  |
| Provost's Signature: |  |
| University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form) | Jan. 19, 2018 |

Send the completed form to: Dr. Jan M. Ignash
Vice Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Student Affairs Committee

March 28, 2018

SUBJECT: Ph.D. in Engineering Science at the University of South Florida - Tampa,
CIP Code 14.0101

PROPOSED COMMITTEE ACTION

Consider termination of the Doctor of Philosophy (Ph.D.) in Engineering Science at the University of South Florida - Tampa, CIP Code 14.0101

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.012

BACKGROUND INFORMATION

The University of South Florida (USF)- Tampa is proposing terminate the Ph.D. in Engineering Science due to low enrollments. The University offers several other engineering programs and current faculty will continue to teach courses in these programs. Students currently enrolled in the program will be allowed to remain in it until they graduate.

The USF Board of Trustees approved the termination of the program on December 14, 2017. If approved by the Board of Governors, the program termination will be effective Summer 2018, with a phase-out term of Spring 2021.

Supporting Documentation Included: Termination Form

Facilitators/Presenters: Governor Norman Tripp

Revised 12/2016

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

UNIVERSITY: University of South FloridaPROGRAM NAME: PhD in Engineering Science

DEGREE LEVEL(S): PhD CIP CODE: 14.0101
 (B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2018
 (First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2021
 (First term when no student data will be reported for this program)

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

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

The request to terminate the PhD in Engineering Science (14.0101) is based on low enrollment; there will also be no cost savings by terminating the program as the faculty are teaching courses that are utilized for other programs and have to be taught anyway.

Revised 12/2016

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

USF-Tampa with no impact on enrollment, enrollment planning, and/or the reallocation of resources.

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

Any current students will be allowed to remain in the current degree program until they graduate. Faculty are not affected.

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

N/A

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

There will be minimal impact due to the already low enrollment.

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

N/A

Sanjukta Bhanja

Signature of Requestor/Initiator

Revised 12/2016

10/13/17

Date

Jose Hernandez

Signature of Campus EO Officer

10-13-17

Date

Robert H. Bishop

Digitally signed by Robert H.
Bishop
Date: 2017.10.16 10:27:31 -04'00'

Signature of College Dean

[Signature]

Date

Signature of President or Vice President for
Academic Affairs

12/13/17

Date

December 14, 2017

Date Approved by the
Board of Trustees

Date

[Signature]

Signature of the Chair of the
Board of Trustees

12/14/17

Date

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: Florida State University Update on Student Life Activities

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The President of Florida State University will provide an update on key student life activities since the Committee's January 2018 meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. John Thrasher

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: State University System Math Reform

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Joe Glover, Provost at the University of Florida, will provide information on the State University System math reform effort.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Joe Glover

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: State University System Council of Academic Vice Presidents (CAVP)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Gary Perry, Chair of the State University System Council of Academic Vice Presidents (CAVP), will provide an update on current CAVP activities and issues.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Gary Perry

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: Update from the State University System Council for Student Affairs (CSA)

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Corey King, Chair of the State University System Council for Student Affairs (CSA), will provide an update on recent activities of the CSA.

| | |
|---|------|
| Supporting Documentation Included: | None |
|---|------|

| | |
|---------------------------------|----------------|
| Facilitators/Presenters: | Dr. Corey King |
|---------------------------------|----------------|

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
March 28, 2018**

SUBJECT: Update on Activities of the Florida Student Association

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Kishane Patel, Chair of the Florida Student Association, will update the Committee on recent Association activities.

Supporting Documentation Included: None

Facilitators / Presenters: Governor Kishane Patel



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Academic and Research Excellence Committee

Ballroom, 3rd Floor West Building

Student Union Complex

University of North Florida

1 UNF Drive

Jacksonville, Florida 32224

March 28, 2018

2:00 p.m. – 3:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Alan Levine; Vice Chair: Mr. Norman Tripp

Members: Jordan, Link, J. Patel, Zachariah

- 1. Call to Order and Opening Remarks** **Governor Alan Levine**

- 2. Minutes of Task Force Meeting** **Governor Levine**
Minutes, March 29, 2017

- 3. Committee Two-Year Work Plan** **Dr. Jan Ignash**
*Vice Chancellor for
Academic and Student Affairs*

- 4. State University System Research Dashboard Update** **Dr. Ignash**
SUS Vice Presidents for Research

- 5. Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Committee on Research and Academic Excellence
March 28, 2018**

SUBJECT: Minutes of the Meeting of the Task Force on University Research held on
March 29, 2017

PROPOSED TASK FORCE ACTION

Consider approval of the minutes of the Task Force on University Research's March 29, 2017 meeting

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Committee on Research and Academic Excellence will consider for approval the minutes of the March 29, 2017 meeting of its predecessor, the Task Force on University Research, held at Florida Agricultural and Mechanical University.

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| Supporting Documentation Included: | Minutes: Task Force on University Research's March 29, 2017 meeting |
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| Facilitators/Presenters: | Governor Alan Levine |
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
TASK FORCE ON UNIVERSITY RESEARCH
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA
March 29, 2017

*Video or audio archives of the meetings of the Board of Governors
and its committees are accessible at <http://www.flbog.edu/>.*

1. Call to Order and Opening Remarks

Governor Doyle (by telephone) convened the meeting of the State University System Task Force on University Research at 3:10 p.m. Governor Valverde (by telephone) was present and a quorum was established.

2. Approval of September 22, 2016 Minutes

Governor Doyle asked for a motion to approve the minutes of the Task Force's September 22, 2016 meeting. A motion was made by Governor Valverde, seconded by Governor Doyle, and the motion carried unanimously.

3. Public Notice of Intent to Establish Board of Governors Regulation 10.002
Sponsored Research; Review of Sponsored Research Certification Form

Chair Doyle indicated that the next item to come before the Task Force was to consider for approval Public Notice of Intent to establish Board of Governors Regulation 10.002 Sponsored Research, and to review for information an associated Sponsored Research Certification Form. He said that under the "Guidance and Oversight Function" of the *State University System of Florida Board of Governors Operational Audit, Report No. 2017-048 (November 2016)* a finding was that the Board of Governors needed to enhance regulations to help the State University System (SUS) certify that reasonable control and monitoring systems were in place for research activities to comply with applicable laws and the mission and long-term plans of each SUS institution. Governor Doyle indicated that, as a result, a workgroup comprised of Board Staff, SUS vice presidents for research, and SUS general counsels met and drafted Board of Governors Regulation 10.002 Sponsored Research. He said that if Notice of Intent to Establish Regulation 10.002 was approved by the Task Force, it would be forwarded to the full Board of Governors for consideration. Chair Doyle then requested that Board General Counsel

Vikki Shirley explain the draft regulation as well as the accompanying Sponsored Research Certification Form to be reviewed for informational purposes.

General Counsel Shirley said that university sponsored research, especially federally funded research, is heavily regulated. She said that the Auditor General's recommendation was that the Board of Governors needed to ensure that the universities had an adequate number of policies and internal controls in place relative to research. Ms. Shirley indicated that a workgroup comprised of vice presidents for research and SUS general counsels worked to develop Regulation 10.002 Sponsored Research and an annual Sponsored Research Certification Form similar to the one used to certify to the accuracy and integrity of the universities' performance funding data.

General Counsel Shirley said that the Regulation requires each university to annually certify that it has in place policies and internal controls that address but are not limited to solicitation and acceptance of research grants and research donations, the collection of fees and research donations in the context of university sponsored research, and the appropriate use of research funds. Ms. Shirley indicated that, in addition, the Regulation would require that SUS institutions comply with applicable state and federal laws and regulations. She noted, further, that the Certification Form is to be signed by the most senior officer responsible for research at the university as designated by the president, and that the Form will be reported to the university's board of trustees. General Counsel Shirley said, finally, that the Regulation requires the Certification Form to be annually submitted to the Board of Governors for review.

Following General Counsel Shirley's explanation, and absent questions or further discussion, Governor Doyle asked for a motion to approve Public Notice of Intent to Establish Board of Governors Regulation 10.002 Sponsored Research. A motion was made by Governor Valverde, seconded by Governor Doyle, and the motion carried unanimously.

4. State University System Research Return on Investment

Governor Doyle indicated that the next item to come before the Task Force was a presentation on the magnitude of research in the SUS particularly from the perspective of its immediate and longer-term downstream impact. He said it was imperative that the Board foster research that boosted Florida's economy, created jobs, started new companies, and solved problems critical to Florida's citizens. He then asked Dr. Gary Ostrander, Vice President for Research at Florida State University, to make a brief presentation.

Dr. Ostrander began by saying that research is a major component of every university's mission and that without research, universities would be unable to fulfill their function

as engines of economic development. He reminded the Task Force that SUS institutions span five different Basic Carnegie Classification categories and that it was important to understand that all SUS institutions, irrespective of category, conduct research with varying levels of magnitude. He noted that since the last Carnegie Classification in 2012 Florida Agricultural and Mechanical University and Florida International University both increased by one level.

Vice President Ostrander then provided the Task Force with a national perspective regarding university research. He said that public investments in R&D have enhanced private sector productivity by means of a downstream impact that has resulted, for example, in computers, the Internet, laser technology, and batteries that power electronic components of all types. As a specific example, he pointed to the technology transfer associated with Silicon Valley anchored by Stanford University and other surrounding universities. He noted that according to the Association of University Technology Managers, in 2015 approximately 16,000 new U.S. patent applications were filed, 6,680 patents were issued, 1,012 new companies were formed, and 879 new products made it from U.S. universities to the marketplace.

Dr. Ostrander noted that the Board of Governors commissioned a report by the University of Florida (UF) Institute of Food and Agricultural Sciences Food and Resource Economics Department, and the Florida State University (FSU) Center for Economic Forecasting and Analysis in order to quantify the economic impact of the SUS as a whole. According to the report, the SUS was responsible for over 66,000 jobs, including more than 19,000 faculty and instructors, the majority of whom are actively engaged in research. In addition, the report indicated that increased earnings by SUS graduates over high school graduates over a 30 year period equaled nearly \$30 billion. Dr. Ostrander said that the report demonstrated that the SUS had an employment impact of 7% of the total state workforce in 2014, and that total value-added impacts represented 5.9% (\$49.25 billion) of the State's Gross Domestic Product (\$833.3 billion).

Vice President Ostrander said that the total SUS research expenditures in fiscal year 2015-16 were \$2.12 billion, ranking Florida fourth in the nation for R&D expenditures among public universities. He noted that, according to the SUS Accountability Report, in 2015-16 total R&D expenditures averaged almost \$273,000 dollars per full-time tenured or tenure-earning faculty, an increase of 8% from 2010-11's average.

Dr. Ostrander pointed to 777 invention disclosures in 2015-16 and that there were a total of 3,782 since 2010-11. He noted, further, that in 2015-16 \$38 million in licensing income had been received, and that \$176 million had been received since 2010-11. Dr. Ostrander indicated that 54 companies had been created in 2015-16 and that 180 were created since 2010-11. With regard to utility patents he said that 293 had been issued in 2015-16, 1,452 had been issued since 2010-11, and that the SUS was, by far, the leading receiver of new patents in Florida.

Vice President Ostrander then discussed the eleven SUS Centers of Excellence. He noted that SUS Centers of Excellence were created over a span of several years beginning in 2003. Dr. Ostrander said that Florida has invested a total of \$78.4 million, and the Centers have returned \$599 million in competitive grant awards, private funds, and licensing income. He noted, further, that the eleven Centers of Excellence have received 2,305 competitive grants valued at more than \$590 million, executed 111 licenses, started more than 30 companies in Florida, and created over 800 jobs.

Next, Dr. Ostrander provided as ROI examples two SUS preeminent institutions – FSU and UF. He said that FSU’s research portfolio brings in almost \$200 million every year, generating \$11.00 on average for every research dollar it receives. He noted that the anti-cancer drug Taxol resulted in \$352 million in royalties and was the single best example of technology transfer in Florida and arguably in the United States. Vice President Ostrander noted, further, that FSU is actively engaged in technology transfer, and that its efforts have resulted in the formation of over 40 new companies. With regard to UF, Vice President Ostrander said that downstream impacts from technology spin-off businesses located in Florida were calculated at \$1.43 billion in 2009-10, the year in which the University commissioned a study to examine that impact. He said that output impacts of nearly \$3 billion were associated with UF’s healthcare services at Shands Hospital and University of Florida Faculty Practice Plans.

Vice President Ostrander next briefly described the activities of the Florida High Tech Corridor Council, a regional economic development initiative comprised of the University of Central Florida, the University of South Florida, and the University of Florida whose mission is to grow high tech industry and innovation through partnerships that support research, marketing, workforce growth, and entrepreneurship. He indicated that the Council has supported approximately 350 companies, and that it has been cited as a national best practice for successfully linking business and industry with the academy. He noted that the \$62 million invested by the Council has been matched by \$175 million in corporate funding and in-kind investments resulting in an economic impact projected to exceed \$1.3 billion.

Following Vice President Ostrander’s presentation Chair Doyle asked Board and Task Force members if they had observations or questions. Governor Levine asked whether it was possible to compare compensation costs associated with faculty salaries to the competitive grant dollars received. Dr. Ostrander said that faculty writing proposals may be spending 30 to 40% of their time writing proposals and the remaining time doing the actual research. He indicated that he was very comfortable saying that the faculty salaries associated with competitive grants received are well below \$10 million and perhaps even below a few million dollars.

Governor Doyle thanked Dr. Ostrander for his presentation and reminded Task Force members that return on investment is the bottom line for gauging the importance of university research.

5. Closing Remarks and Adjournment

There being no further business to come before the Task Force, the meeting was adjourned at 3:28 p.m.

Daniel Doyle, Jr.

R.E. LeMon, Ph.D.
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Research Excellence Committee

March 28, 2018

SUBJECT: Two-Year Work Plan for the Academic and Research Excellence Committee

PROPOSED COMMITTEE ACTION

Consider for approval the Two-Year Work Plan for the Academic and Research Excellence Committee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the January 2018 meeting of the Board of Governors, Board Chair Lautenbach created an Academic and Research Excellence Committee. The new Committee has been tasked with developing System-level initiatives to enhance the national prominence of all twelve institutions comprising the State University System. More specifically, the Committee will develop strategies for promoting academic programs of distinction; increasing university research and research opportunities for students and faculty; and hiring, developing, and retaining world-class faculty and scholars.

Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will present a draft two-year Work Plan for consideration.

Supporting Documentation Included: Draft Two-Year Work Plan

Facilitators/Presenters: Dr. Jan Ignash



Committee on Academic and Research Excellence

Draft Work Plan/Topical Outline, 3/2/18

Committee: Alan Levine (Chair), Norman Tripp (Vice Chair), Darlene Jordan, Wendy Link, Jay Patel, Zachariah Zachariah

Purpose: This new committee will be tasked with developing system-level initiatives to enhance the national prominence of all twelve universities

- through the promotion of academic programs of distinction,
- by increasing university research and research opportunities for students and faculty, and
- through the development of world class faculty and scholars.

In addition, the committee will support the System's efforts to translate research into economic development and strengthen the return on investment.

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| March 2, 2018 Special meeting at USF, Tampa | Organizational meeting of the Committee Chair with the Vice Presidents for Research and the CAVP (USF-Tampa, end of February) to include discussion of components of 2-Year Work Plan |
| March 28-29, 2018 Board meeting, UNF | <ul style="list-style-type: none"> • Setting the Stage: Brief overview and SUS accomplishments of the 2-Year Work Plan of the Task Force for Research, completed Nov. 2017. NOTE: The Task Force is rolled into the new Academic and Research Excellence Committee. • Getting Organized: Consideration for approval of Committee's 2-Year Work Plan • Establishing Baseline Data: Presentation of the first research dashboard, which is part of the Board's longitudinal "toolkit; |

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| | <p>a panel of the Vice Presidents for Research will address any questions and concerns and address any recommendations for future reports</p> <ul style="list-style-type: none"> Identifying Florida's Research Needs: (as information only in the Board packet): Brochure on "Research Addressing Florida's Pressing Needs" to begin conversation about high-need research and tech transfer |
| Mid-April Steering Committee meeting | <ul style="list-style-type: none"> By May 15: Steering Committee of 3 provosts and 3 vice presidents or directors of research identify focus areas for programs of distinction. Institutions work on identifying programs that fit in the broad categories. |
| June 26-28, 2018 Board meeting, UCF | <ul style="list-style-type: none"> Each SUS institution identifies program(s) of distinction, per the focus areas identified by the Steering Committee to be presented to the Board of Governors for approval. |
| <i>Tentative Summer BOG Teleconference</i> | <ul style="list-style-type: none"> <i>The Board will approve the list of SUS programs of excellence in a special teleconference meeting, if necessary, to occur before September 1.</i> |
| September 1, 2018 | <ul style="list-style-type: none"> List of programs of excellence submitted to the Legislature, per mandated deadline. |
| September 12-13, 2018 Board meeting, New College of Florida | <ul style="list-style-type: none"> Continuing discussion of programs of excellence - University presentations of programs of excellence, identification of target metrics to measure moving the needle toward national and international prominence and consideration for approval of potential 2019 Legislative Budget Request (LBR) |
| <i>FYI: September-October 2018, Wash. D.C.</i> | <ul style="list-style-type: none"> <i>6th Annual SUS-Federal R&D Workshop in Washington D.C.</i> <i>With Board staff assistance, Vice Presidents for Research work on developing a Strategic Plan for Research</i> |
| November 7-8, 2018, Board meeting, FAU | <ul style="list-style-type: none"> Continued discussion of programs excellence - University presentations of programs of excellence, identification of target metrics, and consideration for approval of potential LBR for 2019 legislative session Washington, D.C. Update: Summary presentation of the 6th Annual SUS R&D Workshop in Washington D.C., highlighting research areas covered and new developments in these fields |
| January 2019 | <ul style="list-style-type: none"> Expanding Understanding of SUS Research: Presentation on translational research, to include tech transfer and applied research Gaining Support: If not approved at September or November Board meetings, consideration for approval of LBR for programs of excellence |

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| March 2019 | <ul style="list-style-type: none"> Expanding Understanding of SUS Research: Panel presentation and discussion of I-Corps teams – both national and local (VPs for Research panel) Assessing Progress: Presentation of 2nd annual research dashboard; discussion of results; recommendations for the future |
| <p><i>No meeting of the Committee on Academic & Research Excellence in June 2019.</i> (NOTE: As part of each university's June Annual Accountability Plan presentation, the institution must provide a progress report, using a defined format, on gains made in the programs of excellence over the past year and their continued plans for raising their rankings.)</p> | |
| <p><i>No meeting of the Committee on Academic & Research Excellence in September 2019.</i></p> | |
| <i>FYI: September-October 2019 Wash. D.C.</i> | <ul style="list-style-type: none"> <i>7th Annual SUS Federal R&D Workshop in Washington D.C.</i> |
| November 2019 Board meeting | <ul style="list-style-type: none"> Assessing Progress: Discussion/presentation of where we are in the rankings regarding university programs of excellence Washington, D.C. Update: Summary presentation of the 7th Annual SUS R&D Workshop in Washington D.C., highlighting research areas covered and new developments in these fields |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

Academic and Research Excellence Committee

March 28, 2018

SUBJECT: State University System Research and Innovation Metrics Dashboard
Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

On May 6, 2016 the State University System (SUS) Council of Vice Presidents for Research met with Board staff to discuss strategies designed to help the SUS achieve national and international prominence in research. These strategies included recruiting top research faculty and graduate students and providing state-of-the-art research facilities necessary to attract preeminent faculty. The group also discussed collaborating with business and industry to increase statewide economic development, and ways that both large and small SUS institutions can be used as a resource to expand the SUS research portfolio. Important to the discussion was the possibility of developing a Research and Innovation Metrics Dashboard to document progress.

On June 22, 2016, the Board of Governors met with all SUS Vice Presidents for Research to discuss these strategies as well as a dashboard that would document progress. Subsequently, the Council was asked to produce such a dashboard for consideration for approval at the Board's September 2016 meeting. The dashboard was approved at the Board's September 2016 meeting. Dr. Jan Ignash, Vice Chancellor for Academic and Student Affairs, will present to the Committee the results of the first research dashboard.

Supporting Documentation Included:

SUS Research and Innovation Metrics
Dashboard

Facilitators / Presenters:

Dr. Jan Ignash
SUS Vice Presidents for Research

R&D Dashboard: SUS

| | | METRICS | YEAR | SUS |
|-----------------------------|----|--|-----------|-------------------|
| Research Grants & Contracts | 1 | Total R&D Expenditures (\$ Billions) | FY2016-17 | \$2.21 B |
| | 2 | Federal R&D Expenditures (\$Millions) | FY2016-17 | \$948 M |
| | 3 | Science & Engineering R&D Expenditures (\$ Billions) | FY2016-17 | \$1.95 B |
| | 4 | Non-Medical R&D Expenditures (\$ Billions) | FY2016-17 | \$1.4 B |
| | 5 | Number of Grants/Contracts between Two or More SUS Institutions | FY2016-17 | 443 PRIME= 179 |
| Innovation | 6 | Patents Awarded (over 3-year period) | 2014-2016 | 1,007 |
| | 7 | Number of Industry-related Grants and Contracts | FY2016-17 | 4,646 |
| | 8 | Industry Related R&D Expenditures (\$ Millions) | FY2016-17 | \$192.5 M |
| | 9 | Number of Startups | 2014-15 | 54 |
| | 10 | Number of National Academy of Inventors Fellows | 2017 | 63 |
| | 11 | Number of I-Corps teams | FY2014-16 | 38 |
| | 12 | Number of Licenses and Options Executed | 2014-15 | 441 |
| People | 13 | Number of Students Engaged in Undergraduate Research | TBD | |
| | 14 | Doctoral Degrees Awarded | AY2016-17 | 4,260 |
| | 15 | Number of Postdoctoral Appointees | Fall 2016 | 1,475 |
| | 16 | National Academy Members (NAS, NAE, NAM) | 2017 | 58 |
| ROI | 17 | Total number of jobs supported from external funding The total research expenditures from external sources is multiplied using a regional multiplier, which will generate the total number of jobs created for every \$1 Million in external funding. Rounded to nearest tens digit. | FY2016-17 | 18,920 |
| | 18 | Economic Impact of State Funding (\$ Million) The total research expenditures by the institutions funded from the State. The total dollars received in state support is multiplied by the state multiplier, generating the total economic impact on the state's economy for every \$1 in state support. | FY2016-17 | \$636.5 M |
| | 19 | Economic Impact of Federal Funding (\$ Billion) Calculated on the annual contract & grant dollars received by the institutions from the federal agencies. The total dollars received in federal support is multiplied by the state multiplier, generating the economic impact on the state's economy for every \$1 in federal support. | FY2016-17 | \$2.84 B |

Source: Board of Governors survey of universities as of 2018-02-28.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Two + Two Articulation Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 28, 2018
3:00 p.m. – 3:30 p.m.**

or

Upon Adjournment of Previous Meetings

**Chair: Ms. Wendy Link; Vice Chair: Mr. Alan Levine
Members: Lautenbach, J. Patel, Stewart, Tripp**

- 1. Call to Order and Opening Remarks** **Governor Wendy Link**
- 2. Minutes of Select Committee Meeting** **Governor Link**
Minutes, November 9, 2017
- 3. Improving 2+2 Articulation Implementation Plan:
Workgroup Progress Report** **Dr. Christy England**
*Associate Vice Chancellor
for Academic Research and Policy*
- 4. 2+2 Enhancement Program Updates** **Dr. England**
- 5. Concluding Remarks and Adjournment** **Governor Link**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
March 28, 2018**

SUBJECT: Minutes of Select Committee Meeting held November 9, 2017

PROPOSED COMMITTEE ACTION

Consider for approval the minutes of the Select Committee on 2+2 Articulation meeting held on November 9, 2017 at University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and consider for approval the minutes of the meeting held on November 9, 2017 at University of Central Florida.

Supporting Documentation Included: Minutes, November 9, 2017

Facilitators/Presenters: Governor Wendy Link

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
SELECT COMMITTEE ON 2+2 ARTICULATION
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
NOVEMBER 9, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu>.*

1. Call to Order and Opening Remarks

Chair Alan Levine convened the meeting on November 9, 2017 at 1:00 p.m. with the following members present and answering roll call: Governors Huizinga, Lautenbach, Levine, Link, Stewart, and Tripp. A quorum was established.

2. Minutes of Select Committee Meeting

Chair Levine asked for a motion to approve the minutes from the August 31, 2017 committee meeting. Governor Huizinga moved to approve the minutes, Governor Link seconded the motion, and the motion was approved.

3. Improving 2+2 Articulation Implementation Plan: Work Group Progress Report

Dr. England provided an overview of the activities of the Improving 2+2 Articulation Work Group since the Committee's last meeting on August 31, 2017. She reported that the work group finalized a list of key content areas for the critical user groups of students, advisors, university staff, and parents. The work group decided to establish two sub-groups. One sub-group was charged with reviewing existing websites against the list of key content areas. Another sub-group was charged with developing a conceptual program map for conveying key information to students at various points along the educational pathway.

4. Committee Two-Year Review

Chair Levine provided a two-year review the Committee's activities and accomplishments since the Committee was established in January 2016.

Chair Levine noted that during the last two years, the Committee learned about the statewide articulation law and policies, the pipeline of A.A. students coming to the SUS from the Florida College System, and the performance of A.A. students within the SUS institutions. In September 2016, staff from the University of Central Florida and the

University of South Florida described programs developed in partnership with institutions from the Florida College System in order to increase access, provide greater clarity regarding pathways to completing a bachelor's degree, increase degree completion, and meet local workforce needs.

Chair Levine stated that in November 2016, the Committee discussed various issues and solutions organized around four aspects of 2+2 articulation: the academic transition, the admissions process, the cultural transition, and information on A.A. graduates.

Chair Levine went on to report that in January 2017, the Committee held a workshop to discuss outstanding issues and identify solutions to address some of the critical issues identified by the Committee. Six experts from the Department of Education, the Florida College System and the State University System were invited to participate in the workshop. Those experts included the following individuals.

- Dr. Madeline Pumariega, Chancellor of the Florida College System
- Dr. Karen Borglum, from Valencia College and a member of the Articulation Coordination Committee
- Dr. Jennifer Buchanan, from Florida State University and member of the Articulation Coordination Committee
- Mr. Todd Clark, the Director of Articulation for the Department of Education
- Dr. William Hudson, Jr. from Florida A&M University and member of the Articulation Coordination Committee
- Dr. Ian Neuhard from Florida State College-Jacksonville

Chair Levine stated that the Committee and invited experts discussed a variety of issues largely focused around information, communication, and services. Based on that discussion, three strategies were identified and approved for inclusion in the Board's Improving 2+2 Articulation Implementation plan. The board-approved strategies are as follows.

Strategy 1: Develop a comprehensive and easily accessible web-based 2+2 advising toolkit.

Strategy 2: Encourage the state universities to improve and expand existing local 2+2 enhancement programs, identify key components of effective programs in the four critical areas identified by the Committee, require the state universities to conduct regular reviews of enhancement programs, and provide regular reports of those reviews to the Board.

Strategy 3: Develop and implement a 2+2 data and information toolkit.

Chair Levine stated that all three strategies will build on the strong relationships between our system, the Florida College System and the Department of Education to make 2+2 articulation even better. He went on to note that, following approval of the strategies for improving 2+2 articulation, Board staff established a work group to implement the plan. The work group is comprised of the following individuals.

- Dr. Karinda Barrett, Division of Florida Colleges, Associate Vice Chancellor for Academic and Student Affairs
- Dr. Karen Borglum, Valencia College, Assistant Vice President, Curriculum and Assessment, member of the Articulation Coordination Committee
- Dr. Jennifer Buchanan, Florida State University, Associate Vice President for Faculty Development and Advancement, member of the Articulation Coordination Committee
- Mr. Todd Clark, Department of Education, Director of Articulation
- Dr. Karen Griffin, Hillsborough Community College, Director of Associate of Arts Program
- Dr. William Hudson, Jr., Florida Agricultural and Mechanical University, Vice President for Student Affairs, member of the Articulation Coordination Committee
- Dr. Jeffrey Jones, University of Central Florida, Vice Provost for UCF Connect
- Ms. Helen Lancashire, Department of Education, School Counseling Consultant, Student Support Services Project

Chair Levine also noted that the workgroup began implementation of the plan in August of this year and, as reported by Dr. England, the work group had made excellent progress in a short amount of time.

Chair Levine concluded by stating that the Committee has completed its work as outlined and on time, in accordance with the work plan approved in June 2016.

Having no further business, Chair Levine adjourned the meeting at 1:10 p.m.

Christy England, Ph.D.
Associate Vice Chancellor, Academic
and Student Affairs

Alan Levine, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
March 28, 2018**

SUBJECT: Improving 2+2 Articulation Implementation Plan: Work Group Progress Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2017, the Committee and the Board approved three strategies for improving 2+2 articulation. The following summer, Board staff established a work group to develop recommendations to implement the three strategies. The work group met in person on August 15 in Tallahassee to begin work on the first strategy, a web-based 2+2 advising toolkit. Following that initial meeting, the work group continues to work on this strategy via email and conference calls.

Board staff will provide an update on the work group's progress and next steps.

Supporting Documentation Included: None

Facilitators/Presenters: Dr. Christy England

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Two + Two Articulation Committee
March 28, 2018**

SUBJECT: 2+2 Enhancement Programs Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In March 2017, the Committee and the Board approved three strategies for improving 2+2 articulation. The second strategy was to “encourage the state universities to improve and expand existing local 2+2 enhancement programs.”

Board staff will provide an update of the local 2+2 enhancement programs currently in place.

Supporting Documentation Included: 2+2 Enhancement Program List

Facilitators/Presenters: Dr. Christy England

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

NOTE: While this document is not inclusive of all articulation programs, partnerships and agreements, the following list of programs demonstrate that all Florida College System institutions have at least one pathway program with at least one state university.

| SUS Institution | Program Name | Partner FCS Institutions | Majors Eligible |
|--|---------------------------|--|---|
| Florida A&M University | TCC2FAMU Golden Guarantee | Tallahassee Community College | All Majors* |
| | PHSC2FAMU | Pasco-Hernando State College | All Majors* |
| | SF2FAMU | Santa Fe Community College | All Majors* |
| | Ignite Program | Broward College, Florida Gateway, Florida State College at Jacksonville, Miami Dade, Palm Beach State College, Santa Fe College, St. Petersburg College, Tallahassee Community College, Valencia College | <p><u>Broward</u>: Agriculture, Architecture, Business Administration, Journalism, Pharmacy, Psychology</p> <p><u>Florida Gateway</u>: TBD</p> <p><u>Florida State College at Jacksonville</u>: TBD</p> <p><u>Miami Dade</u>: Animal Science, Architecture, Engineering, Environmental Science</p> <p><u>Palm Beach</u>: Biology, Business Administration, Elementary Education, Health Sciences, Computer Science, Nursing, Criminal Justice, Psychology</p> <p><u>Santa Fe</u>: Animal Sciences, Architecture, Biology, Business, Computer Science, Criminal Justice, Elementary Education, Engineering, Health Sciences, Psychology</p> <p><u>St. Petersburg</u>: Biology, Education, Nursing, Engineering, Journalism, Criminal Justice, Social Work, Pharmacy, Health Sciences, Business Administration</p> <p><u>Tallahassee</u>: Architecture, Biology, Business, Journalism, Criminal Justice, Education, English, Health Sciences, Political Science, Psychology</p> <p><u>Valencia</u>: Engineering</p> |
| *Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements. | | | |

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

| SUS Institution | Program Name | Partner FCS Institutions | Majors Eligible |
|----------------------------------|---|---|---------------------------------------|
| Florida Atlantic University | FAU Link Program | Broward College, Indian River State College, Palm Beach State College | All Majors* |
| Florida Gulf Coast University | SCF 2+2 Program | State College of Florida (Manatee-Sarasota) | All Majors* |
| | Florida SouthWestern State College/FGCU Qualifying Program | Florida SouthWestern State College | All Majors* |
| Florida International University | Connect4Success^ | Miami Dade College, Broward College, Florida Keys Community College, Palm Beach State College | All Majors* |
| Florida Polytechnic University | <i>forthcoming</i> | Miami Dade College | Computer Science, Engineering* |
| Florida State University | TCC2FSU Golden Guarantee Program | Tallahassee Community College | All Majors* |
| | Connect to FSU-Panama City with Northwest Florida State College | Northwest Florida State College | All majors offered at FSU-Panama City |
| | Connect to FSU-Panama City with Pensacola State College | Pensacola State College | All majors offered at FSU-Panama City |
| | Connect to FSU-Panama City with Gulf Coast State College | Gulf Coast State College | All majors offered at FSU-Panama City |
| University of Central Florida | DirectConnect | College of Central Florida, Daytona State College, Eastern Florida State College, Lake Sumter State College, Seminole State College, Valencia College | All Majors* |

*Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements.
^Some pre-transfer programs and services (e.g., pre-transfer advising via video chat) available to all FCS students.

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

| SUS Institution | Program Name | Partner FCS Institutions | Majors Eligible |
|--|----------------------------------|--|---|
| University of Central Florida (continued) | Transfer Connect and UCF Online~ | Florida Gateway College, Indian River State College, Florida Keys Community College, Polk State College, Pasco-Hernando State College, Miami-Dade College, North Florida Community College | Anthropology, Criminal Justice, Interdisciplinary Studies, Bachelor of Applied Science, Communication & Conflict, English - Creative Writing, English – Literature, English - Technical Communication, Health Informatics & Information Management, Health Services Administration, History, International & Global Studies, Latin American Studies, Nursing B.S.N. Completion Programs, Political Science, Psychology, Religion & Cultural Studies, Sociology, Technical Education & Industry Training |
| University of Florida | Varies | Santa Fe College, State College of Florida-Manatee-Sarasota | Architecture, Computer Engineering, Computer Science, Construction Management, Digital Arts and Sciences, Electrical Engineering, Environmental Engineering, Interior Design, Landscape Architecture, Materials Science and Engineering, Pharmacy |
| University of North Florida | UNF Connect | Florida State College at Jacksonville | All Majors* |
| | SF2UNF | Santa Fe College | All Majors* |
| | UNF/SJR State Gateway | St. Johns River State College | All Majors* |
| | 10/4 | Florida Gateway College | All Majors* |
| <p>*Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements.</p> <p>~UCF is providing online bachelor's degrees to place bound students at partner FCS institutions. Students receive enhanced coaching prior to enrollment at UCF and, once enrolled, pay a set of reduced fees with a savings of over \$51 per credit hour.</p> | | | |

**Florida Statewide 2+2 Articulation
Enhancement Programs & Partnerships at State Universities
as of March 1, 2018**

| SUS Institution | Program Name | Partner FCS Institutions | Majors Eligible |
|--|---------------------|---|--|
| University of South Florida | FUSE program | College of Central Florida, Hillsborough Community College, Pasco-Hernando State College, Polk State College, Santa Fe, College, South Florida State College, St. Petersburg College, State College of Florida-Manatee-Sarasota | <p><u>Central Florida:</u> Accounting, Biomedical Sciences, Education (all majors), Psychology</p> <p><u>Hillsborough:</u> Accounting, Art History, Biomedical Sciences, Communication Sciences & Disorders (Concentration: Language, Speech & Hearing), Criminology, Elementary Education, English, Exceptional Student Education, Finance, Geology, Marketing, Public Health, Psychology, Studio Art</p> <p><u>Pasco-Hernando:</u> Accounting, Early Childhood Education, Elementary Education, Finance, Marketing, Psychology</p> <p><u>Polk:</u> Health Sciences, Health Sciences with Concentration in Biological Health Sciences, Information Technology, Psychology</p> <p><u>Santa Fe:</u> Criminology, Elementary Education, Finance, Psychology</p> <p><u>St. Petersburg:</u> Accounting, Art History, Biology, Biomedical Sciences, Criminology, Finance, Marketing, Studio Art</p> <p><u>South Florida:</u> Accounting, Biomedical Sciences, Finance, Psychology</p> <p><u>State College:</u> Biomedical Sciences, Business Analytics & Information Systems, Education (all majors), Social Work</p> |
| University of South Florida – Sarasota-Manatee | FUSE Program | State College of Florida | Accounting, Biology, Business Administration (General, Aging Services Management, Business and Technical Writing), Communication Sciences Disorders, Criminology, Elementary Education, English, Finance, History, Hospitality and Tourism Leadership, Information Technology, Interdisciplinary Social Science, Management, Marketing, Professional and Technical Communication, Psychology |

*Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements.

**Florida Statewide 2+2 Articulation
Enhancement Programs & Partnerships at State Universities
as of March 1, 2018**

| SUS Institution | Program Name | Partner FCS Institutions | Majors Eligible |
|--|--------------|--|--|
| University of South Florida – St. Petersburg | FUSE Program | St. Petersburg College | Accounting, Affiliated Economics, Anthropology, Biology, Business Economics, Criminology, Finance, History, Information Systems Management, Interdisciplinary Social Sciences, Management, Marketing, Mass Communications, Political Science, Psychology |
| University of West Florida | 2UWF | Gulf Coast State College, Northwest Florida State College, Pensacola State College^, Tallahassee Community College | All Majors* |
| | | | |
| New College of Florida | n/a | | |
| *Admission to specific programs is not guaranteed. Limited access and restricted access programs have additional requirements. | | | |
| ^Pensacola State College agreement currently under review. | | | |

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

| Program Websites | | |
|----------------------------------|--|---|
| SUS Institution | Program Name | Program Link |
| Florida A&M University | TCC2FAMU Golden Guarantee | https://www.tcc.fl.edu/academics/transfer-options/tcc2fam/ |
| | PHSC2FAMU | Website forthcoming |
| | SF2FAMU | http://www.sfcollege.edu/famu/ |
| | Ignite Program | http://www.famu.edu/index.cfm?admissions&igniteTransferProgram St Petersburg College: http://why.spc.edu/ignite/ |
| Florida Atlantic University | FAU Link Program | https://www.fau.edu/admissions/link.php |
| | FAU Capture Program | http://www.fau.edu/capture-program/ |
| Florida Gulf Coast University | SCF 2+2 Program | http://www.fgcu.edu/Admissions/Prospective/scf2plus2.html |
| | Florida SouthWestern State College/FGCU Qualifying program | http://www.fgcu.edu/Admissions/Prospective/FSWconditional.html |
| Florida International University | Connect4Success | http://admissions.fiu.edu/apply/connect4success/ |
| Florida Polytechnic University | <i>Program forthcoming</i> | https://floridapolytechnic.org/admissions/transfer-admissions/ |
| Florida State University | TCC2FSU Golden Guarantee Program | https://www.tcc.fl.edu/academics/transfer-options/tcc2fsu/ |
| | Connect to FSU-Panama City | http://pc.fsu.edu/admissions/connect |
| New College of Florida | n/a | https://www.ncf.edu/admissions/how-to-apply/transfer-students/ |
| University of Central Florida | DirectConnect | http://directconnectoucf.com/ |
| University of Florida | Varies | https://www.sfcollege.edu/gators/index https://www.eng.ufl.edu/students/students/state-college-partnerships/gator-engineering-santa-fe/ https://www.eng.ufl.edu/students/students/state-college-partnerships/gescf/ https://dcp.ufl.edu/gdc/ https://dcp.ufl.edu/architecture/bachelor-of-design/apply/ |
| University of North Florida | UNF Connect | http://www.fscj.edu/academics/associate-in-arts-degree/unf-connect |
| | SF2UNF | http://www.sfcollege.edu/unf/ |
| | UNF/SJR State Gateway | http://www.sjrstate.edu/unf.html |
| | 10/4 | https://www.fgc.edu/guaranteed-transfer-partners/ |

Florida Statewide 2+2 Articulation
Enhancement Programs & Partnerships at State Universities
as of March 1, 2018

| Program Websites (continued) | | |
|------------------------------|--------------|---|
| SUS Institution | Program Name | Program Link |
| University of South Florida | FUSE program | http://www.usf.edu/admissions/transfer/fuse/ |
| University of West Florida | 2UWF | http://uwf.edu/admissions/undergraduate/apply/2uwf-programs/#form |

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

| Enhancement Programs by Florida College System Institution | |
|---|---|
| Florida College | Program Name / SUS Partner |
| Broward College | <ul style="list-style-type: none"> • Ignite (FAMU) • FAU Link • Connect4Success (FIU) |
| Chipola College-NOT LISTED ON PG 2 | <ul style="list-style-type: none"> • FSU-PC (forthcoming) |
| College of Central Florida | <ul style="list-style-type: none"> • DirectConnect (UCF) • FUSE (USF)(forthcoming) |
| Daytona State College | <ul style="list-style-type: none"> • DirectConnect (UCF) |
| Eastern Florida State College | <ul style="list-style-type: none"> • DirectConnect (UCF) |
| Florida Gateway College | <ul style="list-style-type: none"> • UCF Online • 10/4 (UNF) |
| Florida Keys Community College | <ul style="list-style-type: none"> • Connect4Success (FIU) • TransferConnect (UCF) & UCF Online |
| Florida SouthWestern State College | <ul style="list-style-type: none"> • FSWSC/FGCU Qualifying Program |
| Florida State College at Jacksonville | <ul style="list-style-type: none"> • UNF Connect • Ignite Program (FAMU) (TBD) |
| Gulf Coast State College | <ul style="list-style-type: none"> • Connect to FSU-Panama City • 2UWF |
| Hillsborough Community College | <ul style="list-style-type: none"> • FUSE (USF) |
| Indian River State College | <ul style="list-style-type: none"> • FAU Link • UCF Online |
| Lake-Sumter State College | <ul style="list-style-type: none"> • DirectConnect (UCF) |
| Miami Dade College | <ul style="list-style-type: none"> • Connect4Success (FIU) • Ignite (FAMU) • Transfer Connect (UCF) & UCF Online • Florida Polytechnic University (forthcoming) |
| North Florida State College | <ul style="list-style-type: none"> • Transfer Connect (UCF) & UCF Online |
| Northwest Florida State College | <ul style="list-style-type: none"> • Connect to FSU-Panama City • 2UWF |
| Palm Beach State College | <ul style="list-style-type: none"> • Ignite (FAMU) • FAU Link • Connect4Success (FIU) |
| Pasco-Hernando State College | <ul style="list-style-type: none"> • PHSC2FAMU • Transfer Connect (UCF) & UCF Online • FUSE (USF)(forthcoming) |
| Pensacola State College | <ul style="list-style-type: none"> • Connect to FSU-Panama City • 2UWF |

Florida Statewide 2+2 Articulation Enhancement Programs & Partnerships at State Universities as of March 1, 2018

| Enhancement Programs by Florida College System Institution | |
|---|--|
| Florida College | Program Name / SUS Partner |
| Polk State College | <ul style="list-style-type: none"> • Transfer Connect (UCF) & UCF Online • FUSE (USF) |
| Santa Fe College | <ul style="list-style-type: none"> • SF2FAMU • Ignite (FAMU) • UF Connect • SF2UNF • USF FUSE Program |
| Seminole State College | <ul style="list-style-type: none"> • DirectConnect (UCF) |
| South Florida State College | <ul style="list-style-type: none"> • FUSE (USF)(forthcoming) |
| St. Johns River State College | <ul style="list-style-type: none"> • UNF/SJR State Gateway |
| St. Petersburg College | <ul style="list-style-type: none"> • Ignite (FAMU) • FUSE (USF) |
| State College of Florida, Manatee-Sarasota | <ul style="list-style-type: none"> • SCF 2+2 (FGCU) • Varies (UF) • FUSE (USF)(forthcoming) |
| Tallahassee Community College | <ul style="list-style-type: none"> • TCC2FAMU Golden Guarantee • Ignite (FAMU) • TCC2FSU Golden Guarantee • 2UWF |
| Valencia College | <ul style="list-style-type: none"> • Ignite (FAMU) • DirectConnect (UCF) |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Budget and Finance Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 28, 2018
3:45 p.m. – 4:45 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Syd Kitson; Vice Chair: Mr. H. Wayne Huizenga, Jr.
Members: Cerio, Lautenbach, K. Patel, Valverde

1. **Call to Order and Opening Remarks** Governor Syd Kitson
2. **Minutes of Committee Meeting** Governor Kitson
Minutes, November 9, 2017
3. **Auxiliary Facilities that have Bond Covenants
Requiring Approval of Estimated 2018-2019
Operating Budgets** Mr. Tim Jones
Vice Chancellor for
Finance and Administration
4. **Board of Governors Regulations** Mr. Jones
 - A. Public Notice of Intent to Amend Regulation 3.007 State University System (SUS) Management Information System
 - B. Public Notice of Intent to Amend Regulation 3.0075 Security of Data and Related Information Technology
 - C. Public Notice of Intent to Repeal Regulation 3.0076 State University System (SUS) Data Requests
5. **Legislative Budget Update** Mr. Jones
6. **Performance-Based Funding Model Update** Mr. Jones
7. **2019-2020 Legislative Budget Request Guidelines** Mr. Jones
8. **Concluding Remarks and Adjournment** Governor Kitson

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Minutes of Committee Meetings held November 9, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on November 9, 2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on November 9, 2017, at the University of Central Florida.

Supporting Documentation Included: Minutes: November 9, 2017

Facilitators/Presenters: Governor Syd Kitson

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
NOVEMBER 9, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Mr. Ned Lautenbach, Chair, convened the meeting of the Budget and Finance Committee at 1:10 p.m. Members present for roll call were Tim Cerio, Wayne Huizenga, Syd Kitson, Tom Kuntz, Alan Levine, Kishane Patel, and Norman Tripp. Other board members present included Pat Frost (via phone), Darlene Jordan, Wendy Link, Edward A. Morton, Jay Patel, Pam Stewart, Gary Tyson, Fernando Valverde, and Zach Zachariah.

1. Call to Order

Mr. Lautenbach called the meeting to order and welcomed Tim Cerio to the Committee.

2. Minutes of Committee Meeting

Mr. Kuntz moved that the Committee approve minutes from the August 30, 2017, and October 3, 2017, meetings. Mr. Kishane Patel seconded the motion, and members of the Committee concurred.

3. Performance-Based Funding Model

Mr. Lautenbach opened his remarks about the workshop held on October 3 at Florida Gulf Coast University to review six components of the performance-based funding model. He noted that included in the Committee members' materials was a summary of the meeting with some take-aways that the staff had compiled based on the discussion at the workshop.

Mr. Lautenbach asked Mr. Tim Jones to review the issues one by one that were discussed at the workshop.

First, Mr. Jones reviewed the textbook component of Metric 3 and recommended that the Committee approve the methodology presented by the university workgroup.

Mr. Kuntz moved that the Committee approve the methodology recommended and presented at the October 3 workshop. Mr. Huizenga seconded the motion, and members of the Committee concurred.

Second, Mr. Jones reviewed the discussion on Metric 4 and switching from six-year graduation rates to four-year graduation rates. It was the staff recommendation that no change be made at this time, given the pending legislation on performance-based funding. Mr. Lautenbach agreed with this recommendation and there was no objection by the Committee.

Third, Mr. Jones reviewed the discussion on Metric 7, University Access Rate. It was the staff recommendation that no change be made at this time, given the pending legislation on performance-based funding. Mr. Lautenbach agreed with this recommendation and there was no objection by the Committee.

Fourth, Mr. Jones reviewed the discussion on Metric 9, Board of Governors Choice Metric. Based on the discussion at the workshop in October, it was the staff recommendation that FSU, NCF, and UF metrics be consistent with the other eight universities; therefore, all universities would have the Percent of Undergraduates without Excess Hours.

Mr. Kuntz moved that the Committee approve this change. Mr. Tripp seconded the motion, and members of the Committee concurred.

Fifth, Mr. Jones reviewed the discussion on Metric 10, Board of Trustees Choice Metric. He reviewed each metric that rose to the top in terms of Committee favorites. Given the number of changes discussed, it was the staff recommendation that additional time is needed to review the wording of the metrics and the benchmarks. Mr. Lautenbach asked each university to review the metric presented and, if they had changes, to please let the Chancellor know.

Finally, Mr. Jones reviewed the state investment allocation methodology change and noted it was only a discussion item and no action was needed by the Committee.

4. 2018-2019 Legislative Budget Request Update

Mr. Lautenbach stated that the Florida Gulf Coast University Legislative Budget Request (LBR) issue, recommended by the Strategic Planning Committee, has been deferred.

5. New College of Florida Growth Plan Update

Mr. Lautenbach noted that, in the summer and fall of 2016, several members of this Board met with New College to learn more about their academic and financial needs and plans for sustainability. New College then developed a three-year Growth Plan

totaling \$11 million. The Board approved the plan and New College received an appropriation of \$5.4 million for the first year of implementation.

President O'Shea provided an update on the status of the implementation of the plan.

6. Mental Health and Safety Update

Mr. Lautenbach noted that for three years our LBR included funds to support additional counselors and safety personnel. This Board, specifically Governor Tripp, has led the charge on this initiative. Although we received a lot of support for this need, we were unable to secure additional funding.

During the summer, Chair Kuntz met with the Board of Trustee chairs and university presidents who all committed to using existing resources to address this initiative, based on their particular campus needs. In your packet are plans from each university.

Mr. Lautenbach asked Mr. Tripp to provide an update on the Mental Health plans.

Mr. Tripp stated that he has been a long-time advocate for improving student mental health across the State University System. In March 2015, Board staff presented an Information Brief to the Academic and Student Affairs Committee on the critical issues related to campus safety and security in response to increasing concerns about student behavior and campus safety. That information brief reported that the State University System (SUS) university presidents recognized a need to increase the number of well-trained, professional counselors in order to adequately address the growing demand from students with mental and behavioral health issues.

In spring 2016, the SUS requested funding from the Legislature to support an increase in the number of counselors, as well as additional law enforcement staff. That request was not funded, although the demand for counselors remained – and continued to grow – as we heard in a staff presentation to ASA in September 2016.

In September 2016, Board staff provided another overview of the increasing need for well-trained, professional counseling services to address the numbers of students on our campuses with mental health issues and the increase in the severity of mental health issues. Also in September, the Council for Student Affairs presented an LBR to increase campus counseling services to expand student mental and behavioral health coverage in the system. That budget request was approved by the Board and submitted to the Legislature.

In January 2017, the Academic and Student Affairs (ASA) Committee reviewed data from the universities that showed students, who take advantage of the services offered by the counseling centers, do benefit from improved mental and behavioral health. And they are more likely to do well academically and graduate.

In February, Mr. Tripp spent four days in Tallahassee meeting with legislators from the House and Senate to discuss the Board's mental health LBR. Mr. Tripp met with 14 legislators, including representatives from the House and Senate Appropriations Sub-Committees on Higher Education.

In March, the ASA Committee was presented with more data that showed increasing demand for counseling center services. In 2015-16, the number of students served by our counseling centers had increased by 55% over the number served in 2008-09, just seven years earlier. In addition, the number of counseling sessions provided during 2015-16 was 65% higher than the number provided in 2008-09.

Despite efforts to secure additional funding for our students and our counseling centers, the LBR was not funded. So in June, Chairman Kuntz asked the university presidents to develop and submit plans that outlined how they were going to meet the mental health needs of our students. Those plans have been submitted to us as requested.

By the end of 2017-18, the universities expect to hire a total of 56 new staff. An additional 49 mental health staff will be hired by the end of 2020-21, for a total of 105 new staff. The positions to be filled include psychologists, counselors, case managers, and health and wellness coaches. The funding sources for these positions will vary by institution, but include reallocating other recurring and non-recurring funds and reallocating student health fees. In your meeting materials, you'll find a summary of the mental health plans and copies of the individual institutions' plans as well.

Mr. Morton wanted to know if there were any national standards on mental health professionals to student ratios, if so, could that be provided.

Mr. Lautenbach noted that this Board has encouraged the universities to set strong officer-to-student ratios for what works best for each individual campus. In an effort to increase the officer to student ratios, the universities plan to hire 79 additional officers over the next five years. Twenty-two of those officers will be hired within the current fiscal year.

The universities will also be providing funding for additional emergency phones and security cameras around campuses; additional training and vehicles for current and new officers; and additional equipment including barricades, medical response kits, breaching tools, riot gear, ballistic shields, and metal detectors. They will also be making improvements to the communications systems used by the officers. These are important initiatives for our students and university employees and Mr. Lautenbach is glad to see the universities stepping forward to address this need.

7. **Concluding Remarks and Adjournment**

Having no further business, the meeting was adjourned at 1:52 p.m.

Tim Jones, Vice Chancellor
Finance and Administration

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Auxiliary Facilities that have Bond Covenants Requiring Approval of
Estimated 2018-2019 Operating Budgets

PROPOSED COMMITTEE ACTION

Approve estimated 2018-2019 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An auxiliary enterprise, as defined by the National Association of College and University Business Officers (NACUBO) in the College and University Business Administration Manual, is “an entity that exists to furnish a service to students, faculty, or staff, and that charges a rate directly related, but not necessarily equal, to the cost of the service”. One of the distinguishing characteristics of auxiliary enterprises is that they are managed as self-supporting activities. Some examples of auxiliary enterprises are housing operations, university bookstores, food services, student health centers, parking services, and continuing education. Many auxiliary enterprises have debt service commitments for the construction of facilities that must be repaid from pledged revenues from operations.

Section 1010.60, Florida Statutes, authorizes the issuance of bonds or other forms of indebtedness pursuant to the State Bond Act to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety (90) days preceding the beginning of the fiscal year. The state universities historically submit annual operating budgets for their auxiliary operations approximately forty-five (45) days after the beginning of the fiscal year; therefore it is necessary for each affected institution to develop and submit, in advance, an estimated operating budget for all facilities with outstanding bond issues containing the operating budget approval covenant language.

The following universities have outstanding bond issues that require Board of Governors approval: the University of Florida, Florida State University, Florida A&M University, the University of South Florida, Florida Atlantic University, the University of Central Florida, and Florida International University.

A review of each university's information for auxiliary facilities affected by the specific bond covenants indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2018-2019.

Supporting Documentation Included: Auxiliary Facility 2018-2019 Operating Budgets

Facilitators/Presenters: Mr. Tim Jones

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: University of Florida | | | | |
| BOND TITLE: Parking Revenue Bonds Series 1998, 2007A | | | | |
| AUXILIARY FACILITY (IES): University of Florida Transportation and Parking | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 1,803,219 | 2,109,000 | 2,757,000 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 1,803,219 | 2,109,000 | 2,757,000 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 2,806,078 | 2,119,000 | 2,954,000 | |
| Maintenance and Equipment Reserve | 5,265,150 | 4,676,000 | 5,055,000 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 8,071,228 | 6,795,000 | 8,009,000 | |
| TOTAL CARRIED FORWARD (A +B): | 9,874,447 | 8,904,000 | 10,766,000 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 12,749,463 | 13,500,000 | 14,200,000 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 197,840 | 197,000 | 197,000 | |
| TOTAL CURRENT YEAR REVENUE: | 12,947,303 | 13,697,000 | 14,397,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 22,821,750 | 22,601,000 | 25,163,000 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 2,531,832 | 2,739,000 | 2,821,000 | |
| Other Personal Services | 492,831 | 446,000 | 455,000 | |
| Operating Expense | 1,587,851 | 1,881,000 | 1,904,000 | |
| Repairs and Maintenance | 102,525 | 105,000 | 105,000 | |
| Debt Service | 0 | 0 | 0 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 26,975 | 28,000 | 30,000 | |
| Other Expense & Transfers Out | 3,350,000 | 2,150,000 | 2,150,000 | |
| TOTAL EXPENDITURES: | 8,092,014 | 7,349,000 | 7,465,000 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 2,700,000 | 2,700,000 | 4,300,000 | |
| Maintenance & Equipment Reserve | 1,850,000 | 3,000,000 | 3,000,000 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 4,550,000 | 5,700,000 | 7,300,000 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 3,387,652 | 1,865,000 | 3,429,000 | |
| Maintenance & Equipment Reserve | 2,438,765 | 2,621,000 | 2,747,000 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 5,826,417 | 4,486,000 | 6,176,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 2,118,426 | 2,954,000 | 3,825,000 | |
| Maintenance & Equipment Reserve | 4,676,385 | 5,055,000 | 5,308,000 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 6,794,811 | 8,009,000 | 9,133,000 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 2,108,508 | 2,757,000 | 2,389,000 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 8,903,319 | 10,766,000 | 11,522,000 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

University of Florida – Parking Revenue Bonds Series 1998, 2007A

1. Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
Yes, overhead is charged by the university to Transportation and Parking Services.
For 2016-17, the actual overhead charge was \$502,749.
For 2017-18 and 2018-19, the estimated overhead charges are \$500,000 and \$525,000, respectively.
2. Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Total pledged revenues and expenditures do not change year over year by more than 10%. However, within FY 2017-2018 Estimated, the operating expense line item increases by 18.5%. This variance is due to the department anticipating upgrading the parking management software for \$250,000 in FY 2017-2018.
3. Please explain amounts categorized as “other”.
Other Income – Expected vending revenue and transfer from the Transportation Fee Fund for GatorLift (disabled student shuttle).

Other Expense & Transfers Out – Includes expense incurred for the operation of shuttle buses to and from parking facilities (\$1.5 million) as well as transfers to a reserve for future parking facilities (\$650,000).
4. Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida State University | | | | |
| BOND TITLE: Housing System Bond Series 2010A, 2011A, 2013A, 2014A, 2015A | | | | |
| AUXILIARY FACILITY (IES): University Housing System | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 30,857,365 | 34,374,525 | 21,233,477 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 30,857,365 | 34,374,525 | 21,233,477 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 6,428,621 | 6,465,675 | 6,705,748 | |
| General Reserve | 18,310,149 | 18,677,441 | 37,267,696 | |
| Sub-Total: | 24,738,770 | 25,143,116 | 43,973,444 | |
| TOTAL CARRIED FORWARD (A +B): | 55,596,135 | 59,517,641 | 65,206,921 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 41,864,031 | 47,401,995 | 47,690,958 | |
| Interest Income | 492,715 | 350,000 | 400,000 | |
| Other Income | 674,142 | 484,631 | 512,000 | |
| TOTAL CURRENT YEAR REVENUE: | 43,030,888 | 48,236,626 | 48,602,958 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 98,627,023 | 107,754,267 | 113,809,879 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 8,668,630 | 10,290,536 | 9,432,345 | |
| Other Personal Services | 2,255,822 | 2,641,660 | 2,610,044 | |
| Operating Expense | 7,077,883 | 7,557,180 | 7,698,075 | |
| Repairs and Maintenance | 1,938,559 | 2,000,000 | 2,100,000 | |
| Debt Service | 13,979,664 | 15,340,000 | 15,340,000 | |
| Repair and Replacement Expense | 1,612,424 | 3,955,000 | 4,300,000 | |
| Operating Capital Outlay | 48,832 | 240,000 | 110,000 | |
| Other Expense & Transfers Out | 733,568 | 877,970 | 999,101 | |
| TOTAL EXPENDITURES: | 36,315,382 | 42,902,346 | 42,589,565 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 3,198,346 | 18,475,328 | 6,875,328 | |
| Sub-Total: | 3,198,346 | 18,475,328 | 6,875,328 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 3,405,894 | 0 | 5,000,000 | |
| Sub-Total: | 3,405,894 | 0 | 5,000,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 6,428,621 | 6,465,675 | 6,705,748 | |
| General Reserve | 18,102,601 | 37,152,769 | 39,143,024 | |
| Interest Earned on Reserve Balances | 611,894 | 355,000 | 362,100 | |
| Sub-Total: | 25,143,116 | 43,973,444 | 46,210,872 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 34,374,525 | 21,233,477 | 20,371,542 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 59,517,641 | 65,206,921 | 66,582,414 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida State University – Housing System Revenue Bonds 2010A, 2011A, 2013A, 2014A, 2015A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
University overhead is included in “other expense”.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Yes, pledged revenues and expenditures will increase between FY 2016-17 and 2017-18 due to the opening of the new Magnolia and Azalea Halls in fall 2017.
- 3.** Please explain amounts categorized as “other”.
“Other Income” consists of funds received from laundry services in the residence halls as well as miscellaneous income which includes cell tower rental income.
- 4.** Add lines as needed for additional comments.
We have not included the reserve account held with SBA (reserve agent) securing certain outstanding bonds funded with surety bonds totaling approximately \$8 million for reporting debt service reserves in the replacement reserves category.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida State University | | | | |
| BOND TITLE: Parking Facilities Bond Series 2011A, 2014A, 2017A | | | | |
| AUXILIARY FACILITY (IES): Parking and Transportation Services | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 3,395,392 | 3,520,568 | 3,487,602 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 3,395,392 | 3,520,568 | 3,487,602 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 2,612,752 | 2,679,804 | 2,594,840 | |
| General Reserve | 142,368 | 479,859 | 765,089 | |
| Sub-Total: | 2,755,120 | 3,159,663 | 3,359,929 | |
| TOTAL CARRIED FORWARD (A +B): | 6,150,512 | 6,680,231 | 6,847,531 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 12,495,485 | 12,564,500 | 12,778,174 | |
| Interest Income | 74,613 | 80,000 | 100,000 | |
| Other Income | 19,089 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 12,589,187 | 12,644,500 | 12,878,174 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 18,739,699 | 19,324,731 | 19,725,705 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 1,276,596 | 1,320,000 | 1,377,163 | |
| Other Personal Services | 317,868 | 360,000 | 360,000 | |
| Operating Expense | 5,384,042 | 5,430,819 | 5,489,130 | |
| Repairs and Maintenance | 128,562 | 417,000 | 697,490 | |
| Debt Service | 4,718,051 | 4,739,518 | 4,735,680 | |
| Repair and Replacement Expense | 5,500 | 0 | 0 | |
| Operating Capital Outlay | 15,868 | 9,000 | 10,000 | |
| Other Expense & Transfers Out | 217,714 | 234,129 | 240,493 | |
| TOTAL EXPENDITURES: | 12,064,201 | 12,510,466 | 12,909,956 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 399,810 | 167,000 | 150,000 | |
| Sub-Total: | 399,810 | 167,000 | 150,000 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 916 | 0 | 0 | |
| Sub-Total: | 916 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 2,612,752 | 2,679,804 | 2,594,840 | |
| General Reserve | 541,262 | 646,859 | 915,089 | |
| Interest Earned on Reserve Balances | 5,649 | 33,266 | 35,099 | |
| Sub-Total: | 3,159,663 | 3,359,929 | 3,545,028 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 3,520,568 | 3,487,602 | 3,305,820 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 6,680,231 | 6,847,531 | 6,850,848 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida State University – Parking Facility Revenue Bonds 2011A, 2014A, 2017A

1. Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
University overhead is included in “other expense” and Office of Business Services overhead is included in “operating expenses”.
2. Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
No, pledged revenues and expenditures do not change more than 10% year over year from actual 2016-17.
3. Please explain amounts categorized as “other”.
“Other Expenses and Transfers Out” consists of transfers out for university administrative overhead charges and interest expense.
4. Add lines as needed for additional comments.
We have not included the reserve account held with SBA (reserve agent) securing certain outstanding bonds funded with surety bonds totaling approximately \$3 million for reporting debt service reserves in the replacement reserves category.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida A&M University | | | | |
| BOND TITLE: Student Dormatory Revenue and Revenue Refunding, Series 2010A, 2010B | | | | |
| AUXILIARY FACILITY (IES): Housing Operation | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 4,525,764 | 6,904,473 | 6,904,593 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 4,525,764 | 6,904,473 | 6,904,593 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 4,354,782 | 4,814,895 | 4,286,734 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 4,354,782 | 4,814,895 | 4,286,734 | |
| TOTAL CARRIED FORWARD (A +B): | 8,880,546 | 11,719,368 | 11,191,327 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 14,795,672 | 15,727,969 | 15,727,969 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 14,795,672 | 15,727,969 | 15,727,969 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 23,676,218 | 27,447,337 | 26,919,296 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 2,641,218 | 3,622,224 | 3,622,224 | |
| Other Personal Services | 431,690 | 200,000 | 200,000 | |
| Operating Expense | 2,936,076 | 5,400,000 | 4,949,000 | |
| Repairs and Maintenance | 0 | 0 | 0 | |
| Debt Service | 5,926,849 | 5,923,786 | 5,923,786 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 21,017 | 110,000 | 110,000 | |
| Other Expense & Transfers Out | 0 | 0 | 0 | |
| TOTAL EXPENDITURES: | 11,956,850 | 15,256,010 | 14,805,010 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 460,113 | 471,839 | 490,713 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 460,113 | 471,839 | 490,713 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 1,000,000 | 2,000,000 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 0 | 1,000,000 | 2,000,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 4,814,895 | 4,286,734 | 2,777,447 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 4,814,895 | 4,286,734 | 2,777,447 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 6,904,473 | 6,904,593 | 7,336,839 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 11,719,368 | 11,191,327 | 10,114,286 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida A&M University – Student Dormitory Revenue & Refunding Bonds Series 2010A, 2010B

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
No.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Yes. During the 2018-19 fiscal year, there will be upgrades to the HVAC systems, roof replacements, and window replacements in several buildings. The operating were reduced because in FY 2017-18 bathrooms were upgraded, cabinets replaced, and other minor repairs were taken care of along with landscaping. At the end of the fiscal year some of these items will be capitalized and moved to Operating Capital Outlay.
- 3.** Please explain amounts categorized as “other”.
N/A.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: University of South Florida | | | | |
| BOND TITLE: Parking Revenue Bonds: Series 2016A | | | | |
| AUXILIARY FACILITY (IES): Parking Garages 1, 2, 3, & 4 | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 12,888,730 | 14,614,282 | 14,685,856 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 12,888,730 | 14,614,282 | 14,685,856 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 2,701,680 | 2,862,501 | 3,031,907 | |
| General Reserve | 7,214,203 | 7,226,478 | 7,199,478 | |
| Sub-Total: | 9,915,883 | 10,088,979 | 10,231,385 | |
| TOTAL CARRIED FORWARD (A +B): | 22,804,613 | 24,703,261 | 24,917,241 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 13,829,079 | 13,786,430 | 13,800,000 | |
| Interest Income | 148,135 | 150,000 | 160,000 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 13,977,214 | 13,936,430 | 13,960,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 36,781,827 | 38,639,691 | 38,877,241 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 3,752,663 | 3,955,168 | 4,073,823 | |
| Other Personal Services | 515,466 | 655,000 | 660,000 | |
| Operating Expense | 3,415,471 | 3,888,484 | 3,978,604 | |
| Repairs and Maintenance | 0 | 0 | 0 | |
| Debt Service | 3,057,465 | 2,936,320 | 2,936,430 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 196,749 | 1,250,000 | 1,000,000 | |
| Other Expense & Transfers Out | 1,140,752 | 1,037,478 | 1,000,000 | |
| TOTAL EXPENDITURES: | 12,078,566 | 13,722,450 | 13,648,857 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 160,821 | 169,406 | 175,000 | |
| General Reserve | 439,511 | 300,000 | 350,000 | |
| Sub-Total: | 600,332 | 469,406 | 525,000 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 427,236 | 327,000 | 350,000 | |
| Sub-Total: | 427,236 | 327,000 | 350,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 2,862,501 | 3,031,907 | 3,206,907 | |
| General Reserve | 7,226,478 | 7,199,478 | 7,199,478 | |
| Sub-Total: | 10,088,979 | 10,231,385 | 10,406,385 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 14,187,046 | 14,358,856 | 14,471,999 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 24,276,025 | 24,590,241 | 24,878,384 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

University of South Florida – Parking Revenue Bonds Series 2016A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
No. The pledged revenues reported do not contain overhead assessments.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Yes. Expenditures changed by more than 10% due to equipment and bus purchases planned for FY 2017-18.
- 3.** Please explain amounts categorized as “other”.
Revenue Carried Forward “Other” – interest income earned on reserve balance.
Revenue “Other” – interest income earned from revenue.
Expenditures “Other” – transfer to/from reserve account to fund building and parking garage improvements and repairs.
Other Expense & Transfers Out – Reimbursement of university cost of services.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida Atlantic University | | | | |
| BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2016A | | | | |
| AUXILIARY FACILITY (IES): Student Apartments Complex - University Villiage Apartments | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 4,684,742 | 5,780,816 | 6,810,104 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 4,684,742 | 5,780,816 | 6,810,104 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 447,514 | 528,871 | 447,583 | |
| Sub-Total: | 447,514 | 528,871 | 447,583 | |
| TOTAL CARRIED FORWARD (A +B): | 5,132,256 | 6,309,687 | 7,257,687 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 3,709,370 | 3,800,000 | 3,670,000 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 3,709,370 | 3,800,000 | 3,670,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 8,841,626 | 10,109,687 | 10,927,687 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 222,610 | 315,000 | 323,000 | |
| Other Personal Services | 143,446 | 130,000 | 140,000 | |
| Operating Expense | 873,773 | 800,000 | 750,000 | |
| Repairs and Maintenance | 281,499 | 420,000 | 320,000 | |
| Debt Service | 941,509 | 932,000 | 924,195 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 0 | 0 | 0 | |
| Other Expense & Transfers Out | 69,103 | 105,000 | 170,000 | |
| TOTAL EXPENDITURES: | 2,531,940 | 2,702,000 | 2,627,195 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 81,357 | 68,712 | 73,080 | |
| Sub-Total: | 81,357 | 68,712 | 73,080 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 150,000 | 250,000 | |
| Sub-Total: | 0 | 150,000 | 250,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 528,871 | 447,583 | 270,663 | |
| Sub-Total: | 528,871 | 447,583 | 270,663 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 5,780,816 | 6,810,104 | 7,779,829 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 6,309,687 | 7,257,687 | 8,050,492 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida Atlantic University – Housing Revenue Bonds 2016A – University Village Apartments

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
Not at this time.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Transfers from replacement reserves begin in FY 2017-18 due to pending ESCO contract for HVAC repair and replacement for University Village Apartments.
- 3.** Please provide details for amounts categorized as “other”.
University overhead and revenue sharing.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida Atlantic University | | | | |
| BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2016A | | | | |
| AUXILIARY FACILITY (IES): Student Apartments Complex - Heritage Park Towers | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 966,411 | 1,980,467 | 3,816,450 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 966,411 | 1,980,467 | 3,816,450 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 433,557 | 507,034 | 425,638 | |
| Sub-Total: | 433,557 | 507,034 | 425,638 | |
| TOTAL CARRIED FORWARD (A +B): | 1,399,968 | 2,487,501 | 4,242,088 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 4,121,481 | 3,910,000 | 3,642,000 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 0 | 900,000 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 4,121,481 | 4,810,000 | 3,642,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 5,521,449 | 7,297,501 | 7,884,088 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 263,825 | 280,000 | 270,000 | |
| Other Personal Services | 189,825 | 130,000 | 225,000 | |
| Operating Expense | 523,549 | 786,000 | 550,000 | |
| Repairs and Maintenance | 281,499 | 120,000 | 120,000 | |
| Debt Service | 1,686,370 | 1,473,413 | 1,354,955 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 0 | 0 | 0 | |
| Other Expense & Transfers Out | 88,879 | 116,000 | 221,000 | |
| TOTAL EXPENDITURES: | 3,033,947 | 2,905,413 | 2,740,955 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 73,477 | 68,604 | 71,223 | |
| Sub-Total: | 73,477 | 68,604 | 71,223 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 150,000 | 250,000 | |
| Sub-Total: | 0 | 150,000 | 250,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 507,034 | 425,638 | 246,861 | |
| Sub-Total: | 507,034 | 425,638 | 246,861 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 1,980,467 | 3,816,450 | 4,646,272 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 2,487,501 | 4,242,088 | 4,893,133 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida Atlantic University – Housing Revenue Bonds 2016A – Heritage Park Towers

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
Not at this time.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Transfers from replacement reserves begin in FY 2017-18 due to pending ESCO contract for HVAC repair and replacement for Heritage Park Towers.
- 3.** Please provide details for amounts categorized as “other”.
University overhead and revenue sharing.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida Atlantic University | | | | |
| BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003 | | | | |
| AUXILIARY FACILITY (IES): Glades Park Towers | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 1,461,942 | 2,850,026 | 4,199,114 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 1,461,942 | 2,850,026 | 4,199,114 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 459,705 | 546,700 | 495,440 | |
| Sub-Total: | 459,705 | 546,700 | 495,440 | |
| TOTAL CARRIED FORWARD (A +B): | 1,921,647 | 3,396,726 | 4,694,554 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 4,462,964 | 4,500,000 | 4,400,000 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 4,462,964 | 4,500,000 | 4,400,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 6,384,611 | 7,896,726 | 9,094,554 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 262,494 | 305,000 | 265,000 | |
| Other Personal Services | 141,832 | 130,000 | 210,000 | |
| Operating Expense | 586,532 | 700,000 | 550,000 | |
| Repairs and Maintenance | 225,838 | 80,000 | 120,000 | |
| Debt Service | 1,686,370 | 1,717,173 | 1,610,400 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 0 | 0 | 0 | |
| Other Expense & Transfers Out | 84,819 | 120,000 | 223,000 | |
| TOTAL EXPENDITURES: | 2,987,885 | 3,052,173 | 2,978,400 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 86,995 | 98,740 | 87,513 | |
| Sub-Total: | 86,995 | 98,740 | 87,513 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 150,000 | 250,000 | |
| Sub-Total: | 0 | 150,000 | 250,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 546,700 | 495,440 | 332,953 | |
| Sub-Total: | 546,700 | 495,440 | 332,953 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 2,850,026 | 4,199,114 | 5,533,201 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 3,396,726 | 4,694,554 | 5,866,154 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida Atlantic University – Housing Revenue Bonds 2003 – Glades Park Towers

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
Not at this time.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Transfers from replacement reserves begin in FY 2017-18 due to pending ESCO contract for HVAC repair and replacement for Glades Park Towers.
- 3.** Please provide details for amounts categorized as “other”.
University overhead and revenue sharing.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida Atlantic University | | | | |
| BOND TITLE: Florida Atlantic University Housing Revenue Bonds, Series 2003 | | | | |
| AUXILIARY FACILITY (IES): Indian River Towers | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 5,031,089 | 6,626,489 | 8,276,807 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 5,031,089 | 6,626,489 | 8,276,807 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 495,129 | 581,303 | 519,047 | |
| Sub-Total: | 495,129 | 581,303 | 519,047 | |
| TOTAL CARRIED FORWARD (A +B): | 5,526,218 | 7,207,792 | 8,795,854 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 4,775,481 | 4,610,000 | 4,750,000 | |
| Interest Income | 0 | 0 | 0 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 4,775,481 | 4,610,000 | 4,750,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 10,301,699 | 11,817,792 | 13,545,854 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 252,870 | 180,000 | 175,000 | |
| Other Personal Services | 141,098 | 130,000 | 130,000 | |
| Operating Expense | 780,681 | 750,000 | 650,000 | |
| Repairs and Maintenance | 281,499 | 110,000 | 200,000 | |
| Debt Service | 1,558,669 | 1,576,938 | 1,490,000 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 0 | 0 | 0 | |
| Other Expense & Transfers Out | 79,089 | 125,000 | 225,000 | |
| TOTAL EXPENDITURES: | 3,093,906 | 2,871,938 | 2,870,000 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 86,174 | 87,744 | 87,513 | |
| Sub-Total: | 86,174 | 87,744 | 87,513 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 150,000 | 250,000 | |
| Sub-Total: | 0 | 150,000 | 250,000 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 581,303 | 519,047 | 356,560 | |
| Sub-Total: | 581,303 | 519,047 | 356,560 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 6,626,489 | 8,276,807 | 10,069,294 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 7,207,792 | 8,795,854 | 10,425,854 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida Atlantic University – Housing Revenue Bonds 2003 – Indian River Towers

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
Not at this time.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Transfers from replacement reserves begin in FY 2017-18 due to pending ESCO contract for HVAC repair and replacement for Indian River Towers.
- 3.** Please provide details for amounts categorized as “other”.
University overhead and revenue sharing.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: University of Central Florida | | | | |
| BOND TITLE: Student Health Services 2004A | | | | |
| AUXILIARY FACILITY (IES): Health Services Facility | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 8,054,734 | 8,280,541 | 7,638,153 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 8,054,734 | 8,280,541 | 7,638,153 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 4,906,077 | 5,563,713 | 6,224,877 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 4,906,077 | 5,563,713 | 6,224,877 | |
| TOTAL CARRIED FORWARD (A +B): | 12,960,811 | 13,844,254 | 13,863,030 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 21,925,913 | 22,038,811 | 22,404,389 | |
| Interest Income | 234,600 | 137,099 | 137,099 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 22,160,513 | 22,175,910 | 22,541,488 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 35,121,324 | 36,020,164 | 36,404,518 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 11,506,174 | 11,802,500 | 12,196,069 | |
| Other Personal Services | 2,033,395 | 2,209,892 | 2,008,088 | |
| Operating Expense | 6,111,613 | 7,047,578 | 6,855,761 | |
| Repairs and Maintenance | 419,793 | 288,926 | 186,402 | |
| Debt Service | 616,333 | 616,828 | 616,803 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 185,127 | 54,311 | 45,000 | |
| Other Expense & Transfers Out | 276,209 | 137,099 | 137,099 | |
| TOTAL EXPENDITURES: | 21,148,644 | 22,157,134 | 22,045,222 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 786,062 | 661,164 | 496,439 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 786,062 | 661,164 | 496,439 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 128,426 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 128,426 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 5,563,713 | 6,224,877 | 6,721,316 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 5,563,713 | 6,224,877 | 6,721,316 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 8,280,541 | 7,638,153 | 7,637,980 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 13,844,254 | 13,863,030 | 14,359,296 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY HEALTH SERVICE FACILITY
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

University of Central Florida – Student Health Services Facility Bond Series 2004A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
No.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
No.
- 3.** Please provide details for amounts categorized as “other”.
Other Expense & Transfers Out primarily consist of transfers to the University Facilities Department for building improvements.
- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: University of Central Florida | | | | |
| BOND TITLE: Parking Facilities Series 2004A, 2010B, 2011A, 2012A | | | | |
| AUXILIARY FACILITY (IES): Parking Facilities | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 12,531,398 | 15,769,978 | 9,638,014 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 12,531,398 | 15,769,978 | 9,638,014 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 6,305,976 | 6,477,077 | 6,485,115 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 6,305,976 | 6,477,077 | 6,485,115 | |
| TOTAL CARRIED FORWARD (A +B): | 18,837,374 | 22,247,055 | 16,123,129 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 21,421,413 | 21,617,051 | 22,127,392 | |
| Interest Income | 393,480 | 240,000 | 240,000 | |
| Other Income | 168,913 | 150,677 | 152,937 | |
| TOTAL CURRENT YEAR REVENUE: | 21,983,806 | 22,007,728 | 22,520,329 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 40,821,180 | 44,254,783 | 38,643,458 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 2,009,368 | 1,881,646 | 2,044,877 | |
| Other Personal Services | 626,531 | 657,310 | 652,882 | |
| Operating Expense | 9,777,519 | 10,728,263 | 12,383,912 | |
| Repairs and Maintenance | 909,075 | 515,000 | 751,998 | |
| Debt Service | 4,362,096 | 4,550,958 | 3,968,257 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 243,123 | 257,000 | 62,700 | |
| Other Expense & Transfers Out | 646,413 | 9,541,477 | 3,198,277 | |
| TOTAL EXPENDITURES: | 18,574,125 | 28,131,654 | 23,062,903 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 171,101 | 8,038 | 153,103 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 171,101 | 8,038 | 153,103 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 0 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 6,477,077 | 6,485,115 | 6,638,218 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 6,477,077 | 6,485,115 | 6,638,218 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 15,769,978 | 9,638,014 | 8,942,337 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 22,247,055 | 16,123,129 | 15,580,555 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY PARKING AUXILIARY FACILITY
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

University of Central Florida – Parking Facilities Series 2004A, 2010B, 2011A, 2012A

1. Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.

No.

2. Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
Expenditures increased by 51% from FY 2016-17 to 2017-18, primarily due to the funding of the Downtown Campus Garage project in FY 2017-18. This is reflected in the \$9 million increase in Other Expenses & Transfers Out.

Expenditures decreased by 18% from FY 2017-18 to 2018-19, primarily due to the funding of the Downtown Campus Garage project in FY 2017-18. This is reflected in the \$6.3 million decrease in Other Expenses & Transfers Out. To offset the decrease, operating expenses increased \$1.6 million due to additional operational costs associated with the Downtown Campus.

3. Please provide details for amounts categorized as “other”.
Other Expense & Transfers Out primarily consists of transfers to the University Facilities Department for building improvements and the Downtown Campus Garage.
4. Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: University of Central Florida | | | | |
| BOND TITLE: Housing Revenue Certificates Series 2002, 2007A, 2012A | | | | |
| AUXILIARY FACILITY (IES): Housing Facilities | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 17,600,069 | 15,410,193 | 12,234,343 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 17,600,069 | 15,410,193 | 12,234,343 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 8,588,176 | 8,588,176 | 8,588,176 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 8,588,176 | 8,588,176 | 8,588,176 | |
| TOTAL CARRIED FORWARD (A +B): | 26,188,245 | 23,998,369 | 20,822,519 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 27,970,009 | 27,700,000 | 27,700,000 | |
| Interest Income | 521,794 | 480,000 | 400,000 | |
| Other Income | 2,444,736 | 2,162,000 | 2,200,000 | |
| TOTAL CURRENT YEAR REVENUE: | 30,936,539 | 30,342,000 | 30,300,000 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 57,124,784 | 54,340,369 | 51,122,519 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 6,963,358 | 7,197,504 | 7,341,454 | |
| Other Personal Services | 1,635,411 | 1,653,052 | 1,686,113 | |
| Operating Expense | 8,065,886 | 7,950,963 | 8,216,245 | |
| Repairs and Maintenance | 4,440,102 | 6,875,000 | 4,368,000 | |
| Debt Service | 8,798,733 | 8,782,331 | 8,783,466 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 138,500 | 579,000 | 310,000 | |
| Other Expense & Transfers Out | 3,084,425 | 480,000 | 3,100,000 | |
| TOTAL EXPENDITURES: | 33,126,415 | 33,517,850 | 33,805,278 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 0 | 0 | 0 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 0 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 0 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 8,588,176 | 8,588,176 | 8,588,176 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 8,588,176 | 8,588,176 | 8,588,176 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 15,410,193 | 12,234,343 | 8,729,065 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 23,998,369 | 20,822,519 | 17,317,241 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**UNIVERSITY AUXILIARY HOUSING FACILITY
OUTSTANDING REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

University of Central Florida – Housing Revenue Certificates Series 2002, 2007A, 2012A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.

No.

- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.

No.

- 3.** Please provide details for amounts categorized as “other”.

Other income primarily consists of all event related revenues, housing cancellation fees, late payment fees, earned commissions, and any administrative revenues.

Other Expenses & Transfers Out primarily consists of transfers to the University Facilities Department for building improvements.

- 4.** Add lines as needed for additional comments.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida International University | | | | |
| BOND TITLE: Parking Facility Revenue Bonds, Series 2009A, 2009B, 2013A | | | | |
| AUXILIARY FACILITY (IES): Parking Revenue Trust Fund | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 5,427,018 | 5,729,018 | 4,742,362 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 5,427,018 | 5,729,018 | 4,742,362 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 3,193,850 | 3,000,000 | 1,000,000 | |
| General Reserve | 0 | 0 | 2,000,000 | |
| Sub-Total: | 3,193,850 | 3,000,000 | 3,000,000 | |
| TOTAL CARRIED FORWARD (A +B): | 8,620,868 | 8,729,018 | 7,742,362 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 16,073,854 | 15,713,578 | 15,520,681 | |
| Interest Income | 51,083 | 99,323 | 19,611 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 16,124,937 | 15,812,901 | 15,540,292 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 24,745,805 | 24,541,919 | 23,282,654 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 2,461,183 | 2,620,267 | 2,530,876 | |
| Other Personal Services | 442,841 | 721,525 | 456,126 | |
| Operating Expense | 4,320,766 | 4,627,459 | 4,853,301 | |
| Repairs and Maintenance | 411,285 | 471,454 | 526,372 | |
| Debt Service | 6,904,652 | 6,894,422 | 6,879,642 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 373,739 | 140,000 | 58,517 | |
| Other Expense & Transfers Out | 323,119 | 1,324,430 | 200,000 | |
| TOTAL EXPENDITURES: | 15,237,585 | 16,799,557 | 15,504,834 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 585,352 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 585,352 | 0 | 0 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 779,202 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 779,202 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 3,000,000 | 3,000,000 | 1,000,000 | |
| General Reserve | 0 | 0 | 2,000,000 | |
| Sub-Total: | 3,000,000 | 3,000,000 | 3,000,000 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 5,729,018 | 4,742,362 | 4,777,820 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 8,729,018 | 7,742,362 | 7,777,820 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**FLORIDA INTERNATIONAL UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING PARKING FACILITIES REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida International University – Parking Facility Revenue Bonds Series 2009A, 2009B, 2013A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
No. Parking does not have revenue overhead assessments.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
There are no changes of 10% or more in total pledged revenues or expenditures.
- 3.** Please provide details for amounts categorized as “other”.
Other Expense & Transfers Out is comprised of transfers and payments for construction project expenditures.
- 4.** Add lines as needed for additional comments.
Our budget for FY 2018-19 is not approved by our Board of Trustees until June 6, 2018. If we have any significant changes in the projected (budget) figures provided on this form we will submit an updated form after the Board of Trustees approval.

| INCOME AND EXPENDITURE STATEMENT | | | | |
|---|-------------------|----------------------|----------------------|--|
| UNIVERSITY: Florida International University | | | | |
| BOND TITLE: Housing Facility Revenue Bonds, Series 2011 , 2012, 2015A | | | | |
| AUXILIARY FACILITY (IES): Housing Revenue Trust Fund | | | | |
| | 2016-17 Actual | 2017-18 Estimated | 2018-19 Projected | |
| 1. REVENUE CARRIED FORWARD | | | | |
| A. Operating Cash Carried Forward: | | | | |
| Liquid | 23,098,591 | 25,554,647 | 22,845,142 | |
| Investments | 0 | 0 | 0 | |
| Sub-Total: | 23,098,591 | 25,554,647 | 22,845,142 | |
| B. Replacement Reserve Forward: | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance and Equipment Reserve | 289,674 | 549,786 | 549,786 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 289,674 | 549,786 | 549,786 | |
| TOTAL CARRIED FORWARD (A +B): | 23,388,265 | 26,104,433 | 23,394,928 | |
| 2. CURRENT YEAR REVENUE: | | | | |
| * Revenue | 30,241,401 | 30,469,302 | 30,779,072 | |
| Interest Income | 146,843 | 262,485 | 204,664 | |
| Other Income | 0 | 0 | 0 | |
| TOTAL CURRENT YEAR REVENUE: | 30,388,244 | 30,731,787 | 30,983,736 | |
| 3. SUMMARY OF AVAILABLE REVENUES (1 +2): | 53,776,509 | 56,836,220 | 54,378,664 | |
| 4. EXPENDITURES | | | | |
| Salaries and Matching | 4,074,020 | 4,393,992 | 4,525,811 | |
| Other Personal Services | 1,215,702 | 1,527,806 | 1,573,640 | |
| Operating Expense | 11,509,073 | 12,089,431 | 12,740,632 | |
| Repairs and Maintenance | 199,001 | 175,156 | 364,319 | |
| Debt Service | 7,418,263 | 7,418,163 | 7,418,963 | |
| Repair and Replacement Expense | 0 | 0 | 0 | |
| Operating Capital Outlay | 52,815 | 45,744 | 49,279 | |
| Other Expense & Transfers Out | 3,177,600 | 7,791,000 | 14,400,000 | |
| TOTAL EXPENDITURES: | 27,646,474 | 33,441,292 | 41,072,644 | |
| 5. TRANSFERS TO REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 285,714 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 285,714 | 0 | 0 | |
| 6. TRANSFERS FROM REPLACEMENT RESERVES | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 25,602 | 0 | 0 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 25,602 | 0 | 0 | |
| 7. ENDING REPLACEMENT RESERVES (1B +5 -6) | | | | |
| Debt Service Reserve | 0 | 0 | 0 | |
| Maintenance & Equipment Reserve | 549,786 | 549,786 | 549,786 | |
| General Reserve | 0 | 0 | 0 | |
| Sub-Total: | 549,786 | 549,786 | 549,786 | |
| 8. ENDING OPERATING CASH (1A +2 -4 -5) | 25,554,647 | 22,845,142 | 12,756,234 | |
| 9. SUMMARY OF ENDING REVENUES (7 +8) | 26,104,433 | 23,394,928 | 13,306,020 | |
| * Revenue as outlined in the Bond Covenants to support the debt servicing of the bonds. | | | | |

**FLORIDA INTERNATIONAL UNIVERSITY AUXILIARY FACILITIES
OUTSTANDING HOUSING FACILITY REVENUE BONDS
SUPPLEMENTAL NARRATIVE INFORMATION
FEBRUARY 2018 DATA REQUEST SUBMISSION**

Florida International University – Housing Revenue Bonds Series 2011, 2012, 2015A

- 1.** Do any of the pledged revenues reported on the Income and Expenditure Statement contain overhead assessments? If yes, please explain.
No. Housing does not have revenue overhead assessments.
- 2.** Do pledged revenues or expenditures change year-over-year by 10% or more? If yes, please explain.
There are changes greater than 10% in total expenditures primarily due to transfers out for the construction of the new Parkview II Housing facility.
- 3.** Please provide details for amounts categorized as “other”.
Other income is comprised of unrealized losses on investments.
Other Expense & Transfers Out is comprised of transfers and payments for construction expenditures.
- 4.** Add lines as needed for additional comments.
Our budget for FY 2018-19 is not approved by our Board of Trustees until June 6, 2018. If we have any significant changes in the projected (budget) figures provided on this form we will submit an updated form after the Board of Trustees approval.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.007
State University System (SUS) Management Information System

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 3.007

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection systems since December 2007 when this regulation was created. The intent of this update is to better reflect current practice and does not seek to make substantive policy changes. A summary of the “strike all” changes includes:

1. The new language references the new Office of Data and Analytics (ODA) and removes references to the Information Resource Management unit.
2. The new language shifts the focus away from technical procedures to the responsibilities of the Institutional Data Administrators. These changes include language from Regulation 3.076 that enable us to repeal Regulation 3.076.
3. The new language is broader and refers to the Board’s multiple information systems rather than only addressing collections for the database.
4. The new language empowers the ODA to require universities to resubmit data with errors. This effectively has been the practice, but has not technically been an approved power.

If approved, the amended regulation will be noticed on the Board’s website for 30 days with final approval by the Board at the June 28, 2018, meeting.

Supporting Documentation Included: Regulation 3.007

Facilitators/Presenters: Mr. Tim Jones

3/5/2018

3.007 State University System (SUS) Management Information Systems

(1) The Board of Governors shall maintain information systems for managing requests for information from the Board Office to the State University System institutions.

(2) Each university president shall appoint an Institutional Data Administrator to be responsible for managing university responses to the Board's information systems for official information requests – including routine annual requests and ad hoc special requests.

(a) Institutional Data Administrators shall take the necessary actions to ensure that the information provided is accurate and adheres to the criteria and definition standards included in the information request. The data submission process for the State University Database includes an electronic certification in which the Institutional Data Administrator certifies that the data represents the University for the term(s) being reported.

(b) Institutional Data Administrators are responsible for providing complete responses to information requests within the time period specified by the Board Office. Institutional Data Administrators will have an opportunity to provide feedback to the Board Office about the information criteria and definitions.

(c) When errors are identified the Institutional Data Administrator will ensure the necessary actions are taken to correct data errors. If errors are identified within a data submission to the State University Database that the Board has already accepted and it is after the submission's due date, then the Institutional Data Administrator shall email a resubmission request to the Office of Data and Analytics that includes a completed Data Resubmission Form. The schedule for resubmissions to fix errors will be specified by the Board Office.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 12-06-07; Amended _____.

~~3.007 State University System (SUS) Management Information System~~

- (1) The SUS universities shall provide accurate data to a management information system established and maintained by the Board of Governors Office.
- (2) Each University President shall appoint an Institutional Data Administrator to certify and manage the submission of data to the SUS management information system.
- (3) **Specifications**—Within the context of this regulation the SUS management information system is specified as follows:
- (a) The Board of Governors Data Committee shall provide the criteria on required information for each SUS Master file promulgated each year. Institutional Data Administrators shall have the opportunity to review and comment prior to publication of the specifications documents.
 - (b) The data elements contained in the file specifications shall represent the minimum requirements for collection of data required by the Board.
 - (c) The data shall be developed pursuant to the specifications document for each of the SUS master data files.
 - (d) Each university shall take the necessary actions to ensure it can provide these elements from its existing/operational data base.
- (4) **Validity**—Prior to submitting the file, the universities shall ensure the file is consistent with the criteria established in the specifications document by performing tests on the file using applications/processes provided by the Board of Governors Information Resource Management (IRM) office. If critical errors are identified by running these tests and it is determined that the data is accurate, then a written explanation of the critical errors must be included with the file submission.
- (5) **Submission**—The Institutional Data Administrator shall:
- (a) prepare and submit the data file to the Director of Information Resource Management or the Director's designee acting in the capacity as SUS Data Administrator, pursuant to the schedule set forth in the submission section of the specifications for each file;
 - (b) submit a signed certification which includes the following statement *"I certify that this file/data represents the position of this University for the term being reported."* Electronic certification via a secure method approved by the IRM office can substitute for the signed certification referenced above.
 - (c) prepare and submit a revised data file within the time period specified by the SUS Data Administrator, in the event of a rejection of a data file.

Authority: Section 7(d), Art. IX, Fla. Const.; History: New 12-06-07.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.0075
Security of Data Related Information Technology Resources

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Amend Regulation 3.0075

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection system since December 2007 when this regulation was created. Summary of the changes include:

1. Change references from Information Resource Management to Information Technology and Security (ITS) to reflect a recent reorganization.
2. Requires information security plans to be based on best practices from recognized national industry standards published by authoritative groups.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the June 28, 2018, meeting.

Supporting Documentation Included: Regulation 3.0075

Facilitators/Presenters: Mr. Tim Jones

3.0075 Security of Data and Related Information Technology Resources.

(1) The president of each university shall be responsible for ensuring appropriate and auditable security controls are in place on his/her campus.

(2) Each university shall appoint an Information Security Manager (ISM). This appointment may be combined with other duties/positions and is responsible for administering the information security program/ policies/procedures of his/her respective institution. The name and contact information of the ISM shall be transmitted to the Board of Governors ~~Assistant Vice Chancellor~~ Director of Information Technology and Security (ITS) ~~Resource Management (who acts as the ISM for the BOG)~~ each time the appointments given to an individual.

(3) Each university shall develop and annually review and update an information security plan. Each plan may be customized to meet the specific conditions at each university but ~~should~~ shall be based upon best practices acquired from ~~resources-~~ such-recognized national industry standards published by authoritative groups such as: Educause, National Institute of Standards (NIST), Information Systems Audit and Control Association (ISACA), International Organization of Standards (ISO), Center for Internet Security (CIS), or other nationally recognized sources of information security practices and procedures organizations.

(4) Each information security plan must address the following:

- (a) The creation of an information security risk management program which includes Risk/Self Assessment components.
- (b) Compliance with applicable federal and state laws and regulations-as well as contractual obligations-related to privacy and security of data held by the institution.
- (c) Clarifying roles and responsibilities for safeguarding and use of sensitive/confidential data.
- (d) Creation and maintenance of an inventory of ~~unknown~~ stores of sensitive/confidential information and who has access to such information.
- (e) Policies and procedures regarding access control and transmission of sensitive/confidential data with an emphasis on providing an auditable chain of custody and encryption.
- (f) Distribution of clear and documented procedures for reporting and handling security violations and the consequences for violating security policies and procedures.
- (g) Methods for ensuring that information regarding the applicable laws, regulations, guidelines and policies is distributed and readily available to computer users.
- (h) Processes for verifying adherence to the information security plan associated policies and procedures.

(5) Each university must make its information security plan, IT audits, IT risk assessments and inventories of known stores of confidential data appropriately available to the ~~BOG-Board's Assistant Vice Chancellor~~ Director of ITSIRM upon request.

(6) The items listed above (4a-h) represent a minimum standard for data protection and each university is encouraged to go beyond this minimum standard in its pursuit of data security and integrity.

Authority: Section 7(d), Art. IX, Fla. Const., History—New 12-06-07; Amended xx-xx-18.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Public Notice of Intent to Repeal Board of Governors Regulation 3.0076
State University System (SUS) Data Requests

PROPOSED COMMITTEE ACTION

Consider approval of Public Notice of Intent to Repeal Regulation 3.0076

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This contents of this regulation are being included in Regulation 3.007.

Supporting Documentation Included: Regulation 3.0076

Facilitators/Presenters: Mr. Tim Jones

~~3.0076—State University System (SUS) Data Requests~~

~~(1)—Institutional Data Administrators must provide to the Board's IRM Office one response to each data request by the due date reflected in the Schedule of Data Requests.~~

~~(2)—To ensure compliance, the Chancellor will notify the University President, in writing, if after 60 days past the due date, a response to a data request has not been received, or has been received but is incomplete or invalid.~~

~~Authority: Section 7(d), Art. IX, Fla. Const.; History—New 12-06-07.~~

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Legislative Budget Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An update will be provided on legislative budgets for the system and Board Office.

Supporting Documentation Included: 1. SUS Executive Summary
2. Board Office Summary

Facilitators/Presenters: Mr. Tim Jones

State University System of Florida
Education and General
2018-2019 Executive Summary, Universities and Special Units
March 16, 2018

| | Board Request | Governor's Recommendation | House Bill 5001 | Senate Bill 2500 | Final Conference (after Vetoes) |
|---|------------------------|---------------------------|------------------------|------------------------|---------------------------------|
| 1 2017-2018 Total Appropriations | | | | | |
| 2 State Support | \$2,985,881,744 | \$2,985,881,744 | \$2,985,881,744 | \$2,985,881,744 | \$2,985,881,744 |
| 3 Tuition Support | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 |
| 4 2017-2018 Total Base Budget | \$4,943,368,670 | \$4,943,368,670 | \$4,943,368,670 | \$4,943,368,670 | \$4,943,368,670 |
| 5 2018-2019 Start-up Budget | | | | | |
| 6 2017-2018 Non-Recurring and Other Adjustments | (\$20,027,047) | (\$20,027,047) | (\$20,027,047) | (\$20,027,047) | (\$20,027,047) |
| 7 2017-2018 Casualty Insurance Premium Adjustment | (\$553,897) | (\$553,897) | (\$553,897) | (\$553,897) | (\$553,897) |
| 8 2017-2018 Florida Retirement System Adjustment | \$510,000 | \$510,000 | \$510,000 | \$510,000 | \$510,000 |
| 9 2018-2019 Beginning Base Budget | \$4,923,297,726 | \$4,923,297,726 | \$4,923,297,726 | \$4,923,297,726 | \$4,923,297,726 |
| 10 | | | | | |
| 11 2018-2019 Budget Issues: | | | | | |
| 12 Technical Adjustments | | | | | |
| 13 Florida Retirement System Contribution | | | \$7,194,818 | \$7,528,228 | \$7,194,818 |
| 14 Budget Reduction Based on Carryforward Balances | | | (\$216,985,000) | | |
| 15 Reduction - 2017-2018 World Class and Graduate Degree | | | (\$120,563,143) | | |
| 16 Performance and Preeminence Funding | | | | | |
| 17 Performance Based Incentives | \$100,000,000 | \$15,000,000 | | \$100,000,000 | \$20,000,000 |
| 18 Preeminent Funding | | | \$20,000,000 | | \$20,000,000 |
| 19 System Initiatives | | | | | |
| 20 Plant, Operations, and Maintenance for New Facilities | \$17,892,795 | | \$14,276,000 | | |
| 21 State Fire Marshal Inspections | \$2,271,648 | | | | |
| 22 Innovative and Online Education Initiatives | \$2,113,160 | | | | |
| 23 Strategic Cluster Hires - Research | \$40,000,000 | | | | |
| 24 Nursing Faculty Recruitment and Retention | \$7,500,000 | | | | |
| 25 World Class Scholars | | | | \$20,000,000 | \$20,000,000 |
| 26 Professional and Graduate Degree Excellence Program | | | | \$10,000,000 | \$10,000,000 |
| 27 Startup/Enhancement Grants - University Programs of | | | | \$13,800,000 | |
| 28 University Initiatives | | | | | |
| 29 FAMU - Agriculture Research, Education, and Training | | | \$1,204,873 | | |
| 30 FAMU - Operational Support | | | | \$6,000,000 | \$6,000,000 |
| 31 FAU - Restore Operational Funding | | | \$2,187,500 | | \$2,129,184 |
| 32 FAU - Max Planck Scientific Fellowship Program | | | \$750,000 | | \$750,000 |
| 33 FAU - Everglades Restoration and Community Resilience | | | \$492,000 | \$250,000 | \$250,000 |
| 34 FAU - Chemistry Core Group | | | | \$150,000 | |
| 35 FGCU - Operational Support | | | | | \$13,776,000 |
| 36 FIU - Nursing Health Center and Community Health | | | \$1,000,000 | | |
| 37 FIU - Targeted STEM Initiative | | | | \$200,000 | \$3,500,000 |
| 38 FIU - Washington Center for Scholarships | | | | \$850,000 | \$300,000 |
| 39 FIU - University Industry Research and Development Lab | | | | \$100,000 | \$500,000 |
| 40 FIU - Marine Research Hub of South Florida | | | | \$500,000 | |
| 41 FIU - Operational Support | | | | | \$4,700,000 |
| 42 FPU - Advanced Mobility Institute | | | | \$250,000 | \$500,000 |
| 43 FPU - Sustainability for Economic Growth | | | | \$250,000 | |
| 44 FSU - Pepper Center Long Term Care Proposal | | | \$500,000 | \$100,000 | |
| 45 FSU - Next Generation Ultra-High Field Magnets | | | \$300,000 | \$300,000 | |
| 46 FSU - Florida Health Equity Research Institute | | | | \$100,000 | |
| 47 FSU - High Risk Delinquent and Dependent Child Project | | | | \$150,000 | |
| 48 FSU - Tallahassee Veterans Legal Collaborative | | | | \$400,000 | \$400,000 |
| 49 FSU - National Ranking Operational Enhancement | | | | | \$2,500,000 |
| 50 FSU - Operational Support | | | | | \$5,000,000 |
| 51 FSU - Charles Hilton Professorship (BASE VETO) | | | | | (\$300,000) |
| 52 FSU - Florida Campus Compact (BASE VETO) | | | | | (\$514,926) |
| 53 NCF - Second Year Plan for Growth | \$3,635,000 | | | \$3,635,000 | \$3,635,000 |
| 54 UCF - Post Traumatic Stress Disorder Clinic for Veterans | | | \$500,000 | | \$500,000 |
| 55 UCF - Advanced Manufacturing Sensor Project (BRIDG) | | | | \$1,000,000 | |
| 56 UCF - Dr. Phillips Center for the Performing Arts | | | | \$500,000 | |
| 57 UCF - Incubator | | | | \$200,000 | |
| 58 UCF - Lou Frey Institute | | | | \$200,000 | |
| 59 UCF - Downtown Presence | | | | \$300,000 | |
| 60 UCF - First Robotics Competition | | | \$400,000 | | \$400,000 |
| 61 UF - Lastinger Center | | | \$700,000 | | \$500,000 |

State University System of Florida
Education and General
2018-2019 Executive Summary, Universities and Special Units
March 16, 2018

| | | Board Request | Governor's Recommendation | House Bill 5001 | Senate Bill 2500 | Final Conference (after Vetoes) |
|-----|---|-----------------|---------------------------|-----------------|------------------|---------------------------------|
| 62 | UF - Lastinger Center for Algebra Nation | | \$2,000,000 | | \$4,000,000 | \$1,000,000 |
| 63 | UF - Lastinger Center Winning Reading Boost | | | (\$200,000) | | |
| 64 | UF - Infrastructure for ZIKA Research | | | | \$400,000 | |
| 65 | UF - Lastinger Center Ensuring Access to Abuse | | | | \$1,500,000 | \$1,500,000 |
| 66 | UF - Research Fellowship Award | | | | \$50,000 | |
| 67 | UF - St. Augustine Historic Building Roof Replacement | | | | \$250,000 | |
| 68 | UF - National Ranking Operational Enhancement | | | | | \$2,500,000 |
| 69 | UF - Operational Support | | | | | \$5,000,000 |
| 70 | UF-IFAS - Geomatics Education | | | \$636,120 | | |
| 71 | UF-IFAS - Horticulture Research, Science, and Education | | | \$1,450,000 | \$250,000 | |
| 72 | UF-IFAS - Workload Initiative | \$3,705,379 | | | | |
| 73 | UF-IFAS - 4-H Family Initiative | | | | \$250,000 | \$500,000 |
| 74 | UF-IFAS - Florida Agriculture Initiative | | | | \$250,000 | |
| 75 | UF-IFAS - Tropical Aquaculture Lab | | | | \$500,000 | |
| 76 | UF-HSC - Program to Cure Dystonia and Muscle | | | \$1,000,000 | \$1,000,000 | \$500,000 |
| 77 | UF-HSC - Advanced Training/Child Abuse Specialists | | | | \$300,000 | |
| 78 | UF-HSC - Center for Translational | | | | \$1,000,000 | |
| 79 | UF-HSC - Institute for Comparative Veterinary | | | | \$100,000 | |
| 80 | UNF - Jax Bridges Competitive Small Business Initiative | | | \$350,000 | | \$350,000 |
| 81 | UNF - Affirmative Consent Project | | | | \$150,000 | |
| 82 | UNF - Regional University Operating Enhancement | | | | | \$4,094,345 |
| 83 | USF - Center for Innovative Teaching and Learning | | | \$260,413 | | |
| 84 | USF - Cybersecurity Initiative | | | (\$650,000) | | |
| 85 | USF-Sarasota/Manatee - Center for PAINT | | | (\$50,000) | \$200,000 | \$350,000 |
| 86 | USF-Sarasota/Manatee - Center for PAINT (BASE VETO) | | | | | (\$50,000) |
| 87 | USF-Sarasota/Manatee - Programs of Strategic Emphasis | | | | \$100,000 | |
| 88 | USF-Sarasota/Manatee - STEM Programs/Marine Lab | | | | \$100,000 | |
| 89 | USF-St. Pete - Greenhouse Project (BASE VETO) | | | (\$72,500) | | (\$72,500) |
| 90 | USF-St. Pete - Center for Innovation | | | (\$260,413) | | |
| 91 | USF/St. Pete - Family Study Center (VETO) | | | \$300,000 | \$300,000 | \$300,000 |
| 92 | USF-St. Pete - Young Men Christian Association Program | | | \$263,458 | | |
| 93 | USF-St. Pete - Science, Technology, Engineering, and Math | | | \$200,000 | \$1,227,413 | |
| 94 | USF-St. Pete - Citizen Scholar Partnership | | | | \$263,458 | \$263,458 |
| 95 | USF-St. Pete - Joint Institute for Gulf of Mexico Studies | | | | \$100,000 | \$100,000 |
| 96 | USF-St. Pete - Paraprofessionals Receiving Educational | | | | \$200,000 | |
| 97 | USF-St. Pete - Operational Support | | | | | \$750,000 |
| 98 | USF-St. Pete - STEM Programs | | | | | \$1,000,000 |
| 99 | UWF - Office of Economic Development and Engagement | | | (\$500,000) | | |
| 100 | UWF - Cybersecurity Support | | | \$850,000 | \$100,000 | \$600,000 |
| 101 | UWF - Ph.D. Intelligent Systems and Robotics | | | | \$500,000 | |
| 102 | UWF - Archaeology Program (BASE VETO) | | | | | (\$931,439) |
| 103 | FAMU-FSU - College of Engineering | \$5,600,000 | | | | |
| 104 | UNF, UWF, FGCU - Regional University Enhancement | | | | \$22,500,000 | |
| 105 | Incremental Growth for 2018-2019 | \$182,717,982 | \$17,000,000 | (\$284,465,874) | \$202,354,099 | \$139,173,940 |
| 107 | Total 2018-2019 Budget | \$5,106,015,708 | \$4,940,297,726 | \$4,638,831,852 | \$5,125,651,825 | \$5,062,471,666 |
| 108 | % Increase over 2018-2019 Beginning Base Budget (Line 9) | 3.7% | 0.4% | -5.8% | 4.1% | 2.8% |
| 109 | 2017-2018 Beginning State Support (start-up items included) | \$2,965,810,800 | \$2,965,810,800 | \$2,965,810,800 | \$2,965,810,800 | \$2,965,810,800 |
| 110 | Increase in State Support | \$182,717,982 | \$17,000,000 | (\$284,465,874) | \$202,354,099 | \$139,173,940 |
| 111 | Total State Support Needed for FY 2018-2019 | \$3,148,528,782 | \$2,982,810,800 | \$2,681,344,926 | \$3,168,164,899 | \$3,104,984,740 |
| 112 | 2017-2018 Beginning Student Tuition Support | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 |
| 114 | Increase in Student Tuition Support | - | - | - | - | - |
| 115 | Total Tuition Support Needed for FY 2018-2019 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 | \$1,957,486,926 |
| 116 | Total Support for FY 2018-2019 | \$5,106,015,708 | \$4,940,297,726 | \$4,638,831,852 | \$5,125,651,825 | \$5,062,471,666 |
| 117 | Statewide Initiatives | | | | | |
| 118 | Moffitt Cancer Center (pass-through) | \$8,523,070 | | | | |
| 119 | Institute of Human and Machine Cognition (pass-through) | \$6,739,000 | | | \$1,000,000 | \$500,000 |
| 120 | Incremental Growth for 2018-2019 | \$15,262,070 | \$0 | \$0 | \$1,000,000 | \$500,000 |
| 121 | Total Support w/Statewide Initiatives for FY 2018-2019 | \$5,121,277,778 | \$4,940,297,726 | \$4,638,831,852 | \$5,126,651,825 | \$5,062,971,666 |

**Florida Board of Governors
2018-2019 Board Office Budget
March 9, 2018**

| | Board Request | House Bill 5001 | Senate Bill 2500 | Final Conference |
|---|------------------|--------------------|---------------------|---------------------|
| 1 Salary & Benefits-GR | \$6,009,364 | \$6,009,364 | \$6,009,364 | \$6,009,364 |
| 2 Salary & Benefits-Trust Fund | \$785,234 | \$785,234 | \$785,234 | \$785,234 |
| 3 Total | \$6,794,598 | \$6,794,598 | \$6,794,598 | \$6,794,598 |
| 4 | | | | |
| 5 Other Personal Services-GR | \$51,310 | \$51,310 | \$51,310 | \$51,310 |
| 6 Other Personal Services-Trust Fund | \$20,785 | \$20,785 | \$20,785 | \$20,785 |
| 7 Total | \$72,095 | \$72,095 | \$72,095 | \$72,095 |
| 8 | | | | |
| 9 Expenses-GR | \$736,982 | \$736,982 | \$736,982 | \$736,982 |
| 10 Expenses-Trust Fund | \$156,799 | \$156,799 | \$156,799 | \$156,799 |
| 11 Total | \$893,781 | \$893,781 | \$893,781 | \$893,781 |
| 12 | | | | |
| 13 Operating Capital Outlay-GR | \$11,782 | \$11,782 | \$11,782 | \$11,782 |
| 14 Operating Capital Outlay-Trust Fund | \$5,950 | \$5,950 | \$5,950 | \$5,950 |
| 15 Total | \$17,732 | \$17,732 | \$17,732 | \$17,732 |
| 16 | | | | |
| 17 Contracted Services-GR | \$240,127 | \$240,127 | \$240,127 | \$240,127 |
| 18 Contracted Services-Trust Fund | \$73,000 | \$73,000 | \$73,000 | \$73,000 |
| 19 IT Augmentation/security/cloud services - GR | \$877,520 | \$0 | \$456,205 | \$456,205 |
| 20 Take Stock in Children -- Pass Thru | \$0 | \$0 | \$750,000 | \$650,000 |
| 21 Total | \$1,190,647 | \$313,127 | \$1,519,332 | \$1,419,332 |
| 22 | | | | |
| 23 Tnsfr to DMS for HR Services-GR | \$17,141 | \$17,141 | \$17,141 | \$17,141 |
| 24 Tnsfr to DMS for HR Services-Trust Fund | \$4,257 | \$4,257 | \$4,257 | \$4,257 |
| 25 Total | \$21,398 | \$21,398 | \$21,398 | \$21,398 |
| 26 | | | | |
| 27 Tnsfr to DMS for Risk Mgmt Insurance-GR | \$12,113 | \$12,113 | \$12,113 | \$12,113 |
| 28 | | | | |
| 29 NW** Regional Data Center-GR | \$269,527 | \$269,527 | \$269,527 | \$269,527 |
| 30 | | | | |
| 31 Total Board Office Budget-GR | \$8,225,866 | \$7,348,346 | \$7,804,551 | \$8,454,551 |
| 32 Total Board Office Budget-Trust Fund | \$1,046,025 | \$1,046,025 | \$1,046,025 | \$1,046,025 |
| 33 Total | \$9,271,891 | \$8,394,371 | \$8,850,576 | \$9,500,576 |
| 34 | | | | |
| 35 \$ Change from 2017-18 Budget | \$877,964 | \$444 | \$456,649 | \$1,106,649 |
| 36 % Change from 2017-18 Budget | 10.5% | 0.0% | 5.4% | 11.9% |
| 37 | | | | |
| 38 Authorized Positions | 65 | 65 | 65 | 65 |
| 39 Increase(Decrease) in Positions | 0 | 0 | 0 | 0 |
| 40 Total | 65 | 65 | 65 | 65 |

*GR - General Revenue

**NW - Northwest

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: Performance-Based Funding Model Update

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Senate Bill 4 was passed by the Legislature and will be sent to the Governor for consideration. The attached document provides a summary of changes and a report that must be completed by October 1, 2019.

Supporting Documentation Included: Summary of Performance-Based Funding Changes

Facilitators/Presenters: Mr. Tim Jones

Performance-based Funding Model Changes
Senate Bill 4
As of March 5, 2018

| Metric # | Current | Changes |
|--|--|---|
| Metric 4 | 6-yr grad rate (full-time and part-time) | 4-year grad rates |
| Metric 7 | University Access Rate (percent of undergraduate students with a Pell Grant) | Access rate, based on the percent of undergraduate students enrolled during the fall term who received a Pell Grant during the fall term. Access rate benchmarks must be differentiated and scored to reflect the varying access rate levels among the universities. No bonus points are allowed. |
| Other Issues | | |
| Changes to grad rates and access rate will need to be effective for the allocation of 2018-19 funds. | | |
| <p>By October 1, 2019, the Board of Governors, in consultation with the state universities, shall submit to the Legislature recommendations for future consideration on the most efficient process to achieve a complete performance-based continuous improvement model focused on outcomes that provides for the equitable distribution of performance funds.</p> <p>In addition to recommendations submitted by the Board of Governors, the Legislature shall review recommendations from an independent entity that consults with the Board of Governors for the purpose of receiving input on behalf of the state university system.</p> <p>Implementation of any recommendations shall not occur unless affirmatively enacted by the Legislature.</p> | | |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
March 28, 2018**

SUBJECT: 2019-2020 Legislative Budget Request (LBR) Guidelines

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These draft guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - This is the primary changes:
 - a. Updates the timeline to reflect the start of the 2019 session in March 2019.
- II. **Fixed Capital Outlay LBR** - These are the primary change:
 - a. Updates the timeline to reflect the start of the 2019 session in March 2019.
 - b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: Draft 2019-2020 LBR Guidelines

Facilitators/Presenters: Mr. Tim Jones



State University System of Florida Board of Governors

~~2018-19~~2019-20 Legislative Budget Request Development Policy Guidelines

~~DRAFT As Revised June 22, 2017~~

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The ~~2018-2019~~2019-2020 LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability and transparency. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
 - a. Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during ~~2017-2018~~2018-2019;



- ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in ~~2018-2019~~2019-2020.
- b. Annual Fire Safety Inspection Fees –
 - i. Funds will be requested to cover the annual costs of the State Fire Marshal inspection of university facilities.
2. Performance Funding – Funding will be requested based on the Board’s performance funding model.
3. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.
4. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies or strategic plans and endorsed by the Board.
5. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.

The following represents the timeline for submission of the SUS ~~2018-2019~~2019-2020 LBR for operations:

- March 30: Board ~~reviews draft~~ ~~approves the~~ LBR Policy Guidelines
- April: Chancellor provides guidance to the universities on the development of system and university LBR issues
- June 28 Board approves the LBR Policy Guidelines
- July 28: System issues are submitted by the appropriate SUS council
- ~~August 31~~Sept 13: Board approves the operating LBR
- ~~Oct. Sept.~~ 15.:– Operating LBR is submitted to the Governor and Legislature
- Oct. ~~16~~3: Budget and Finance Committee Workshop to discuss potential changes to the performance funding model
- Nov. ~~8~~9: Board evaluates amendments to the LBR

March 2018~~7~~

2



- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

Fixed Capital Outlay Funds:

For PECO projects, the ~~The~~ university's approved Five Year Capital Improvement Plan (CIP) should be ~~will be~~ prioritized , in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs should be ~~has been~~ assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. ~~This will assist~~ Board staff will make use of the CIP in ~~the~~ comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

1. Maintenance Projects and Utility Infrastructure
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes, and should not be included by the university on the CIP - this funding will be requested as a System issue by the Board of Governors as usual.
 - b. Universities should include the amount needed for general Utility Infrastructure needs as the highest priority project.
2. Projects Previously Funded by the Legislature System and Continuation Projects
 - a. Projects previously funded by the legislature should be listed next on the CIP. If a university has more than one such project, priority should be

¹ ~~Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site specific basis.~~



~~given to those projects which can be most rapidly brought to completion. in the amount and in the year as last included on the Board adopted three year list. A university with remaining project funding need from the Board's adopted 2017-2018 request (i.e. List A, Year One) will be requested by the Board from the reversion of 2017-2018 B list projects. If the university has no remaining A list projects, the Board will request funding to complete the highest priority B list project from the reversion of lower priority B list projects; or those projects not having any Board recommendation, with the following exceptions:~~

- ~~i. The university Board of Trustees may indicate that the Project has no remaining need for state funding; and that the Project scope has not been modified.~~
- ~~ii. Funds will not be reverted from fully funded projects.~~
- ~~a. —~~
- ~~b. Projects funded by the Legislature, but not on the Board adopted three year list.~~
- ~~c.b. Projects that require additional funding to complete.~~

3. Renovation Projects

- a. ~~Projects that address urgent Utility Infrastructure problems. Utilities/infrastructure/capital renewal/roofs needs.~~
- b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation. (Major named projects)

4. Strategic Projects

- a. Land or building acquisition in accordance with university board of trustees adopted master plans.
- b. New facilities, as needed to meet instructional and support space needs.

Non-PECO Components of the University LBR

Capital Improvement Fee Trust Fund Projects, Bonded Projects, P3-s, etc. should be included on the CIP-2 following the standard instructions provided by the Chancellor's Office. It is anticipated that the Board will request the requisite approvals from the Legislature following past practice, and as needed to comply with the requirements of Sections 1010.62, 1013.74 and 1013.78 Florida Statutes.

5. —Legislative Authorizations



~~a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.~~

The following represents the timeline for submission of the SUS ~~2019-2020~~2017-2018 Fixed Capital Outlay LBR:

- March ~~28~~30: ~~Facilities Committee will discuss the~~ Board approves the LBR Policy Guidelines
- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 28: Board approved LBR Policy Guidelines
- May – July: Board of Trustees approve CIPs
- Aug. 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- ~~• Aug. 31: Board approves the fixed capital outlay LBR~~
- ~~• Sept. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature~~
- ~~• Oct. 3: Facilities Committee Workshop. The Committee will meet with university staff to review projects~~
- ~~• Nov. 9: Board evaluates amendments to the LBR~~
- ~~• Dec.: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations~~
- Sept 13: Board approves the fixed capital outlay LBR
- Oct. 15.: FCO LBR is submitted to the Governor and Legislature
- Oct. 16: Facilities Committee Workshop to discuss projects
- Nov. 8: Board evaluates amendments to the LBR
- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 28, 2018
4:45 p.m. to 5:15 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. H. Wayne Huizenga, Jr.; Vice Chair: Dr. Fernando Valverde
Members: Jordan, Kitson, Lautenbach, Morton, J. Patel, Tyson

- 1. Call to Order and Opening Remarks** **Governor H. Wayne Huizenga, Jr.**
- 2. Minutes of Committee Meeting** **Governor Huizenga**
Minutes, November 9, 2017
- 3. FSU Educational Plant Survey Validation** **Mr. Chris Kinsley**
*Assistant Vice Chancellor for
Finance & Facilities*
- 4. UNF Refinancing Report** **Mr. Kinsley**
- 5. 2017 Completed Projects Report** **Mr. Kinsley**
- 6. Legislative Budget Request Update and
Draft LBR Guidelines Discussion** **Governor Huizenga**
- 7. Concluding Remarks and Adjournment** **Governor Huizenga**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 28, 2018**

SUBJECT: Minutes of Meeting held November 9, 2017

PROPOSED COMMITTEE ACTION

Approve the minutes from the meetings held on November 9, 2017

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the Facilities Committee meeting held on November 9, 2017, at the University of Central Florida. Please note that the Facilities Committee was not convened during the Board of Governors meeting held January 24-25, 2018.

Supporting Documentation Included: Minutes: November 9, 2017

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
FACILITIES COMMITTEE
UNIVERSITY OF CENTRAL FLORIDA
ORLANDO, FLORIDA
NOVEMBER 9, 2017

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Governor H. Wayne Huizenga, Jr., Chair, convened the meeting of the Board of Governors Facilities Committee meeting at 8:36 a.m., November 9, 2017. The following members were present: Fernando Valverde, Dick Beard, Darlene Jordan, Sydney Kitson, Alan Levine, Wendy Link, Edward Morton, Jay Patel, and Gary Tyson. Other members present included: Tom Kuntz, Ned Lautenbach, Kishane Patel, Pam Stewart, Norman Tripp, Zach Zachariah, and Tim Cerio.

1. Call to Order

Chair Huizenga called the meeting to order at 9:16 am.

2. Minutes of Committee Meetings: Governor Huizenga

Governor Valverde moved that the Committee approve the minutes of the Facilities Committee meeting held August 31, 2017, at the University of Florida. Governor Link seconded the motion and it passed unanimously.

3. Amend the 2018-2019 Fixed Capital Outlay Legislative Budget Request:

Chair Huizenga called on Mr. Chris Kinsley, Assistant Vice Chancellor for Finance and Facilities, to discuss the proposed amendments to the 2018-19 Fixed Capital Outlay (FCO) LBR. Mr. Kinsley gave an overview of each component as follows: A.) Public Education Capital Outlay (PECO) maintenance allocation, B.) fixed capital outlay project list, C.) Capital Improvement Trust Fund (CITF) allocation, D.) legislative authorization that could require debt, and E.) legislative authorization for projects that may require operations and maintenance. Mr. Kinsley stated that items D and E are permission requests only with no funding attached; whereas, A through C are funding requests.

A. Maintenance

Mr. Kinsley noted that the maintenance request for 2018-19 is for \$48,269,307. Kinsley stated that what drives the maintenance number is the available PECO revenues. Thus, the \$48M number doesn't represent the need – it represents what is available via a formula. The actual need for maintenance is close to \$1 billion. Mr. Kinsley noted that the projection maintenance amounts for the LBR will change yearly.

Governor Kuntz asked if the formula was wrong. Mr. Kinsley affirmed that the calculated need is measured against the available revenues, which is only a portion of the entire amount of the entire education system. It is not that the formula per se is wrong - it calculates the need. There are just are not enough PECO dollars.

Governor Kuntz asked Commissioner Stewart if it is worst or the same in K-12. Commissioner Stewart affirmed that it is a bigger problem. Kuntz asked what the game plan is. Commissioner Stewart stated that overall maintenance is separate from being a formula issue.

Huizenga stated that part of the problem is that the PECO funding is greatly limited compared to the past, which is more of an issue than the statute.

Commissioner Stewart added that if there could be one issue with the formula, it is that the formula does not take into consideration the age of the facility in each of the sectors.

Governor Morton asked if there is an objective formula to address a facility's age and size of the campus. Chris affirmed that the Board staff have revised the database to make sure the underlying data behind the formula is correct.

Mr. Kinsley asked if there were any additional questions. There were none, so the Assistant Vice Chancellor moved to the next agenda item.

B. Fixed Capital Outlay Project List, including PECO

Mr. Kinsley noted that there was a recommendation for \$228M of named projects, which are in two parts. This list is called the PECO list, which has the PECO plus whatever additional funds will be provided to help fund. The projects add up to \$122M. Mr. Kinsley also mentioned the projects at the bottom of the list that have been previously funded by the Legislature and/or there are additional funds available at the university level. The projects represent the highest priority for each institution.

Mr. Kinsley added that these projects are in alignment with previous presentations from the workshop and many have received previous funding. He also noted that if the system is provided the funds, the projects in year one will be completed and then move

to year two and year three. Mr. Kinsley stated that adding new facilities can help deal with the maintenance needs as the old inefficient buildings are removed and new model buildings are brought in.

Governor Kuntz asked if the projects listed have been reviewed and approved by the Board. Mr. Kinsley stated that the format is different but the intent is to get away from the A-list and B-list and to show a realistic plan to finish the projects listed. He also reiterated that the list is prioritized and serves as a guide for the Legislature to choose projects by priority. Mr. Kinsley stated that the benefit of the list is that there is an awareness of the totality of what is available.

Governor Kuntz asked if the number of new projects for this year is a reduced number from last year. Chris responded that he will get back with him for a more accurate answer.

Governor Jordan asked what the LBR was that we put forward. Chris affirmed that he will provide information at a later point.

Governor Patel asked if the Board staff prioritized renovations ahead of new. Chris stated yes and pointed out that three infrastructure items have been prioritized and put ahead of renovation and all projects.

C. 2018 Capital Improvement Trust Fund Projects

Chris Kinsley informed the Board previously approved the 2018 LBR of Capital Improvement Fee Trust Fund for \$40M. He went on to note that the final calculation is complete and the allocation is based on what each institution has contributed. The amount remains at \$40M, which is less than the amount from last year. The allocation is based on a formula that suggests what you put in is ultimately what you get out. Mr. Kinsley noted that since no bonds have been issued, debt service continues to decrease and will be able to do a bond refinance in a few weeks.

Governor Kuntz asked what the bonding capacity will be if chosen or allowed to bond. He also asked what the bonding could be used for. Chris responded that SUS is over three times the capacity. As a result, the system could bond about \$200M and not be anywhere close to a 1:2 X cover. Mr. Kinsley also stated the bonding, in theory, could be used for any purpose as long as the student body is consulted, which is required by the Board regulations and statutes. Mr. Kinsley added that the fund source is a designated fee that is charged on a credit hour basis.

D. Legislative Authorization that could require debt.

Mr. Kinsley explained that any projects that require debt, must get legislative approval whether it is a bond project or P3 project. The Legislature has delegated to the Board approval, under Florida Statute 1010.62, for almost every type of project except for athletic facilities and conference facilities. This gives the Board the authority to consider projects such as the FIU hotel.

E. Legislative Authorization for projects that may require operations and maintenance.

Mr. Kinsley stated that if any university uses any non-appropriating dollars for an academic purpose and asks for operation money, it must first get approval from the Legislature.

Governor Kuntz asked what the funding source for the project is. Chris affirmed general revenue. He added that the Legislature has not funded PO&M for three years.

After further discussion, Chair Huizenga asked if there was a motion.

Governor Levine made a motion to amend the 2018-2019 Fixed Capital Outlay Legislative Budget Request. Governor Jordan seconded the motion, and the motion passed unanimously.

4. Concluding Remarks and Adjournment

There being no further business, Chair Huizenga adjourned the meeting at 9:52 a.m., November 9, 2017.

Chris Kinsley, Assistant Vice Chancellor
Facilities

H. Wayne Huizenga, Jr., Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 28, 2018**

SUBJECT: Florida State University Educational Plant Survey Validation

PROPOSED COMMITTEE ACTION

Review and validate the completed Florida State University Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of FSU, Board staff facilitated and coordinated the Survey Team, and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to FSU and Board staff, the team included staff from UF, UWF, and UCF. The Survey Team Recommendation is included as an attachment. The completed EPS Report was approved by the FSU Board of Trustees on February 23, 2018, and the agenda item is included.

The EPS covers the period July 1, 2018, through June 30, 2023, and is FSU's first EPS completed using the Dynamic Capital Planning (DCP) model for FSU.

Table 1. Analysis of Space Needs and Enrollment

| FSU EPS Year | FTE | Space Inventory (Net Square Feet) | Recommendation Compared to Actual (Net Square Feet) | Space Analysis Summary |
|-------------------|--------|--------------------------------------|---|---------------------------------------|
| 2013 Actual | 38,900 | 3,109,788 | 720,000 | 2013 EPS Recommendation |
| 2018 Estimated | 39,880 | 3,314,145 | 204,357 | Actual Net Space Added Current EPS |
| 2023 Projected | 41,620 | TBD | 225,000 | Recommendation |

Summary of Survey Team Recommendations (Main Campus, unless noted):

Remodeling/Renovation: These remodeling projects will modify space within existing facilities to increase efficiency and usability:

- 2.2a FSU Multidisciplinary Center (Winchester Building) – 13,500 NSF
- 2.2b Library System Improvements Phase I (Dirac Science Library) – 78,000 NSF
- 2.2c Dittmer Chemistry Lab – 87,500 NSF
- 2.2d Kellogg Psychology Research Building – 23,000 NSF
- 2.2e Biology Unit I Building – 47,000 NSF

New Construction:

- 3.1 Academic Support Building – 63,000 NSF (Replaces Mendenhall Complex)

Exception Procedure: Projects recommended based on a demonstrated need for a single-purpose dedicated space; not based on formula need.

- 4.1 Veteran's Legacy Complex – 39,330 NSF (Includes replacement of ROTC Building)

Demolition: These facilities are planned for partial or complete demolition.

- 5.1 ROTC Building – 10,958 NSF
- 5.2 Employee Assistance Building – 1,434 NSF
- 5.3 Seminole Dining Building – 2,131 NSF
- 5.4 Mendenhall A – 52,020 NSF (Campus Operations and Maintenance)
- 5.5 Mendenhall B – 1,300 NSF (Campus Operations and Maintenance)
- 5.6 Mendenhall Annex – 359 NSF (Campus Operations and Maintenance)
- 5.7 FDLE Mail Scan Building – 10,302 NSF

Continuing Survey Recommendations: This project was included in the 2013 EPS and has been partially funded through legislative appropriations. This is a recommendation for completing funding of this project.

- 6.1 Earth, Ocean, and Atmospheric Sciences Building – 89,540 NSF

Projects Funded for Planning: These projects have been partially funded (Planning) through legislative appropriations and are included in the 2018 EPS to meet the statutory funding requirements associated with completion of these projects.

- 7.1 College of Business – 131,585 NSF
- 7.2 STEM Teaching Lab Building – 48,500 NSF
- 7.3 Interdisciplinary Research and Commercialization Building (IRCB) – 68,302 NSF

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for PECO funding.

Supporting Documentation Included: Trustees Agenda Item and Key EPS Data

Facilitators/Presenters: Mr. Chris Kinsley



FLORIDA STATE UNIVERSITY
OFFICE OF THE VICE PRESIDENT
FOR FINANCE & ADMINISTRATION

MEMORANDUM

TO: BOT Finance and Business Committee Members
FROM: Kyle Clark, Vice President for Finance and Administration
DATE: February 22, 2018
SUBJECT: Finance and Business Committee Meeting

Handwritten signature/initials in blue ink.

The Board of Trustees Finance and Business Committee is scheduled to meet from 10:15am to 11:15am on Thursday, February 22, 2018 in room 2134A of the Deviney Hall, FSU Residence Hall Complex. Items to be discussed at the meeting include:

- I. Request for Approval of Minutes from January 2018 Meeting
- II. Actions Items:
 1. Request Approval of Educational Plant Survey (Consent)
 2. Request Approval of 2018 Affirmative Action Plan (Consent)
 3. Request Approval of 2018-2019 Budget Projections for Auxiliaries with Outstanding Revenue Bonds (Consent)
 4. Request Approval of Amendment to Regulation FSU-2.018 Control of Radiation Hazards (Consent)
 5. Request Approval of Amendment to Regulation FSU-2.022 Employee Debt Collection (Consent)
 6. Request Approval of Amendment to Regulation FSU-2.023 Public Records, Uniform Charge Procedure Hazards (Consent)
- III. Other Business
- IV. Adjourn

EDUCATIONAL PLANT SURVEY

FLORIDA STATE UNIVERSITY

Fiscal Year July 1, 2018 – June 30, 2023



Facilities Inventory Validation

September 26 – 28, 2017

Space Needs Assessment

October 24 – 26, 2017

*Prepared by
Florida State University
Facilities Planning and Space Management
Tallahassee, Florida*

X RECOMMENDATIONS OF SURVEY TEAM

The recommendations of the Survey Team, including site improvements and standard university-wide recommendations, were given to the University President following the exit interview on October 26, 2017. Subsequent to this, the recommendations were amended and a letter explaining the University's understanding of the final recommendations was sent to Chancellor at the Florida Board of Governors. The final recommendations of the Survey Team have been expanded and are provided below. Following the text is Table 12, which shows the impact of the recommendations on the facilities inventory for Main Campus.

Site Improvements Recommendations:

- 1.1 Land Acquisition – This project allows the university to continue purchasing properties surrounding all campuses as identified in the adopted Campus Master Plan.
- 1.2 Landscaping and Site Improvements – This is a general recommendation for landscaping and site improvements consistent with the adopted Campus Master Plan.
- 1.3 Utility Infrastructure – This is a general recommendation for items in the categories of chilled water, controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, steam equipment and distribution and roads. These projects consist of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

Remodeling/Renovation Recommendations:

- 2.1 Remodeling/renovation recommendations are in accordance with the net square footage as described in the Form B. Remodeling/renovation recommendations that yield no significant changes to existing space use categories are recommended.
- 2.2 The significant remodeling/renovation projects must be specifically identified. The projects must identify the space categories affected (i.e. from existing space use to proposed space use). Any changes to remodeling/renovation projects that exceed 100% of any space use categories will require a supplemental survey.
 - 2.2a Winchester Building Remodel
 - From 14,404 NSF office, 30 NSF campus support service
 - To 10,000 NSF office, 3,500 NSF campus support service.
 - 2.2b Library System Improvements Phase I (Dirac Science Library Building) Remodel
 - From 1,291 NSF classroom, 584 NSF teaching lab, 49,578 NSF study, 524 NSF research lab, 20,722 NSF office
 - To 60,000 NSF study, 18,000 NSF office.
 - 2.2c Dittmer Chemistry Lab Remodel
 - From 70,804 NSF research lab, 17,531 NSF office
 - To 1,500 NSF study, 85,000 NSF research lab, 1,000 NSF office.

2.2d Kellogg Building Remodel

- From 2,824 NSF classroom, 5,890 NSF teaching lab, 246 NSF research lab, 14,571 NSF office, 93 NSF campus support service
- To 2,500 NSF classroom, 5,000 NSF teaching lab, 2,500 NSF study, 13,000 NSF office.

2.2e Biology Unit I Building Remodel

- From 2,804 NSF teaching lab, 1,412 NSF study, 34,367 NSF research lab, 8,779 NSF office
- To 3,000 NSF study, 38,000 NSF research lab, 6,000 NSF office.

New Construction Recommendations:

New construction recommendations are in accordance with the presented net square footage and as described in the Form B. The following projects are recommended:

3.1 Academic Support Building

63,000 NSF (20,000 office, 43,000 campus support service)

Projects Based on Exception Procedure:

The survey team is recommending the following project based on the exception procedure. This project consists of ineligible space and therefore the Form B space needs formula does not apply.

4.1 Veteran's Legacy Complex

39,330 NSF (2,895 classroom, 1,170 teaching lab, 12,260 study, 12,455 office, 9,500 auditorium/exhibition, 1,050 instructional media)

Demolition Recommendations:

Pursuant to Board of Governors' Regulation 9.004, Razing of Buildings, demolition projects beneath the \$1,000,000 threshold do not require an Educational Plant Survey recommendation; however, all reductions in space categories should be appropriately reflected in the Form B.

The following demolitions have been requested and are recommended:

5.1 ROTC Building – 3,124 NSF classroom, 1,565 NSF study, 6,269 NSF office

5.2 Employee Assistance Building – 1,434 NSF office

5.3 Seminole Dining Building – 2,131 NSF office

5.4 Mendenhall A – 17,972 NSF office, 34,048 NSF campus support service

5.5 Mendenhall B – 1,300 NSF office

5.6 Mendenhall Annex – 359 NSF office

5.7 FDLE Mail Scan Building – 605 NSF office, 9,697 NSF campus support service

Continuing Survey Recommendations:

These project(s) were survey recommended and partially funded through legislative appropriations during the previous survey cycle, however their funding has not yet been completed. This is a recommendation for continued funding for these projects.

- 6.1 Earth, Ocean, and Atmospheric Sciences Building (EOAS)
89,540 NSF (9,280 classroom, 15,250 teaching lab, 2,340 study, 27,670 research lab, 35,000 office)

Projects Funded for Planning:

These projects were not previously survey recommended. However, they were partially funded through legislative appropriations. This is a survey recommendation to continue funding for these projects.

- 7.1 College of Business
131,585 NSF (36,090 classroom, 10,615 teaching lab, 6,205 study, 2,250 research lab, 60,125 office, 15,000 auditorium/exhibition, 1,000 instructional media, 300 campus support service)
- 7.2 STEM Teaching Lab Building
48,500 NSF (44,000 teaching lab, 2,500 study, 2,000 office)
- 7.3 Interdisciplinary Research and Commercialization Building (IRCB)
68,302 NSF (45,007 research lab, 20,280 office, 3,015 campus support service)

Special Purpose Center Recommendations:

- 8.1 N/A

Standard University-wide Recommendations:

SR1. Projects for safety corrections are recommended.

SR2. Projects for corrections or modifications necessary to comply with the Americans Disabilities Act are recommended.

SR3. Projects required to repair or replace a building's components are recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

SR4. Expansion, replacement and upgrading of existing utilities/infrastructure systems to support projects identified within this Educational Plant Survey are recommended.

Notes:

- A. University is to write recommendation text in accordance with current Educational Plant Survey format criteria.

- B. The Survey Team requires that projects recommended for approval are to be incorporated into the Master Plan update(s).
- C. The Survey Team recommendations to the Board of Governors cannot exceed 100% of space needs met by formula in any of the nine (9) space categories. Any project that exceeds 100% of needs met must be modified to ensure approval by the Survey Team. The 100% threshold options are as follows:
 - 1. Verify space use classification (i.e. Classroom, Teaching Lab, etc.)
 - 2. Reduce square footage in space use categories exceeding 100%
 - 3. Delete a project or the space in a use category that exceeds 100%
 - 4. Substitute with other proposed space categories within the same project.
 - 5. Shift requested project priorities to stay below 100% threshold.
 - 6. Provide a university strategy to support temporary overages.
- D. Supplemental surveys are required if any changes to project scope result in a space category exceeding 100% of formula-driven need.

Educational Plant Survey Team

Survey team members participating in the Educational Plant Survey:

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University Facilitator:

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TABLE 2
Buildings Included in Inventory Validation

New buildings constructed (expanded) or acquired since the 2013 Survey (2012 Validation):

Site 0001: Main Campus

| Number | Name | GSF |
|--------|---|--------|
| 0945 | Stadium Place – Training Center | 11,000 |
| 4016 | President's Storage | 1,159 |
| 4029 | Honors, Scholars, and Fellows (Floors 2, 3, & 4) ¹ | 27,867 |
| 4240 | Whitcomb Facility (Band) | 1,347 |
| 4241 | Campus Garden Shed | 65 |
| 4242 | Campus Garden Pavilion | 551 |
| 4490 | Labor & Construction Storage | 676 |
| 4546 | Tucker (Civic) Center (Conference Area) ¹ | 29,933 |

Site 0012: Belle Vue

| Number | Name | GSF |
|--------|--------------------------|---------|
| 4500 | Carnaghi Arts Building | 105,560 |
| 4551 | Carnaghi Arts Building A | 421 |
| 4552 | Carnaghi Arts Building B | 421 |
| 4553 | Carnaghi Arts Building C | 192 |

Site 0018: Innovation Park/Mag Lab

| Number | Name | GSF |
|--------|--|--------|
| 0069 | Mag Lab – DC Building (Addition) ¹ | 1,980 |
| 0269 | Mag Lab – NMR Building (Addition) ¹ | 3,047 |
| 0804 | I.P. – Sliger Building ² | 40,521 |
| 0855 | I.P. – Shaw Building ² | 42,111 |
| 0860 | Technology Services Building | 80,022 |

No samplings were required – combined space of buildings surveyed covered all 9 categories.

1 Only additional or eligible (E&G) space shown in GSF

2 Buildings transferred to FSU from Innovation Park Authority (Previously Leased)

TABLE 2
Buildings Included in Inventory Validation

Buildings in Site Visit for Recently Bonded Project

All Facilities are on Main Campus (Site 0001)

| Number | Name | GSF |
|--------|--|-----------|
| 0100 | Campbell Stadium – South End Zone Level 3 and 4 Addition | +/-70,000 |
| 0819 | Basketball Practice Facility | 55,739 |
| 4061 | Deviney Hall | 102,860 |
| 4062 | Azalea Hall | 130,733 |
| 4090 | Dunlap Indoor Practice Facility (Football) | 96,131 |

University Sites

Florida State University owns or leases a total of 21 sites, of which 3 sites are leased or used by other entities. The remaining 18 sites combined to produce 4 campuses: Main Campus, Panama City Campus, Ringling Cultural Center, and the College of Medicine's Immokalee Clinic.

Main Campus

Main Campus is composed of the following 15 Sites:

Site No. 0001: Main Campus

The Main Campus of Florida State University is the most intensely developed property currently assigned to the University. This parcel of land is located immediately west of downtown Tallahassee. One of the most significant modifications to the Main Campus is the acquisition of additional land in the adjacent proximity to campus.

Site No. 0002 – Ball Marine Lab

Since 1964, Florida State University has managed this parcel of land located along Highway 98 in Franklin County. This site, more commonly referred to as the Florida State University Marine Lab, is used primarily by the FSU Department of Biological Sciences for research and K-12 academic purposes. The site also contains a dock, fuel tanks, and seawater pumping system and other facilities relevant to oceanographic research. The property is split by Highway 98 and all of the facilities are located on the southern side, adjacent to the Gulf. The upland portion of the property, which contains the majority of the acreage, is currently undeveloped.

Site No. 0003: Cascade Lake

This parcel of land is located several miles west of the Main Campus in Tallahassee. The property consists primarily of lake and cypress wetlands and is part of a chain of lakes that lie northwest of the municipal airport. There are no educational activities at this Site.

Site No. 0004: Alligator Point

Acquired in 1949, the Alligator Point site contains is located on bay front property in Franklin County. One building, a residential facility in nature, remains here. There are no educational activities at this Site.

Site No. 0005: Mission Road Station

This property, located off Mission Road approximately one mile northwest of the Main Campus, is largely undeveloped land. The buildings at this site are utilized primarily by the University's Department of Biological Sciences.

Site No. 0006: Plant Street

This property located off Plant Street between Pensacola Street and Jackson Bluff approximately one mile west of the Main Campus, has no permanent structures and no educational activities.

Site No. 0007: FSU Reservation

This property is located approximately four miles southwest of the Main Campus along the banks of Lake Bradford. The facilities at this site are used primarily for student recreational purposes. There are no educational activities at this Site.

Site No. 0008: Southwest Campus

The Southwest Campus, or 'Farm' as it is still sometimes referred to (it was originally the site of FSCW's Dairy Farm), is located southwest of the Main Campus. This property is currently the University's largest single holding. The Seminole Golf Course, the Broadcast Center, Alumni Village, the FSU Nursery, and several warehouses/storage facilities are found within this site, as well as the new Intramural Field Complex, the Morcom Aquatics Center, and the Indoor Tennis Facility.

Site No. 0012: Belle Vue

This property belongs to the Leon County School Board and is currently leased to FSU. The facility on the 15.33-acre site was formerly an elementary school but FSU has transformed it to an Art facility which brought together 4 previously leased venues.

Site No. 0013: Ridgeway

This 2.83-acre site has 2 facilities which were the former Florida Highway Patrol training center. Due to contamination, the facilities are only used for storage.

Site No. 0018: Innovation Park

Although the majority of land at Innovation Parks belongs to the Leon County Park Authority, the sections of land on which the National High Magnetic Field Laboratory, the Research Foundation Building a & B, the Materials Research Building, the AME facility, the Technology Services Building, the future site IRCB and the NWRDC facility are owned by the University.

Site No. 0019: Gadsden County

Critchfield Hall Recording Studio is the only facility located at this site. The physical location of the property is in Midway, Florida, which is in Gadsden County on the northwest quadrant of the intersection of Interstate 10 and Highway 90.

Site No. 0027: National Forest

This property is not owned by The Florida State University but the footprint of the building and tower are leased from the US Department of Forestry. It is located in the middle of the Apalachicola National Forest and consists of one facility, a transmitter and storage building, and a tower. Both structures support the broadcast of WFSU-TV and are owned by FSU.

Site No. 0041: Northwest Campus

This property is located north/north west of town and contains 3 facilities. It is currently used only for research and has no educational activities.

Site No. 0042: North Campus

This property is located north of town and contains 1 facility. It is used primarily for research but there are some educational activities that take place here.

Panama City Campus

Site No. 0010: Panama City Campus

Florida State University's Panama City Campus is located in Bay County and is situated between the North Bay and Gulf Coast Community College. There are 9 buildings on this site. The 10th building is located off-campus and is a TV transmitter building which is located adjacent to the public broadcast station.

Ringling Cultural Center

Site No. 0009: Sarasota

On July 1, 2000, Florida State University took control of the Ringling Museum in Sarasota, Florida. The Museum was adjacent to the Center for the Performing Arts which the University took control of in the spring of 1992. There are a total of 17 structures here at this location. The Center for the Performing Arts houses the Florida State University Conservatory of Professional Actor Training, the Asolo Theatre, Inc., a direct support organization of the Conservatory, and the Sarasota Ballet, a non-profit organization which works with the University's School of Visual Arts and Dance. The Ringling Museum houses the Art Museum, the Ca'D' Zan, and the Circus Museum, as well as several support structures.

Immokalee Medical Campus

Site 0067 – Immokalee Health Education Site

This 9.4-acre site is the home of the Isabel Collier Reed Facility which is a training site for the FSU College of Medicine. While this property is owned by FSU, its space is not part of this survey because all Medical facilities are exempt.

Other Owned Sites

The following Sites are owned by Florida State University but are leased to other entities and/or the space inventory is not accounted for by the University:

Site 0017 – Engineering

The FAMU-FSU College of Engineering is located in the center of Site 0008 – Southwest Campus. While FSU Facilities provides all services for the buildings and grounds, the College is governed by a Joint Management Council and is considered independent of both FAMU and FSU.

Site No. 0020: Southwood

The Florida State University Developmental Research School is located adjacent to the Tallahassee development known as 'Southwood'. This property was purchased by Florida State University to relocate the old Developmental Research School, which was demolished to make room for the FSU Medical School facilities. The school is considered a 'Charter School' and the facilities are no longer part of the university's inventory.

Site No. 0023: Heritage Grove

This site is the location west of Main Campus and is leased to an educational housing consortium for the purpose of relocating all of the off-campus fraternity houses. The University has access to the parking and in exchange the FSU Police Department patrols the private grounds.

Sites have been added to the University's inventory to denote non-contiguous parcels or parcels that have a separation of ownership or function. Site types are defined in the SUS Regulation BOG 8.009 which can be accessed at <http://www.flbog.edu/about/regulations/regulations.php> the BOG website.

TABLE 5
Analysis of Planned Enrollment Change

| | 2015-16 ACTUAL | 2016-17 ESTIMATE* | 2017-18 PLAN | 2018-19 PLAN | 2019-20 PLAN | 2020-21 PLAN | 2021-22 PLAN | 2022-23 PLAN | Planned Annual Growth Rate* |
|----------------------------|-------------------|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------------------|
| STATE FUNDABLE | | | | | | | | | |
| <u>RESIDENT</u> | | | | | | | | | |
| LOWER | 12,618 | 12,699 | 12,720 | 12,750 | 12,780 | 12,810 | 12,840 | 12,870 | 0.20% |
| UPPER | 14,960 | 15,004 | 15,100 | 15,200 | 15,300 | 15,400 | 15,500 | 15,600 | 0.70% |
| GRAD I | 2,610 | 2,639 | 2,690 | 2,740 | 2,790 | 2,850 | 2,910 | 2,970 | 2.00% |
| GRAD II | 2,577 | 2,544 | 2,590 | 2,640 | 2,690 | 2,740 | 2,790 | 2,850 | 1.90% |
| TOTAL | 32,764 | 32,885 | 33,100 | 33,330 | 33,560 | 33,800 | 34,040 | 34,290 | 0.70% |
| <u>NON RESIDENT</u> | | | | | | | | | |
| LOWER | 1,164 | 1,278 | 1,290 | 1,300 | 1,310 | 1,320 | 1,330 | 1,340 | 0.80% |
| UPPER | 922 | 1,123 | 1,130 | 1,140 | 1,150 | 1,160 | 1,170 | 1,180 | 0.90% |
| GRAD I | 745 | 780 | 800 | 820 | 840 | 860 | 880 | 900 | 2.40% |
| GRAD II | 997 | 1,020 | 1,040 | 1,060 | 1,080 | 1,100 | 1,120 | 1,140 | 1.90% |
| TOTAL | 3,829 | 4,201 | 4,260 | 4,320 | 4,380 | 4,440 | 4,500 | 4,560 | 1.40% |
| <u>TOTAL</u> | | | | | | | | | |
| LOWER | 13,782 | 13,977 | 14,010 | 14,050 | 14,090 | 14,130 | 14,170 | 14,210 | 0.30% |
| UPPER | 15,881 | 16,127 | 16,230 | 16,340 | 16,450 | 16,560 | 16,670 | 16,780 | 0.70% |
| GRAD I | 3,355 | 3,419 | 3,490 | 3,560 | 3,630 | 3,710 | 3,790 | 3,870 | 2.10% |
| GRAD II | 3,575 | 3,563 | 3,630 | 3,700 | 3,770 | 3,840 | 3,910 | 3,990 | 1.90% |
| TOTAL | 36,593 | 37,086 | 37,360 | 37,650 | 37,940 | 38,240 | 38,540 | 38,850 | 0.80% |
| NOT STATE FUNDABLE | | | | | | | | | |
| LOWER | 993 | 988 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 0.00% |
| UPPER | 957 | 1,136 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 1,100 | 0.00% |
| GRAD I | 374 | 397 | 400 | 450 | 500 | 550 | 600 | 650 | 10.20% |
| GRAD II | 13 | 15 | 20 | 20 | 20 | 20 | 20 | 20 | 0.00% |
| TOTAL | 2,338 | 2,536 | 2,520 | 2,570 | 2,620 | 2,670 | 2,720 | 2,770 | 1.90% |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

TABLE 6
All Net Assignable Square Feet within EPS Categories by Site (Main Campus)

| SITE ID | SITE NAME | CATEGORIES OF SPACE | | | | | | | | | TOTAL | SPACE EXCLUDED | |
|--------------------------------|----------------------|---------------------|--------------|---------|--------------|------------------|---------------|-----------------|--------|----------------|-----------|----------------|---------|
| | | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUD./ EXHIBIT | INSTRUCT. MEDIA | GYM | CAMPUS SUPPORT | | NO | YES |
| 0001 | MAIN CAMPUS | | | | | | | | | | | | |
| | TOTAL SITE | 311,618 | 364,566 | 332,828 | 425,334 | 1,061,339 | 107,254 | 1,141 | 39,793 | 98,558 | 2,742,431 | 2,725,447 | 33,217 |
| 0002 | FSU MARINE LAB | | | | | | | | | | | | |
| | TOTAL SITE | 106 | 828 | 146 | 11,406 | 4,617 | - | - | - | 1,054 | 18,157 | 18,979 | - |
| 0005 | MISSION ROAD STATION | | | | | | | | | | | | |
| | TOTAL SITE | - | - | - | 9,260 | 372 | - | - | - | 1,314 | 10,946 | 9,632 | 1,314 |
| 0008 | SOUTHWEST CAMPUS | | | | | | | | | | | | |
| | TOTAL SITE | - | 9,691 | - | 15,162 | 14,626 | 5,818 | 17,867 | 340 | 20,945 | 84,449 | 71,298 | 13,151 |
| 0012 | BELLE VUE | | | | | | | | | | | | |
| | TOTAL SITE | 6,099 | 47,287 | - | - | 9,720 | 9,547 | - | - | 939 | 73,592 | 73,592 | - |
| 0013 | RIDGEWAY | | | | | | | | | | | | |
| | TOTAL SITE | 4,048 | - | 3,000 | - | 4,342 | 1,673 | - | 4,307 | 18,339 | 35,709 | 35,709 | - |
| 0018 | INNOVATION PARK | | | | | | | | | | | | |
| | TOTAL SITE | 2,457 | 3,699 | 1,069 | 176,629 | 186,274 | - | 158 | - | - | 370,286 | 271,317 | 98,969 |
| 0019 | GADSDEN COUNTY | | | | | | | | | | | | |
| | TOTAL SITE | - | 4,167 | - | - | 2,204 | - | - | - | - | 6,371 | 6,371 | - |
| 0041 | NORTHWEST CAMPUS | | | | | | | | | | | | |
| | TOTAL SITE | - | - | 5,711 | 7,511 | 41,766 | - | - | - | 9,584 | 64,572 | 64,572 | - |
| 0042 | NORTH CAMPUS | | | | | | | | | | | | |
| | TOTAL SITE | - | 1,920 | - | 8,349 | 3,529 | 516 | - | - | 421 | 14,735 | 14,735 | - |
| MAIN CAMPUS' SITES GRAND TOTAL | | 324,328 | 432,158 | 342,754 | 653,651 | 1,328,789 | 124,808 | 19,166 | 44,440 | 151,154 | 3,421,248 | 3,291,652 | 146,651 |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

| SITE ID | SITE NAME | | | | | | | | | | | |
|---------|--|----------------|-------------|-----------|--------------|--------|--------------|------------------|------------------------|----------------|-----------|----------------|
| 0001 | MAIN CAMPUS | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 0001 | JAMES D. WESTCOTT JR. MEMORIAL BUILDING | Y | CONTINUING | | | | | 43,163 | 32,073 | | | |
| 0002 | GUY LINTON DIFFENBAUGH BUILDING | Y | CONTINUING | 16,939 | 4,084 | 1,119 | 3,099 | 23,618 | | | | 308 |
| 0003 | ARTHUR WILLIAMS BUILDING | Y | CONTINUING | 12,645 | 2,343 | 76 | 66 | 16,059 | 3,835 | | | |
| 0004 | WILLIAM GEORGE DODD HALL | Y | CONTINUING | 902 | 434 | 1,485 | | 18,179 | 3,044 | | | |
| 0005 | FRANCIS W. EPPES HALL | Y | CONTINUING | 1,360 | 733 | | | 13,608 | | | | |
| 0006 | WINTHROP N. KELLOGG RESEARCH BUILDING | Y | CONTINUING | 2,824 | 5,890 | | 246 | 14,571 | | | | 93 |
| 0007 | FINE ARTS BUILDING | Y | CONTINUING | 3,732 | 24,552 | 1,603 | | 10,996 | 29,463 | | | |
| 0008 | RAYMOND F. BELLAMY BUILDING | Y | CONTINUING | 24,325 | 8,023 | 763 | 1,854 | 57,205 | | 504 | | |
| 0009 | BIOMEDICAL RESEARCH FACILITY | Y | CONTINUING | | 561 | 163 | 24,694 | 4,838 | | | | |
| 0011 | RODERICK K. SHAW BUILDING | Y | CONTINUING | | | | | 12,800 | | | | |
| 0017 | WILLIAM H. JOHNSTON BUILDING | Y | CONTINUING | 20,921 | 30,766 | 16,441 | | 15,882 | 1,165 | | | |
| 0019 | LOUIS SHORES BUILDING | Y | CONTINUING | 3,460 | 4,296 | 9,440 | | 11,356 | | | | |
| 0020 | PAUL A. M. DIRAC SCIENCE LIBRARY | Y | CONTINUING | 1,291 | 584 | 49,578 | 524 | 20,722 | | | | |
| 0023 | CHARLES A. ROVETTA BUILDING | Y | CONTINUING | 16,428 | | | | 16,608 | | | | |
| 0025 | KATHERINE WILLIAMS MONTGOMERY GYMNASIUM | Y | CONTINUING | 4,090 | 38,108 | | | 8,494 | | | | |
| 0028 | NORMAN E. THAGARD HEALTH CENTER BUILDING | Y | CONTINUING | 3,893 | 1,035 | 3,131 | | 7,438 | | | | 2,076 |
| 0028 | NORMAN E. THAGARD HEALTH CENTER BUILDING | N | CONTINUING | | | | | 4,264 | | | | |
| 0030 | CENTRAL UTILITIES PLANT | Y | CONTINUING | | | | | 2,100 | | | | 2,425 |
| 0032 | B.K. ROBERTS HALL | Y | CONTINUING | 16,984 | 2,724 | 707 | | 11,197 | | | | |
| 0035 | KATHERINE B. HOFFMAN TEACHING LABORATORY OF CHEMISTRY | Y | CONTINUING | 5,298 | 30,206 | 263 | | 2,293 | | | | |
| 0036 | GROVER LEE ROGERS BUILDING | Y | CONTINUING | 3,341 | 1,035 | 448 | 9,616 | 20,564 | | | | 2,289 |
| 0037 | JAMES ROBERT FISHER LECTURE HALL | Y | CONTINUING | 5,579 | | | | 98 | | | | |
| 0038 | KARL DITTMER LABORATORY OF CHEMISTRY | Y | CONTINUING | | | | 70,804 | 17,531 | | | | |
| 0039 | BIOLOGY UNIT I | Y | CONTINUING | | 2,804 | 1,412 | 34,367 | 8,779 | | | | |
| 0040 | VIVIAN M. DUXBURY HALL | Y | CONTINUING | 4,971 | 9,625 | 3,337 | 349 | 11,243 | | | | |
| 0041 | JAMES VELMA KEEN BUILDING | Y | CONTINUING | | 27 | 1,767 | 21,815 | 23,110 | | | | |
| 0042 | LEROY COLLINS RESEARCH BUILDING | Y | CONTINUING | | | | 28,290 | 5,831 | | | | |
| 0045 | HAROLD F. RICHARDS UNDERGRADUATE PHYSICS LABORATORY BUILDING | Y | CONTINUING | 5,254 | 10,867 | | 764 | 139 | | | | |
| 0047 | LAW LIBRARY | Y | CONTINUING | 123 | | 31,991 | | 4,554 | | | | |
| 0048 | LAW ROTUNDA | Y | CONTINUING | 1,407 | | | | 5,608 | | | | |
| 0049 | DODD LECTURE HALL | Y | CONTINUING | | 938 | | | 3,090 | 1,230 | | | |
| 0050 | MODE L. STONE BUILDING | Y | CONTINUING | 13,616 | 6,791 | 954 | | 45,840 | | 194 | | |
| 0052 | CHARLES A. ROVETTA BUILDING | Y | CONTINUING | 5,223 | 6,862 | 731 | | 25,934 | | | | 32 |
| 0054 | WILEY L. HOUSEWRIGHT MUSIC BUILDING | Y | CONTINUING | 3,151 | 27,977 | 13,130 | 626 | 12,880 | | | | |
| 0055 | MILTON CAROTHERS HALL | Y | CONTINUING | 7,309 | 8,534 | 4,345 | 213 | 26,616 | | | | |
| 0057 | CLAUDE PEPPER BUILDING | Y | CONTINUING | | 690 | 6,090 | | 10,305 | 10,372 | | | |
| 0070 | PARKING GARAGE 1 | Y | CONTINUING | | | | | 3,727 | | | | |
| 0072 | ROWENA LONGMIRE STUDENT ALUMNI BUILDING | Y | CONTINUING | 352 | 900 | | | 14,910 | 2,118 | | | |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

SITE ID SITE NAME
0001 MAIN CAMPUS (CONTINUED)

| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
|---------|--|----------------|-------------|-----------|--------------|---------|--------------|------------------|------------------------|----------------|-----------|----------------|
| 0076 | WILLIAM A. TANNER HALL | Y | CONTINUING | | | | | 9,307 | | | 452 | 2,428 |
| 0077 | HERBERT D. MENDENHALL MAINTENANCE COMPLEX | Y | CONTINUING | | | | | 17,972 | | | | 34,048 |
| 0078 | HERBERT D. MENDENHALL MAINTENANCE COMPLEX | Y | CONTINUING | | | | | 3,460 | | | | 7,643 |
| 0086 | PEARL TYNER WELCOME CENTER | Y | CONTINUING | | | | | 863 | | | | |
| 0089 | KARL O. KUERSTEINER MUSIC BUILDING | Y | CONTINUING | 1,504 | 20,165 | 565 | 2,713 | 14,746 | | 242 | | |
| 0091 | THE MCINTOSH TRACK AND FIELD BUILDING | Y | CONTINUING | | | | 1,886 | 576 | | | | |
| 0100 | DOAK S. CAMPBELL STADIUM | Y | CONTINUING | | | | | 426 | | | | |
| 0113 | F. WILSON CARRAWAY SR. BUILDING | Y | CONTINUING | 4,014 | 1,604 | 332 | 5,661 | 9,021 | | | | |
| 0114 | ENGINEERING LAB BUILDING | Y | CONTINUING | | | | 6,106 | 861 | | | | |
| 0116 | JAMES J. LOVE BUILDING | Y | CONTINUING | 6,986 | 6,562 | 2,543 | 6,410 | 31,817 | | | | |
| 0132 | ROBERT HENRY TULLY GYMNASIUM | Y | CONTINUING | 3,829 | 1,361 | | | 5,855 | | | 38,415 | |
| 0134 | ROBERT MANNING STROZIER LIBRARY | Y | CONTINUING | 753 | 3,242 | 148,327 | | 11,514 | | 201 | | 183 |
| 0135 | MARGARET R. SANDELS BUILDING | Y | CONTINUING | 9,090 | 12,448 | 524 | 2,074 | 13,601 | 1,294 | | | |
| 0146 | MICHAEL KASHA LABORATORY | Y | CONTINUING | | | | 13,907 | 9,119 | | | | |
| 0202 | VILLAGE GREEN HOBBY-HARRISON/CAWTHON HOUSE | Y | CONTINUING | | | | | 1,210 | | | | |
| 0203 | VILLAGE GREEN CALDWELL HOUSE | Y | CONTINUING | | | 313 | | 2,764 | | | | |
| 0204 | VILLAGE GREEN DAMON HOUSE | Y | CONTINUING | | | | | 2,207 | | | | |
| 0205 | VILLAGE GREEN AUSLEY HOUSE | Y | CONTINUING | | | 374 | | 1,327 | | | | |
| 0223 | UNIVERSITY CENTER - BUILDING A | Y | CONTINUING | 297 | 19,238 | 2,741 | 2,301 | 97,995 | | | 440 | |
| 0224 | UNIVERSITY CENTER - BUILDING B | Y | CONTINUING | 2,901 | 3,857 | 268 | | 8,607 | 1,334 | | | |
| 0225 | UNIVERSITY CENTER - BUILDING C | Y | CONTINUING | 4,929 | 10,383 | 437 | 3,189 | 65,333 | | | 486 | 1,396 |
| 0226 | UNIVERSITY CENTER - BUILDING D | Y | CONTINUING | 6,899 | 2,562 | | | 1,400 | | | | |
| 0237 | CENTRAL UTILITIES PLANT STORAGE | Y | CONTINUING | | | | | | | | | 128 |
| 0249 | ZONE 3 MAINTENANCE | Y | CONTINUING | | | | | 525 | | | | 871 |
| 0255 | WESTCOTT WELCOME CENTER | Y | CONTINUING | | | | | 76 | | | | |
| 0264 | MODERN LANGUAGES | Y | CONTINUING | | | | | 1,066 | | | | |
| 0292 | FLAMMABLE STORAGE | Y | CONTINUING | | | | | | | | | 220 |
| 0293 | HAZARDOUS WASTE FACILITY | Y | CONTINUING | | | | | | | | | 792 |
| 0294 | ISADORE HECHT HOUSE | Y | CONTINUING | 5 | | | | 269 | | | | |
| 0378 | PARKING GARAGE 2 | Y | CONTINUING | | | | | | | | | 450 |
| 0379 | STUDENT SERVICES BUILDING | Y | CONTINUING | | 2,780 | | | 13,631 | | | | |
| 0394 | GUS A. STAVROS CENTER FOR ECONOMIC EDUCATION | Y | CONTINUING | | | 1,048 | | 2,712 | | | | |
| 0431 | MENDENHALL ANNEX | Y | CONTINUING | | | | | 369 | | | | 187 |
| 0436 | THEATRE (FINE ARTS) ANNEX | Y | CONTINUING | 742 | 5,768 | 620 | | 3,139 | | | | 381 |
| 0437 | EMPLOYEE ASSISTANCE PROGRAM BUILDING | Y | CONTINUING | | | | | 1,434 | | | | |
| 0438 | ART TEACHING LABS | Y | CONTINUING | | 2,612 | | | 438 | | | | |
| 0443 | MARRIAGE AND FAMILY CLINIC | Y | CONTINUING | | | | | 277 | | | | |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

| SITE ID | SITE NAME | | | | | | | | | | | |
|---------|---|----------------|--------------------|-----------|--------------|--------|--------------|------------------|------------------------|----------------|-----------|----------------|
| 0001 | MAIN CAMPUS (CONTINUED) | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 0454 | LIBRARY TECHNOLOGY SERVICES | Y | CONTINUING | | | 10,426 | | 2,200 | | | | |
| 0465 | ALUMNI CENTER FACILITY | Y | CONTINUING | 1,451 | | | | 5,465 | | | | |
| 0467 | FDLE MAIL FACILITY | Y | PLANNED TERM: 2018 | | | | | | | | | 137 |
| 0470 | THE LAB - BUILDING A | Y | CONTINUING | | | | | 797 | 3,685 | | | |
| 0471 | THE LAB - BUILDING B | Y | CONTINUING | | 2,429 | | | | | | | |
| 0476 | STATE STORAGE WAREHOUSE | Y | CONTINUING | | | | | 1,267 | | | | 13,003 |
| 0478 | MASTER CRAFTSMAN STUDIO | Y | CONTINUING | | 3,594 | | | 279 | 490 | | | |
| 0490 | WAREHOUSE 3 | Y | CONTINUING | | | | | 941 | | | | 11,838 |
| 0945 | TRAINING CENTER AT STADIUM PLACE | Y | CONTINUING | | | | | 1,212 | | | | |
| 4000 | CAGE WASH FACILITY | Y | CONTINUING | | | | 4,860 | 288 | | | | |
| 4001 | JOHN E. THRASHER BUILDING | Y | CONTINUING | 1,856 | 24,878 | 4,911 | 2,195 | 42,885 | | | | |
| 4002 | COLLEGE OF MEDICINE RESEARCH BUILDING | Y | CONTINUING | 3,374 | 10,642 | | 49,451 | 21,875 | | | | 626 |
| 4003 | DURELL PEADEN AUDITORIUM | Y | CONTINUING | | | | | | 3,752 | | | |
| 4004 | PSYCHOLOGY DEPARTMENT BUILDING | Y | CONTINUING | 5,300 | 3,155 | 779 | 47,402 | 35,018 | 106 | | | |
| 4005 | PSYCHOLOGY DEPARTMENT AUDITORIUM | Y | CONTINUING | 361 | | | | | 1,979 | | | |
| 4007 | JAMES E. 'JIM' KING JR. LIFE SCIENCES BUILDING | Y | CONTINUING | | 14,395 | 4,058 | 49,291 | 17,636 | 2,673 | | | |
| 4008 | CHEMICAL SCIENCE LABORATORIES | Y | CONTINUING | 365 | | | 73,735 | 14,733 | 2,100 | | | |
| 4009 | HCB CLASSROOM BUILDING | Y | CONTINUING | 46,353 | 2,955 | 2,518 | | 1,726 | | | | |
| 4011 | THE ALBERT J. AND JUDITH A. DUNLAP STUDENT SUCCESS CENTER | Y | CONTINUING | 987 | 2,729 | 2,232 | 520 | 20,206 | | | | |
| 4013 | SATELLITE UTILITIES PLANT 2 | Y | CONTINUING | | | | | | | | | 54 |
| 4029 | HONORS SCHOLARS & FELLOWS | Y | CONTINUING | 3,303 | | 1,667 | | 3,969 | 3,045 | | | |
| 4030 | HEALTH & WELLNESS CENTER | Y | CONTINUING | 12,222 | | | | 831 | 3,353 | | | |
| 4031 | GLOBAL & MULTICULTURAL CENTER | Y | CONTINUING | 4,316 | 567 | 1,332 | | 12,414 | 2,782 | | | |
| 4040 | LAW SCHOOL ADVOCACY CENTER | Y | CONTINUING | 1,017 | 7,793 | 243 | | 18,012 | | | | |
| 4041 | FULLER WARREN BUILDING | Y | CONTINUING | 737 | 2,104 | 281 | 2,389 | 9,425 | | | | |
| 4042 | C.C. - WINCHESTER BUILDING | N | CONTINUING | | | | | 14,404 | | | | 30 |
| 4076 | TANNER EQUIPMENT SHED | Y | CONTINUING | | | | | | | | | 1,410 |
| 4077 | MAINTENANCE GAS PUMPS | Y | CONTINUING | | | | | | | | | 676 |
| 4078 | MAINTENANCE SHED 1 | Y | CONTINUING | | | | | | | | | 600 |
| 4079 | MAINTENANCE SHED 2 | Y | CONTINUING | | | | | | | | | 672 |
| 4080 | MAINTENANCE SHED 3 | Y | CONTINUING | | | | | | | | | 837 |
| 4114 | KIRBY W. KEMPER OFF-GRID ZERO EMISSIONS BUILDING | Y | CONTINUING | | 125 | | 824 | | | | | |
| 4240 | MANLEY R. WHITCOMB BAND COMPLEX | Y | CONTINUING | | | | | 78 | 1,113 | | | |
| 4241 | CAMPUS GARDEN SHED | Y | CONTINUING | | | | | | | | | 54 |
| 4242 | CAMPUS GARDEN PAVILION | Y | CONTINUING | | 460 | | | | | | | |
| 4249 | ZONE 3 MAINTENANCE STORAGE | Y | CONTINUING | | | | | | | | | 209 |
| 4501 | RECYCLING CENTER BUILDING 1 | Y | CONTINUING | | | | | 4,273 | | | | 5,973 |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

| SITE ID | SITE NAME | | | | | | | | | | | |
|---------|--|----------------|-------------|-----------|--------------|-------|--------------|------------------|------------------------|----------------|-----------|----------------|
| 0001 | MAIN CAMPUS (CONTINUED) | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 4502 | RECYCLING CENTER BUILDING 2 | Y | CONTINUING | | | | | 1,715 | | | | 1,701 |
| 4503 | RECYCLING CENTER BUILDING 3 | Y | CONTINUING | | | | | 528 | | | | 1,605 |
| 4504 | RECYCLING CENTER BUILDING 4 | Y | CONTINUING | | | | | 688 | | | | 3,001 |
| 4546 | DONALD L. TUCKER CIVIC CENTER | Y | CONTINUING | | | | | | | | | 838 |
| | | | | | | | | | | | | |
| 0002 | FSU MARINE LAB | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 0262 | MARINE LAB GRADUATES AND GIFT SHOP | Y | CONTINUING | | | | 573 | 268 | | | | |
| 0405 | MARINE LAB GUEST HOUSE | Y | CONTINUING | | | | | | | | | 245 |
| 0406 | MARINE LAB ADP/BOATING | Y | CONTINUING | | | | 1,248 | 318 | | | | |
| 0407 | MARINE LAB CLASSROOM AND LABORATORY BUILDING | Y | CONTINUING | 106 | 828 | 146 | | 828 | | | | |
| 0408 | MARINE LAB MAIN LABORATORY BUILDING | Y | CONTINUING | | | | 4,192 | | | | | |
| 0441 | MARINE LAB GREENHOUSE NORTH | Y | CONTINUING | | | | 1,199 | | | | | |
| 0442 | MARINE LAB GREENHOUSE SOUTH | Y | CONTINUING | | | | 1,199 | | | | | |
| 0462 | MARINE LAB ADMINISTRATION | Y | CONTINUING | | | | 926 | 3,203 | | | | |
| 2200 | MARINE LAB FUEL PUMP CANOPY | Y | CONTINUING | | | | | | | | | 242 |
| 2201 | MARINE LAB SATS STORAGE | Y | CONTINUING | | | | 51 | | | | | |
| 2202 | MARINE LAB CARPENTER SHOP | Y | CONTINUING | | | | | | | | | 384 |
| 2203 | MARINE LAB FLAMMABLE STORAGE | Y | CONTINUING | | | | 98 | | | | | |
| 2204 | MARINE LAB HUGHES STORAGE | Y | CONTINUING | | | | 123 | | | | | |
| 2205 | MARINE LAB THISTLE STORAGE | Y | CONTINUING | | | | 123 | | | | | |
| 2206 | MARINE LAB SECURITY | Y | CONTINUING | | | | | | | | | 85 |
| 2207 | MARINE LAB STATS PROGRAM STORAGE | Y | CONTINUING | | | | 51 | | | | | |
| 2208 | MARINE LAB DOCK STORAGE SOUTH | Y | CONTINUING | | | | 51 | | | | | |
| 2209 | MARINE LAB STORAGE STALLINGS | Y | CONTINUING | | | | 51 | | | | | |
| 2210 | MARINE LAB MAINTENANCE STORAGE | Y | CONTINUING | | | | | | | | | 98 |
| 2211 | MARINE LAB STORAGE (CALLINECTES) | Y | CONTINUING | | | | 51 | | | | | |
| 2212 | MARINE LAB STORAGE (GRUBBS) | Y | CONTINUING | | | | 51 | | | | | |
| 2213 | MARINE LAB SEAWATER STORAGE | Y | CONTINUING | | | | 98 | | | | | |
| 2214 | MARINE LAB HERRNKIND GREENHOUSE | Y | CONTINUING | | | | 857 | | | | | |
| 2215 | MARINE LAB FACULTY STORAGE | Y | CONTINUING | | | | 464 | | | | | |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

| SITE ID | SITE NAME | | | | | | | | | | | |
|---------|------------------------------------|----------------|--------------------|-----------|--------------|-------|--------------|------------------|------------------------|----------------|-----------|----------------|
| 0005 | MISSION ROAD STATION | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 0230 | MISSION ROAD NEW GREENHOUSE | Y | CONTINUING | | | | 2,035 | | | | | |
| 0366 | MISSION ROAD GREENHOUSE | Y | CONTINUING | | | | 5,031 | | | | | |
| 0367 | MISSION ROAD MAIN HOUSE | Y | CONTINUING | | | | 2,194 | 372 | | | | |
| | | | | | | | | | | | | |
| SITE ID | SITE NAME | | | | | | | | | | | |
| 0008 | SOUTHWEST CAMPUS | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 0056 | OPERA SCENE SHOP | Y | CONTINUING | | 6,298 | | | 302 | | | | |
| 0061 | STORAGE BUILDING - MAG LAB | Y | CONTINUING | | | | 4,550 | | | | | |
| 0062 | DAVID MIDDLETON GOLF CENTER | Y | CONTINUING | | 3,015 | | | 523 | | | | |
| 0064 | FARM - THEATER SCENE STORAGE | Y | CONTINUING | | | | | | 5,364 | | | |
| 0066 | FARM - LAB ANIMAL RESOURCES | Y | CONTINUING | | | | 4,170 | | | | | |
| 0068 | FARM - ANIMAL PEN | Y | PLANNED TERM: 2018 | | | | 2,489 | | | | | |
| 0088 | NURSERY GROUNDS GREENHOUSE | Y | CONTINUING | | | | | | | | | 1,641 |
| 0295 | PROPERTY RECORDS WAREHOUSE 1 | Y | CONTINUING | | | | | 459 | | | | 5,424 |
| 0297 | PROPERTY RECORDS WAREHOUSE 2 | Y | CONTINUING | | | | | | | | | 6,577 |
| 0361 | FARM - ROOFING MATERIAL STORAGE | Y | PLANNED TERM: 2018 | | | | | | | | | 720 |
| 0370 | GEORGES WEATHERLY STAGING FACILITY | Y | CONTINUING | | | | 3,953 | | | | | |
| 0371 | NURSERY CARPORT | Y | CONTINUING | | | | | | | | | 359 |
| 0382 | NURSERY BLDG 1 - TRAILER | Y | CONTINUING | | | | | 361 | | | | |
| 0383 | NURSERY BLDG 2 - PURPLE | Y | CONTINUING | | | | | 81 | | | | |
| 0384 | NURSERY BLDG 3 - TOOLS | Y | CONTINUING | | | | | | | | | 58 |
| 0395 | NURSERY BLDG 4 - FERTILIZER | Y | CONTINUING | | | | | | | | | 90 |
| 0434 | NURSERY OFFICE BUILDING | Y | CONTINUING | | | | | 581 | | | | |
| 0493 | CONTROLLERS WAREHOUSE | Y | CONTINUING | | | | | | | | | 6,076 |
| 8008 | MORCOM AQUATICS CENTER | Y | CONTINUING | | | | | | | | 340 | |
| | | | | | | | | | | | | |
| SITE ID | SITE NAME | | | | | | | | | | | |
| 0012 | BELLE VUE | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT |
| 4500 | JOHN R. CARNAGHI ARTS BUILDING | Y | CONTINUING | 6,099 | 47,287 | | | 9,720 | 9,547 | | | 437 |
| 4551 | CARNAGHI ARTS BUILDING A | Y | CONTINUING | | | | | | | | | 177 |
| 4552 | CARNAGHI ARTS BUILDING B | Y | CONTINUING | | | | | | | | | 177 |
| 4553 | CARNAGHI ARTS BUILDING C | Y | CONTINUING | | | | | | | | | 148 |

TABLE 7
All Net Assignable Square Feet within EPS Categories by Building (Main Campus)

| SITE ID SITE NAME | | | | | | | | | | | | | |
|-----------------------|--|----------------|--------------------|-----------|--------------|-------|--------------|------------------|------------------------|----------------|-----------|----------------|--|
| 0013 RIDGEWAY | | | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT | |
| 8050 | FHP ACADEMY | N | PLANNED TERM: 2018 | 4,048 | | 2,582 | | 3,124 | 1,673 | | 3,419 | 6,585 | |
| 8051 | FHP DORM | N | PLANNED TERM: 2018 | | | 418 | | 1,218 | | | 888 | 11,754 | |
| | | | | | | | | | | | | | |
| SITE ID SITE NAME | | | | | | | | | | | | | |
| 0018 INNOVATION PARK | | | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT | |
| 0022 | NATIONAL HIGH MAGNETIC FIELD LABORATORY GENERAL SCIENCE BUILDING | Y | CONTINUING | | | 635 | 14,576 | 52,937 | | | | | |
| 0069 | NATIONAL HIGH MAGNETIC FIELD LABORATORY DC MAGNET BUILDING | Y | CONTINUING | | | | 17,677 | 789 | | | | | |
| 0269 | NATIONAL HIGH MAGNETIC FIELD LABORATORY NMR BUILDING | Y | CONTINUING | | | | 1,348 | 3,353 | | | | | |
| 0804 | BERNARD F. SLIGER BUILDING | Y | CONTINUING | | 1,937 | | | 20,905 | | | | | |
| 0813 | ROBERT M. JOHNSON BUILDING | N | CONTINUING | | | | | 1,884 | | | | | |
| 0814 | FRANK SHAW BUILDING | Y | CONTINUING | | | | 16,647 | 7,399 | | | | | |
| 0824 | RESEARCH FOUNDATION BUILDING A | Y | CONTINUING | 1,035 | 81 | 434 | 19,251 | 29,797 | | | | | |
| 0825 | RESEARCH FOUNDATION BUILDING B | Y | CONTINUING | | | | 4,201 | 41,899 | | 158 | | | |
| 0826 | CAPS DIELECTRICS LAB | Y | CONTINUING | | 1,052 | | | | | | | | |
| 0827 | CAPS MEDIUM VOLTAGE LAB | Y | CONTINUING | | | | 3,442 | | | | | | |
| 0849 | CAPS HIGH-BAY LAB | Y | CONTINUING | | | | 4,823 | | | | | | |
| 0860 | TECHNOLOGY SERVICES BUILDING | Y | CONTINUING | | | | | 25,057 | | | | | |
| | | | | | | | | | | | | | |
| SITE ID SITE NAME | | | | | | | | | | | | | |
| 0019 GADSDEN COUNTY | | | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT | |
| 0466 | CRITCHFIELD HALL | Y | CONTINUING | | 4,167 | | | 2,204 | | | | | |
| | | | | | | | | | | | | | |
| SITE ID SITE NAME | | | | | | | | | | | | | |
| 0041 NORTHWEST CAMPUS | | | | | | | | | | | | | |
| BLDG ID | BLDG NAME | ROOM AVAILABLE | DEMO STATUS | CLASSROOM | TEACHING LAB | STUDY | RESEARCH LAB | OFFICE/ COMPUTER | AUDITORIUM/ EXHIBITION | INSTRUCT MEDIA | GYMNASIUM | CAMPUS SUPPORT | |
| 3401 | FSURF ENTREPRENEURIAL BUILDING | Y | CONTINUING | | | | 7,049 | 18,178 | | | | | |
| 3402 | FSU RESEARCH COMPLEX | Y | CONTINUING | | | | 462 | 11,053 | | | | | |
| 3403 | COMMONWEALTH COMMERCE CENTER | N | CONTINUING | | | 5,711 | | 12,535 | | | | 9,584 | |

TABLE 9**Generated Net Assignable Square Feet by Space Category for Main Campus**

Based on 2022-2023 projected US FTE of 41,620 (less 7,334 US FTE for Distance Learning where applicable)*

| SPACE CATEGORY | ASF Generated |
|-------------------------|---------------|
| Classroom | 321,776 |
| Teaching Laboratory | 402,219 |
| Study | 561,870 |
| Research Laboratory | 780,375 |
| Office | 936,450 |
| Auditorium/Exhibition | 80,444 |
| Instructional Media | 124,860 |
| Gymnasium | 160,888 |
| Campus Support Services | 168,561 |
| Total | 3,537,443 |

*Distance Learning applicable to Classroom, Teaching Lab, Auditorium/Exhibition, and Gymnasium space categories.

TABLE 10**Comparison of Existing Satisfactory Space with Generated Square Footage Needs by Category**

| SPACE CATEGORY | FY 2022-2023 ASF Generated Need | FY 2017-2018 ASF Existing Satisfactory Space | Projected ASF Unmet Need | Adjusted * ASF Unmet Need | Percentage of Need | |
|-------------------------|--|---|-----------------------------------|------------------------------------|--------------------|---------|
| | | | | | Met | Unmet |
| Classroom | 321,776 | 319,557 | 2,219 | 5,023 | 99.31% | 0.69% |
| Teaching Laboratory | 402,219 | 442,950 | (40,731) | (20,292) | 110.13% | -10.13% |
| Study | 561,870 | 340,064 | 221,806 | 218,965 | 60.52% | 39.48% |
| Research Laboratory | 780,375 | 581,918 | 198,457 | 149,882 | 74.57% | 25.43% |
| Office | 936,450 | 1,343,441 | (406,991) | (378,818) | 143.46% | -43.46% |
| Auditorium / Exhibition | 80,444 | 128,207 | (47,763) | (47,763) | 159.37% | -59.37% |
| Instructional Media | 124,860 | 1,299 | 123,561 | 123,561 | 1.04% | 98.96% |
| Gymnasium | 160,888 | 40,133 | 120,755 | 120,755 | 24.94% | 75.06% |
| Campus Support Services | 168,561 | 131,013 | 37,548 | 37,548 | 77.72% | 22.28% |
| Total | 3,537,443 | 3,328,582 | 208,861 | 208,861 | 94.10% | 5.90% |

* Adjusted for reclassification of existing space repurposed when projects under construction are complete.

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B REVISED

FLORIDA STATE UNIVERSITY

Main Campus

Does not include Ringling, Panama City Sites and Medical Sites

Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

Traditional FTE= 34,286
 On-Line FTE= 7,334
 TOTAL FTE= 41,620

| | | Class- room** | Teaching Lab** | Study | Research Lab | Office | Audi/ Exhib.** | Instruct. Media | Gym** | Campus Support Services | Total NASF |
|---|---------------------------------------|------------------|-------------------|---------|-----------------|-----------|-------------------|--------------------|---------|-------------------------------|---------------|
| Space Needs by Space Type*: | 2022-2023 | 321,776 | 402,219 | 561,870 | 780,375 | 936,450 | 80,444 | 124,860 | 160,888 | 168,561 | 3,537,443 |
| 1) Current Inventory as of: | October 5, 2017 | 324,328 | 432,158 | 342,754 | 653,651 | 1,328,789 | 124,808 | 19,166 | 44,440 | 151,154 | 3,421,248 |
| Less | Unsatisfactory Space to be Terminated | 4,048 | 0 | 3,000 | 0 | 4,342 | 1,673 | 0 | 4,307 | 18,339 | 35,709 |
| | Unsatisfactory Space to be Demolished | 742 | 5,768 | 620 | 0 | 3,416 | 0 | 0 | 0 | 518 | 11,064 |
| | Ineligible Space | 9,261 | 1,296 | 2,226 | 99,403 | 32,154 | 454 | 17,867 | 0 | 1,314 | 163,975 |
| Plus | Total Under Construction | 9,280 | 17,856 | 3,156 | 27,670 | 40,160 | 5,526 | 0 | 0 | 0 | 103,648 |
| | African-American Study/BSU | 0 | 0 | 76 | 0 | 1198 | 2139 | 0 | 0 | 0 | 3,413 |
| | Jim Moran Building | 0 | 2606 | 740 | 0 | 3962 | 3387 | 0 | 0 | 0 | 10,695 |
| | EOAS | 9280 | 15250 | 2340 | 27670 | 35000 | 0 | 0 | 0 | 0 | 89,540 |
| Beginning Inventory for Form B Purposes | | 319,557 | 442,950 | 340,064 | 581,918 | 1,329,037 | 128,207 | 1,299 | 40,133 | 130,983 | 3,314,148 |
| Net Space Needs | | 2,219 | (40,731) | 221,806 | 198,457 | (392,587) | (47,763) | 123,561 | 120,755 | 37,578 | 223,295 |
| *5US 9-categories of Space | | | | | | | | | | | |
| (**Online FTE excluded from Classroom, Teaching Lab, Auditorium/Exhibition, and Gymnasium needs.) | | | | | | | | | | | |
| 1) Unsatisfactory Space with No Requested Action | | - | - | - | - | - | - | - | - | - | - |
| 2) Unsatisfactory Space to be Renovated/Remodeled | | 2,824 | 8,694 | 1,412 | 105,417 | 55,285 | - | - | - | 123 | 173,755 |
| Space Changes Due to Construction (Eligible Spaces) | | (2,804) | (20,439) | 2,841 | 48,575 | (28,173) | 0 | 0 | 0 | 0 | 0 |
| EOAS | 0036 Rogers Building | 0 | (1,035) | 1,035 | 10,000 | (10,000) | 0 | 0 | 0 | 0 | 0 |
| | 0113 Carraway Building | (1,998) | (1,604) | 1,000 | 10,764 | (8,162) | 0 | 0 | 0 | 0 | 0 |
| | 0116 Love Building | (806) | (3,405) | 806 | 13,416 | (10,011) | 0 | 0 | 0 | 0 | 0 |
| Preeminent Funding | 4007 King Building | 0 | (14,395) | 0 | 14,395 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adjusted Net Space Needs | | 5,023 | (20,292) | 218,965 | 149,882 | (364,414) | (47,763) | 123,561 | 120,755 | 37,578 | 223,295 |

Analysis of Space Needs by Space Category for Main Campus

TABLE 11

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 28, 2018**

SUBJECT: University of North Florida Refinancing Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1010.62, Florida Statutes, SUS Debt Guidelines

BACKGROUND INFORMATION

In January, the University of North Florida submitted a refinancing transaction proposal to the Office of Finance and Facilities for review pursuant to the 10 day required notice provisions of the SUS Debt Guidelines. In anticipation of increasing interest rates, the University of North Florida Financing Corporation was pursuing an opportunity to obtain a bank loan to fix the interest rate for existing parking bonds which expire in 2028. These 1998 bonds are currently variable rate and have an outstanding principal amount of \$5.5 million. At the time, the current interest plus fees for letter of credit, remarketing, and ratings was 1.95%. After initiating a request for bank loan proposals, UNF's best and final 10 year rate was 2.71%. There were no swaps associated with the existing debt. The proposal was for level debt that did not extend the term. In fact, the proposal shaved a few months off final debt service.

UNF provided an amortization schedule, financial analysis, and all other documents requested by the review team. After review, and consultation with staff of the Division of Bond Finance, Board staff recommended approval of the transaction to the Chancellor. The Board Chair, Vice-Chair, and Facilities Chair were also informed of the proposal and staff recommendation. Following these conversations, UNF was notified that the UNF Financing Corporation could close on the proposed transaction in as much as the transaction appeared to be in the best interest of the university.

UNF closed on the transaction with TD Bank, NA, on January 31, 2018, at the aforementioned 2.71% fixed.

While no change to the Debt Management Guidelines is recommended at this time, this transaction is being brought to the Committee's attention because it is important that the Board and the SUS financial community understand the current staff position for processing debt conversion transactions. In a rising rate environment, proposals to convert from variable to fixed rate debt will generate anticipated interest rate savings – but unlike a fixed-to-fixed refunding, the savings on a variable-to-fixed conversion cannot be demonstrated until the end of the remaining life of the debt. (Of course, unless the conversion to fixed takes place, the savings cannot be realized after the fact). For instance, the actual US 10 Year Treasury rate as of 02/20/18 was 2.90% - so, UNF was able to borrow at a lower cost than the federal government. However, if rates were to drop and remain below 2.71% for 10 years after taking into account all fees, UNF may have greater savings by maintaining a variable rate position.

The elimination of interest rate risk and reduction in uncertainty are positive factors that more than offset the potential for savings. Similar future transaction will continue to be reviewed by the Office of Finance and Facilities, as it is widely believed that rates will continue to increase.

The Committee will have an opportunity to consider for approval any proposed transactions that: 1) increase overall debt; 2) extend term; or 3) increase financial risk to the university.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Chris Kinsley

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 28, 2018**

SUBJECT: Completed Facilities Projects

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

A summary of university projects over \$2 million dollars completed during 2017 will be presented.

Supporting Documentation Included: Construction Commitments

Facilitators/Presenters: Mr. Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2017

7. CONSTRUCTION COMMITMENTS

| Project Name | Total Estimated Commitment \$ | Total Expenses \$ | Commitment Balance \$ |
|---|--|------------------------------|--------------------------------------|
| University of Florida: | | | |
| NEXUS Engineering Addition | 55,188,000 | 3,428,048 | 51,759,952 |
| Innovation Hub, Phase II | 17,200,000 | 8,313,624 | 8,886,376 |
| UF Health Proton Therapy Institute Gantry Expansion | 9,415,000 | 365,783 | 9,049,217 |
| Career Resource Center Addition and Renovation | 7,698,170 | 520,070 | 7,178,100 |
| Rabon Steam Boiler Design/Installation | 7,095,707 | 103,810 | 6,991,897 |
| Institute of Black Culture and the Institute of Hispanic-Latino Cultures Facility | 6,500,000 | 95,770 | 6,404,230 |
| Museum Rd Utility Infrastructure Replacement | 6,200,000 | 82,700 | 6,117,300 |
| Electrical Substation 2 - Cable and Switchgear Replacement | 5,410,000 | 210,933 | 5,199,067 |
| Basic Sciences Building - Ground Floor Renovation | 5,227,687 | 4,196,258 | 1,031,429 |
| New Surplus Property Warehouse | 2,804,977 | 514,982 | 2,289,995 |
| Band Practice Field | 2,712,800 | 12,800 | 2,700,000 |
| Nature Coast Biological Station | 2,379,920 | 1,829,891 | 550,029 |
| Turlington Hall HVAC | 2,164,464 | 398,181 | 1,766,283 |
| Weil McCarty Chilled Water Interconnect | 2,155,000 | 953,264 | 1,201,736 |
| Renovate Ground Floor McCarty Hall | 2,035,000 | 830,663 | 1,204,337 |
| Bruton-Geer Hall Renovation | 2,025,352 | 574,960 | 1,450,392 |
| Florida Museum of Natural History Discovery Room | 2,020,000 | 1,726,806 | 293,194 |
| Joint Use Library Storage Facility | 2,019,466 | 1,516,636 | 502,830 |
| Reitz Union Guardrail Replacement | 2,000,000 | 207,309 | 1,792,691 |
| Projects Under \$2,000,000 | 80,342,556 | 27,476,544 | 52,866,012 |
| Total | 222,594,099 | 53,359,032 | 169,235,067 |
| Florida State University: | | | |
| Earth, Ocean, and Atmospheric Science Building | 46,850,000 | 6,895,098 | 39,954,902 |
| Student Union Expansion | 18,751,607 | 209,697 | 18,541,910 |
| Technology Services Building Renovations | 7,500,000 | 123 | 7,499,877 |
| Jim Moran Building Renovations | 8,015,734 | 1,443,321 | 6,572,413 |
| Seminole Dining Improvements | 6,354,844 | 828 | 6,354,016 |
| Donald L. Tucker Civic Center Renovations | 5,940,286 | 327,100 | 5,613,186 |
| Other | 175,056,771 | 119,823,838 | 55,232,933 |
| Total | 268,469,242 | 128,700,005 | 139,769,237 |

| | | | |
|--|--------------------|-------------------|--------------------|
| Florida Agricultural and Mechanical University: | | | |
| Center for Academic and Student Success | 2,523,639 | 857,156 | 1,666,483 |
| FAMU/FSU College of Engineering-Phase III | 16,154,821 | 15,614,514 | 540,307 |
| Electrical and Technical Upgrades | 1,633,831 | 1,599,442 | 34,389 |
| Utilities and Infrastructure Projects | 2,415,053 | 2,319,856 | 95,197 |
| Developmental Research School | 988,882 | 375,927 | 612,955 |
| Student Service Center-Dining Hall | 2,333,693 | 1,652,269 | 681,424 |
| Quincy Farms Expansion | 1,162,267 | 938,276 | 223,991 |
| Allied Health Simulation | 728,929 | 487,752 | 241,177 |
| Maintenance and Renovations | 4,326,686 | 3,037,646 | 1,289,040 |
| Total | 32,267,801 | 26,882,838 | 5,384,963 |
| University of South Florida: | | | |
| USF Morsani College of Medicine | 44,868,809 | 359,855 | 44,508,954 |
| USF Heart Health Institute | 34,818,914 | 6,717,672 | 28,101,242 |
| USF Health Student Union Annex | 8,743,363 | 8,460,417 | 282,946 |
| Magnolia Residence Hall Exterior Upgrade | 7,921,961 | 3,921,961 | 4,000,000 |
| Holly Residence Hall Renovations | 6,500,000 | 0 | 6,500,000 |
| Florida Institute of Oceanography Research Vessel | 6,210,000 | 4,778,645 | 1,431,355 |
| USF Library Remodel | 6,173,595 | 3,472,435 | 2,701,160 |
| USF Wellness Center Complex | 5,965,390 | 0 | 5,965,390 |
| Kosove Residence Hall Renovations | 4,000,000 | 0 | 4,000,000 |
| Other Projects | 35,034,768 | 14,466,947 | 20,567,821 |
| Total | 160,236,800 | 42,177,932 | 118,058,868 |
| Florida Atlantic University: | | | |
| Student Union Renovation | 15,216,555 | 274 | 15,216,281 |
| Schmidt Family Complex for Academics & Athletics Excellence | 13,898,677 | 226,689 | 13,671,988 |
| Breezeway Renovation/Repairs | 4,656,973 | 2,439,824 | 2,217,149 |
| Jupiter STEM/Life Science Building | 3,031,247 | 11,228 | 3,020,019 |
| College of Medicine Clinic | 1,084,176 | 843,094 | 241,082 |
| Other Major/Minor and Minor Project Expenses (1) | 19,982,089 | 11,795,131 | 8,186,958 |
| Total | 57,869,717 | 15,316,240 | 42,553,477 |
| University of West Florida: | | | |
| University Park | 7,657,413 | 3,471,998 | 4,185,415 |
| Lab Science Annex | 2,510,886 | 662,889 | 1,847,997 |
| Other Projects (individual projects with a balance committed of less than \$1 million) | 265,433 | 111,623 | 153,810 |
| Total | 10,433,732 | 4,246,510 | 6,187,222 |
| University of Central Florida: | | | |
| Interdisciplinary Research and Incubator Facility | 48,564,312 | 33,920,452 | 14,643,860 |
| John C. Hitt Library Renovations | 20,736,643 | 11,926,694 | 8,809,949 |
| Partnership IV Phase II | 19,100,000 | 100,000 | 19,000,000 |
| District Energy Plant IV | 11,806,651 | 5,804,379 | 6,002,272 |
| Trevor Colbourn Hall | 9,960,332 | 1,892,524 | 8,067,808 |
| UCF Downtown Academic Building | 3,981,718 | 1,185,827 | 2,795,891 |
| Student Union Expansion | 1,013,443 | 161,644 | 851,799 |
| Other Projects | 31,849,190 | 26,068,987 | 5,780,203 |
| Total | 147,012,289 | 81,060,507 | 65,951,782 |

| | | | |
|---|----------------------|--------------------|--------------------|
| Florida International University: | | | |
| Recreation Center Expansion, MMC | 26,123,174 | 15,601,975 | 10,521,199 |
| University City Prosperity Project | 11,187,709 | 2,807,191 | 8,380,518 |
| Satellite Chiller Plant | 9,427,734 | 1,480,001 | 7,947,733 |
| Auxiliary Construction Projects | 20,977,717 | 13,816,731 | 7,160,986 |
| Auxiliary Construction Projects | 6,843,847 | 859,568 | 5,984,279 |
| Athletics Practice Fields | 8,889,570 | 4,017,447 | 4,872,123 |
| Projects with Balance Committed Under \$3 Million | 49,730,185 | 33,858,821 | 15,871,364 |
| Total | 133,179,936 | 72,441,734 | 60,738,202 |
| University of North Florida: | | | |
| Skinner Jones Hall Renovation | 29,750,000 | 20,042,825 | 9,707,175 |
| Transportation Improvements | 4,172,346 | 72 | 4,172,274 |
| Student Assembly Center | 3,665,967 | 552,159 | 3,113,808 |
| Other Projects | 5,499,747 | 3,057,658 | 2,442,089 |
| Total | 43,088,061 | 23,652,714 | 19,435,347 |
| Florida Gulf Coast University: | | | |
| South Village Recreation Center | 7,009,066 | 1,032,876 | 5,976,190 |
| South Access Road | 4,000,066 | 182,014 | 3,818,052 |
| North Lake Village Dining Facility | 3,500,000 | 791,131 | 2,708,869 |
| North Lake Village Site Improvements | 4,200,000 | 3,155,242 | 1,044,758 |
| INTG Watershed/Coastal Studies Building | 3,852,144 | 42,077 | 3,810,067 |
| WGPU Transmission Tower Replacement | 1,795,010 | 3,150 | 1,791,860 |
| Project Balances Under \$1 Million | 2,309,880 | 885,228 | 1,424,652 |
| Total | 26,666,166 | 6,091,718 | 20,574,448 |
| Florida Polytechnic University: | | | |
| Parking Lots 6 and 8 | 1,700,000 | 1,507,473 | 192,527 |
| Recreation Building | 2,637,000 | 1,233,393 | 1,403,607 |
| Aquatic Center | 1,997,954 | 164,494 | 1,833,460 |
| Wellness Center Expansion | 2,275,000 | 2,194,040 | 80,960 |
| Other Projects | 2,542,136 | 1,012,963 | 1,529,173 |
| Total | 11,152,090 | 6,112,363 | 5,039,727 |
| Total - All Universities: | 1,122,675,518 | 467,052,919 | 655,622,599 |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
March 28, 2018**

SUBJECT: 2019-2020 Legislative Budget Request Guidelines

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Subsection 1001.706(4)(b), Florida Statutes

BACKGROUND INFORMATION

The 2019 legislative session is scheduled to start in March 2019. The Board will review and approve a 2019-2020 operating and fixed capital outlay LBR at the September 2018 meeting. The final budget request will then be forwarded to the Governor and Legislature on October 15. In order to maintain the schedule for developing the LBR in a timely manner, the Board will need to approve a set of policy guidelines for the development of the 2019-2020 operating and fixed capital outlay budget request at the June Board meeting.

These draft guidelines will be the basis for the development of the LBR. The guidelines are a living document, and the recommended changes from Board staff to the previous adopted LBR guidelines are as follows:

- I. **Operating LBR** - This is the primary change:
 - a. Updates the timeline to reflect the start of the 2019 session in March 2019.
- II. **Fixed Capital Outlay LBR** - These are the primary changes:
 - a. Updates the timeline to reflect the start of the 2019 session in March 2019.
 - b. Revises existing language to more clearly reflect prioritization of projects and provide an opportunity for the Committee to provide feedback.

Supporting Documentation Included: Draft 2019-2020 LBR Guidelines

Facilitators/Presenters: Governor H. Wayne Huizenga, Jr.



State University System of Florida Board of Governors

~~2018-19~~2019-20 Legislative Budget Request Development Policy Guidelines

DRAFT As Revised June 22, 2017

Pursuant to Section 7, Article 9 of the Florida Constitution, the Board "...shall operate, regulate, control, and be fully responsible for the management of the whole university system." Included within this responsibility is the development of a Legislative Budget Request (LBR). In addition, Section 216.023(1), Florida Statutes, requires the submission of an LBR to the Legislature and Governor based on an independent judgment of needs.

The ~~2018-2019~~2019-20~~2019~~ LBR will provide flexibility for the Board of Governors (Board) and individual university boards of trustees to jointly manage the system to meet the critical needs of the state, achieve the statewide goals and objectives of the updated State University System (SUS) Strategic Plan and university work plans, and demonstrate accountability and transparency. The following goals of the SUS Strategic Plan will be addressed in the request:

1. Excellence
2. Productivity
3. Strategic Priorities for a Knowledge Economy

These System goals, as well as institutional goals and initiatives, should be incorporated into the following priorities, which will be reflected in the LBR:

Operating and Specialized Program Funds:

1. Continuing costs associated with existing programs – This policy addresses the funds needed to continue existing programs:
 - a. Plant operations and maintenance for new and existing buildings –
 - i. Funds will be requested for the annualized operations and maintenance costs for buildings completed and phased-in during ~~2017-2018~~2018-2019;



- ii. Funds will be requested for the operating costs for new buildings to be completed and occupied in ~~2018-2019~~2019-2020.
- b. Annual Fire Safety Inspection Fees –
 - i. Funds will be requested to cover the annual costs of the State Fire Marshal inspection of university facilities.
2. Performance Funding – Funding will be requested based on the Board’s performance funding model.
3. Campus Health, Safety and Security – Consideration will be given to initiatives that support or enhance student health, ensure the safety of students, faculty and staff, and secures the campus to promote a safe learning environment.
4. Task Force Reports, Studies, and Strategic Plans – Consideration will be given to initiatives recommended in any reports, studies or strategic plans and endorsed by the Board.
5. Shared System Resources – Consideration will be given to initiatives that allow for greater efficiencies through shared system resources. System initiatives developed by the universities should be vetted by the appropriate SUS council before being recommended to the Board.

The following represents the timeline for submission of the SUS ~~2018-2019~~2019-2020 LBR for operations:

- March 30: Board ~~reviews draft~~ ~~approves the~~ LBR Policy Guidelines
- April: Chancellor provides guidance to the universities on the development of system and university LBR issues
- June 28 Board approves the LBR Policy Guidelines
- July 28: System issues are submitted by the appropriate SUS council
- ~~August 31~~Sept 13: Board approves the operating LBR
- ~~Oct. Sept.~~ 15.:– Operating LBR is submitted to the Governor and Legislature
- Oct. ~~16~~3: Budget and Finance Committee Workshop to discuss potential changes to the performance funding model
- Nov. ~~8~~9: Board evaluates amendments to the LBR

March 2018~~7~~

2



- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations

Fixed Capital Outlay Funds:

For PECO projects, the ~~The~~ university's approved Five Year Capital Improvement Plan (CIP) should be ~~will be~~ prioritized , in the first year, as indicated below. Please note that PECO funding to meet critical maintenance needs should be ~~has been~~ assigned a higher priority than adding new facilities, with the intent to improve the condition of existing space and campus infrastructure. Written justification, noting any exceptions to the priorities provided by the guidelines, and explaining why a priority exception is in the best interest of the university should be included in the cover letter submitted with the CIP package. ~~This will assist~~ Board staff will make use of the CIP in ~~the~~ comparative evaluation of university projects, and justification in terms of relative system ranking for placing in system priority order. Each university should submit one and only one prioritized, sequentially numbered list.

Funding will be requested for institutional survey recommended PECO projects in the following priority order¹:

1. Maintenance Projects and Utility Infrastructure
 - a. Funding for Remodeling/Renovation/Maintenance/Repair will be requested from PECO pursuant to formula as required by Section 1013.64(1)(a), Florida Statutes, and should not be included by the university on the CIP - this funding will be requested as a System issue by the Board of Governors as usual.
 - b. Universities should include the amount needed for general Utility Infrastructure needs as the highest priority project.
2. Projects Previously Funded by the Legislature System and Continuation Projects
 - a. Projects previously funded by the legislature should be listed next on the CIP. If a university has more than one such project, priority should be

¹ ~~Each university must incorporate utilization data as a factor in prioritization of university CIP funding requests to the Board. Programs with classroom and teaching lab space utilization below the current SUS standard will not be eligible for inclusion on the university CIP. General purpose classroom or teaching lab space (space not designated for a specific academic program or discipline) will not be eligible for inclusion if utilization was below the SUS standard for 2013-14. This standard applies both to the university as a whole and on a site specific basis.~~



~~given to those projects which can be most rapidly brought to completion. in the amount and in the year as last included on the Board adopted three year list. A university with remaining project funding need from the Board's adopted 2017-2018 request (i.e. List A, Year One) will be requested by the Board from the reversion of 2017-2018 B list projects. If the university has no remaining A list projects, the Board will request funding to complete the highest priority B list project from the reversion of lower priority B list projects; or those projects not having any Board recommendation, with the following exceptions:~~

- ~~i. The university Board of Trustees may indicate that the Project has no remaining need for state funding; and that the Project scope has not been modified.~~
- ~~ii. Funds will not be reverted from fully funded projects.~~
- ~~a. —~~
- ~~b. Projects funded by the Legislature, but not on the Board adopted three year list.~~
- ~~c.b. Projects that require additional funding to complete.~~

3. Renovation Projects

- a. ~~Projects that address urgent Utility Infrastructure problems. Utilities/infrastructure/capital renewal/roofs needs.~~
- b. Renovation and remodeling projects to meet current space needs, structural/mechanical repairs, replacement of existing facilities which have a survey recommendation. (Major named projects)

4. Strategic Projects

- a. Land or building acquisition in accordance with university board of trustees adopted master plans.
- b. New facilities, as needed to meet instructional and support space needs.

Non-PECO Components of the University LBR

Capital Improvement Fee Trust Fund Projects, Bonded Projects, P3-s, etc. should be included on the CIP-2 following the standard instructions provided by the Chancellor's Office. It is anticipated that the Board will request the requisite approvals from the Legislature following past practice, and as needed to comply with the requirements of Sections 1010.62, 1013.74 and 1013.78 Florida Statutes.

5. —Legislative Authorizations



~~a. Required legislative authorizations will be requested for externally funded projects as proposed by the universities, in accordance with Section 1010.62 and 1013.78, Florida Statutes.~~

The following represents the timeline for submission of the SUS ~~2019-2020~~2017-2018 Fixed Capital Outlay LBR:

- March ~~28~~30: ~~Facilities Committee will discuss the~~ Board approves the LBR Policy Guidelines
- April 30: Chancellor provides draft technical instructions and requests universities to submit their five-year CIPs
- June 28: Board approved LBR Policy Guidelines
- May – July: Board of Trustees approve CIPs
- Aug. 1: Universities submit five-year CIPs. Board staff will review CIPs with university designee(s), technical corrections will be made as required
- ~~• Aug. 31: Board approves the fixed capital outlay LBR~~
- ~~• Sept. 15: Fixed capital outlay LBR is submitted to the Governor and Legislature~~
- ~~• Oct. 3: Facilities Committee Workshop. The Committee will meet with university staff to review projects~~
- ~~• Nov. 9: Board evaluates amendments to the LBR~~
- ~~• Dec.: Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations~~
- Sept 13: Board approves the fixed capital outlay LBR
- Oct. 15.: FCO LBR is submitted to the Governor and Legislature
- Oct. 16: Facilities Committee Workshop to discuss projects
- Nov. 8: Board evaluates amendments to the LBR
- Dec. : Amended LBR is submitted to the Legislature and Governor after release of the Governor's budget recommendations



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

**Legislative Affairs Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 28, 2018
5:15 p.m. – 5:30 p.m.**

or

Upon Adjournment of Previous Meetings

**Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson
Members: Cerio**

- | | | |
|-----------|--|--|
| 1. | Call to Order and Opening Remarks | Governor Ned Lautenbach |
| 2. | Discussion of Substantive Legislative Issues for the 2018 Legislative Session | Ms. Kristin Whitaker <i>Assistant Vice Chancellor Public Policy and Advocacy</i> |
| 3. | Concluding Remarks and Adjournment | Governor Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Legislative Affairs Committee
March 28, 2018**

SUBJECT: Discussion of Substantive Legislative Issues for the 2018 Legislative Session

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Ms. Kristin Whitaker will discuss possible legislative issues affecting the State University System for the 2018 Session.

Supporting Documentation Included: None

Facilitators/Presenters: Ms. Kristin Whitaker



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Audit and Compliance Committee
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 29, 2018
8:30 a.m. – 9:00 a.m.

or

Upon Adjournment of Previous Meeting

Chair: Ms. Wendy Link; Vice Chair: Mr. H. Wayne Huizenga, Jr.

Members: Frost, Levine, Morton, J. Patel, Valverde

- | | | |
|-----------|--|--|
| 1. | Call to Order and Opening Remarks | Governor Wendy Link |
| 2. | Minutes of Committee Meeting Minutes: January 25, 2018 | Governor Link |
| 3. | Performance-Based Funding Data Integrity Audit Results and Certifications Summary | Mr. Joseph Maleszewski <i>Inspector General and</i> <i>Director of Compliance</i> |
| 4. | FAMU Intercollegiate Athletics Cash Deficit | Mr. Maleszewski |
| 5. | OIGC Updates | Mr. Maleszewski |
| 6. | Concluding Remarks and Adjournment | Governor Link |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 29, 2018**

SUBJECT: Minutes of Committee Meeting held January 25, 2018

PROPOSED COMMITTEE ACTION

Approval of the January 25, 2018, Committee meeting minutes.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will consider approval of the minutes of the January 25, 2018, Committee meeting.

Supporting Documentation Included: Minutes: January 25, 2018

Facilitators/Presenters: Governor Wendy Link

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE MEETING
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FL
JANUARY 25, 2018

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Wendy Link convened the meeting of the Audit and Compliance Committee on January 25, 2018, at 9:30 a.m., in the Turnbull Conference Center, on the campus of the Florida State University in Tallahassee, Florida. The following Audit and Compliance Committee members were present: Wendy Link, Patricia Frost (by phone), Alan Levine, Ed Morton, Jay Patel, and Fernando Valverde. The following members of the Board were also present: Tim Cerio, Sydney Kitson, Tom Kuntz, Ned Lautenbach, Kishane Patel, Norman Tripp, Gary Tyson, and [Zachariah P. Zachariah](#).

1. Call to Order

Chair Link called the meeting to order.

2. Approval of Minutes

Ms. Frost motioned that the Committee approve the minutes of the Audit and Compliance Committee meeting held August 31, 2017, as presented. Mr. Valverde seconded the motion. The minutes were approved.

3. Charters Revisions

Mr. Maleszewski informed the Committee that there had been updates made to the Office of the Inspector General and Director of Compliance (OIGC) and the Board of Governors Audit and Compliance Committee (AACC) charter documents. He noted that none of the revisions change the scope or role of either the AACC or the OIGC. Mr. Maleszewski stated that the revisions were made necessary by the approval of Board of Governors Regulations 4.001 – 4.004 in November 2016 and are responsive to professional auditing standards updates. The AACC charter revisions address independence to avoid potential conflicts. The OIGC charter better defines the OIGC's role regarding the Board Office, state universities, and the System. Mr. Levine motioned that the Committee approve the both charters, and Mr. Morton seconded the motion. The charters were approved.

4. Enterprise Risk Management Project

Mr. Maleszewski explained that in September 2017, Chair Kuntz had sent a letter to university boards of trustees chairs and university presidents regarding their risk management approaches and asked that they complete a 15-question survey regarding their university's risk management practices. The OIGC shared the survey results and best practice information with the SUS Compliance and Ethics Consortium at their December 2017 meeting.

Mr. Maleszewski provided the committee with background information on risk management in general as well as in the State University System. He included a list of the most common risk areas and stated that the next step would be to continue the conversation of risk management with the universities.

Mr. Maleszewski noted that Florida International University, University of South Florida, and University of West Florida are currently using Enterprise Risk Management (ERM). Chair Link called on Presidents Rosenberg, Genshaft, and Saunders to share their university's experiences and efforts in establishing ERM. Each university is making strides in its risk management and identification efforts. President Rosenberg explained that FIU follows ISO 31000 and that they have an eight-phase implementation process. The university is currently in the process of identifying and ranking its risks. Once the top 10 are agreed upon, the university will make a plan to manage them.

5. FGCU Follow-Up for OIGC Case No. 2017-025

Mr. Maleszewski provided the Committee with an update of the Whistle-blower investigation, initiated in October of 2016. The investigation was based on a referral from Florida Gulf Coast University (FGCU) Office of Internal Audit. The report of investigation was issued March 28, 2017, and included multiple allegations, five ancillary issues, and 13 recommendations related to violations of the Florida's Sunshine Law, Board of Governors regulations, and FGCU's regulations and policies. In April 2017, FGCU provided a Corrective Action Plan. As of June 2017, eight of the 15 corrective actions were complete. Mr. Maleszewski stated that as of the January 2018 meeting, 13 of the 15 corrective actions (87%) were complete with one item (Strategic Plan approved by the BOG) pending BOG approval, and one item (Ethics Training for BOT) in progress and expected to be completed in spring 2018.

6. SUS Compliance Program Implementation Status

Mr. Maleszewski gave a brief update on the implementation of university compliance programs. Since the last update he provided to the Committee in January 2017, there was a 140% increase in progress made by universities toward implementing effective

compliance and ethics programs. Each university expects to implement all of Board of Governors Regulation 4.003 elements by the November 2018 deadline, and even those items that have been listed as “not begun” still have basic infrastructure in place which should allow their completion by the deadline. Mr. Maleszewski stated that FIU, UCF, UNF, and USF have implemented all required elements; FAMU, FAU, FGCU, FL Poly, New College, and UF have implemented at least half of the required elements; and FSU and UWF have implemented less than half of the elements. Mr. Maleszewski provided further details on each regulation element. He indicated that the report reflected excellent progress by the twelve state universities in implementing an effective compliance and ethics program. Mr. Maleszewski expects to provide his next status report in summer 2018.

7. OIGC Updates

Mr. Maleszewski stated that he and his team will review the results of each university’s Performance Based Funding Audit and associated certifications, and present them at the March AACC meeting. By the upcoming March meeting, Mr. Maleszewski expects to update the Committee on the status of FAMU’s Intercollegiate Athletics cash deficit and the Board Office’s corrective actions taken in response to the Auditor General’s Operational Audit published in November 2016. He also expects to share the results of the annual Board Office risk assessment and office work plan for the Board’s review and approval consideration at the June meeting.

8. Concluding Remarks and Adjournment

Chair Link asked Board members if anyone had any questions or comments. Hearing none, the Audit and Compliance Committee was adjourned at 10:24 a.m.

Wendy Link, Chair

Lori Clark, Compliance and Audit Specialist

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 29, 2018**

SUBJECT: Performance-based Funding Data Integrity Audit Results and Certifications
Summary

PROPOSED COMMITTEE ACTION

For information and discussion of university performance-based funding data integrity audit reports, corrective action plans (if applicable), and certifications.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In his June 30, 2017, letter to university presidents and boards of trustees' chairs, Board of Governors Chair Tom Kuntz reiterated the importance of reliable, accurate, and complete data from each state university to the Board of Governors to use in assessing each institution's excellence and improvements in 10 key metrics.

Chair Kuntz directed each university president to request the university's chief audit executive to conduct an audit of the university's processes that ensure the completeness, accuracy, and timeliness of data submissions to the Board Office. University presidents should then use the audit results to affirm, or modify if necessary, the Certification form regarding the effectiveness of the university's processes.

Committee members will receive a summary of the Performance-based Funding Data Integrity Certification process results as well as copies of the related chief audit executives' audits and certifications for their review and discussion.

Supporting Documentation Included: University Performance-based Funding Data Integrity Audit Reports, Corrective Action Plans (as applicable), Certifications, and Summary Table

Facilitators/Presenters: Mr. Joseph Maleszewski



SUS Performance Based Funding Data Integrity Audits, Action Plans, and Certifications Summary March 2018, Year 5

| UNIV. | CONCLUSIONS | OBSERVED ISSUES | ACTION PLAN | CERTIFICATION |
|---------|--|--|------------------------------------|--|
| FAMU | <ul style="list-style-type: none"> Controls Need Improvement Basis for Certification | Four issues related to user access privileges and reviews (repeat), separation of duties (repeat), degree audit (repeat), and academic advisement module updates. | Completion Date: April – June 2018 | Modified Certification – IT access and separation of duties |
| FAU | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | No adverse findings | N/A | Unmodified Certification |
| FGCU | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | Two issues related to timeliness of submissions, and department-level data entry correction made. | N/A | Modified Certification – late data submission and student coding correction (No significant impact.) |
| FIU | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | No adverse findings | N/A | Unmodified Certification |
| FL Poly | N/A | N/A | N/A | N/A |
| FSU | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | No adverse findings | N/A | Unmodified Certification |
| NCF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | No adverse findings | N/A | Unmodified Certification |
| UCF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | Six issues related to logic error in student residency for tuition purposes and courses to degree table, data entry error for transfer credits, timeliness of submissions, and user access controls. | Completed December 2017 | Modified Certification – logic and data entry errors, late submission, and user access controls (No significant impact.) |
| UF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | No adverse findings | N/A | Unmodified Certification |
| UNF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | Four issues related to governance documents (repeat), procedures (repeat), user access reviews, and audit logs. | Completion Date: January 2020 | Unmodified Certification |
| USF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | Two issues related to user access, authorizations, and tracking for Hours to Degree and Courses to Degree populations (repeat), and Transfer Articulation. | Completion Date: April – July 2018 | Unmodified Certification |
| UWF | <ul style="list-style-type: none"> Controls Adequate Basis for Certification | Two issues related to formalizing, in writing, the Institutional Data Administrator; and developing standard business continuity plan template. | Completion Date: March 30, 2018 | Unmodified Certification |



Florida A&M University Project Report

2017-18 Performance Based Funding Data Integrity Audit

| Overall Rating | Finding Counts | Target Completion |
|-------------------------|--------------------------------------|-------------------|
| SOME IMPROVEMENT NEEDED | 4 Findings and 0 Management Comments | February 2, 2018 |

Objective, Background and Scope

| Purpose / Objective | Background | Scope |
|---|---|---|
| <p>The Performance Based Funding Data Integrity Audit is designed to assess those controls that address the topic of data integrity, including a detailed analysis of the processes, procedures, system based controls and other data verification measures in place to support the integrity of information presented to the Florida Board of Governors for the University's Performance Funding calculations. The objectives of this audit were to:</p> <ul style="list-style-type: none"> A. Determine whether the university's performance based funding-related controls, processes, and data submissions are complete, accurate, and data submissions are timely. B. Evaluate the representations included on the Data Integrity Certification. C. Evaluate consistency of data submissions with the data definitions and guidance provided by the Board of Governors through the Data Committee and communications from data workshops. | <p>The Division of Audit and Compliance conducts internal audits of the University's Operations, programs, and activities to provide management with independent, objective assurance services designed to add value and improve the University's operations to help the University accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.</p> <p>Audit Methodology</p> <p>Data submitted to the BOG, upon which performance funding is based, and methods and controls applied by management to ensure data integrity were subject to several key audit procedures. Specifically, detailed management narratives, as well as BOG publications related to data compilation were reviewed, and various samples of data reported to the BOG were verified to University source documents.</p> | <p>The focus of the audit is specifically on the controls surrounding the development and submission of data upon which the University's 10 Performance Funding Metrics as outlined and approved by Florida Board of Governors:</p> <ol style="list-style-type: none"> 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation 3. Cost to the Student (Net Tuition and Fee Cost to the Student) 4. Six Year FTIC Graduation Rate 5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0) 6. Bachelor's Degrees within Programs of Strategic Emphasis 7. University Access Rate (Percent of Undergraduates with a Pell-grant) 8. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) 9. Percent of Bachelor's Degrees without Excess Hours 10. Percent of R&D Expenditures Funded from External Sources <p>Management responses to audit inquiries gathered are intended to reflect managements' assertions as to the validity, consistency, and integrity of Performance Funding Data. This audit reviewed Performance Funding Metrics reported data as of October 31, 2017.</p> |

Overall Project Rating

| Overall Conclusion / Rating Description | Rating Scale |
|--|---|
| <p>Based on our audit we have concluded that some improvement is needed for controls and processes which Florida A & M University has in place to ensure the accuracy and completeness of data submitted to the Board of Governors in support of performance based funding. Generally, controls evaluated were adequate, appropriate, and effective to provide reasonable assurance that risks related to Performance Based Funding are being managed and objectives of data submissions as outlined in Florida Board of Governor file submission guides were met.</p> | <p>EFFECTIVE</p> <p>SOME IMPROVEMENT NEEDED</p> <p>MAJOR IMPROVEMENT NEEDED</p> <p>UNSATISFACTORY</p> |

Management Response & Action Plan

| Management Response & Action Plan |
|--|
| Management plans to implement and over see corrective action plans are outlined in each finding. |

Finding Summary

4 Findings and 0 Management Comments

| Finding ID | Title | Rating | Disposition of | Executive Owner |
|------------|---|--------|----------------------|-----------------|
| -1 | User Access Privileges & Reviews (Repeat Finding) | HIGH | Reportable Condition | Wanda Ford |
| -2 | Separation of Duties (Repeat Finding) | HIGH | Reportable Condition | Rodner Wright |
| -3 | Degree Audit (Repeat Finding) | MEDIUM | Reportable Condition | Rodner Wright |
| -4 | Updates to the Academic Advisement module | MEDIUM | Reportable Condition | Rodner Wright |

Finding

User Access Privileges & Reviews (Repeat Finding)

Executive Owner: Wanda Ford

| | | Finding Owner: Ronald Henry | Remediation Deadline: June 30, 2018 |
|--|----------------|--|--|
| Details | | Risk/Impact | Recommendation |
| <p>Information Technology Services (ITS) has been working to correct the prior audit findings from the 2014-2015, 2015-2016, and 2016-17 Performance Funding Data Integrity Audits related to inappropriate or unnecessary information technology (IT) access privileges within PeopleSoft and a lack of user access reviews by departments who perform critical data functions as it relates to performance funding. Upon review of the security access matrices and user access review process by the Chief Information Officer and Chief Information Security Officer, it was decided to bring in a consultant to overhaul and rebuild the entire access control process. Therefore, the Division of Audit and Compliance (DAC) did not retest for inappropriate access privileges during the audit period. Instead, DAC performed extensive testing on each data file to ensure that any inappropriate access that may exist did not impact the accuracy of the files submitted to the Florida Board of Governors. DAC did not detect any file issues caused by inappropriate access to system data.</p> <p>In response to DAC's request from management regarding progress made on the user access project, the office of Information Technology Services (ITS) stated in a memo on February 9, 2018, that the access review project is currently 40% complete. ITS created security matrices and pulled a row level security matrix for each Campus Solutions business area (Student Financials, Student Records, Financial Aid, and Admissions). Each business area was provided training on how to read, review, and make necessary changes to access in their area. ITS is currently working with each business area to fully complete the reviews and make all necessary access changes.</p> | | <p>Implementing user access rights in line with business requirements lowers security risk by:</p> <ol style="list-style-type: none"> 1. Prevention of unauthorized access to systems/data 2. Assurance that every entity has only the necessary level of access 3. Safeguarding of sensitive information 4. Verification of the identity of users accessing systems <p>Providing information security entity classification services, enables appropriate grouping and categorization of information security entities to classify the appropriate level of risk.</p> | <p>The Division of Audit and Compliance recommends that ITS continue to work toward the completion of the security matrices project. Additionally, DAC recommends that ITS document any changes to their access control and user review procedures as a result of the project.</p> |
| Status: OPEN | Finding ID: -1 | Risk Level: HIGH | Disposition of: Reportable Condition |
| Remediation Status: Not Corrected (In Process) | | | |

Management Response & Action Plan:

ITS is in the process of working with each Campus Solution business area to complete their security review. The following reviews and related access changes are expected to be completed by June 30, 2018:

- Student Financials (3 areas with 17 employees): Currently all 3 areas have been reviewed, with only one employee's access still under review.
- Office of the Registrar (4 areas with 21 employees): Currently 1 of 4 areas have been reviewed. The review process for this area is complex due to employees performing various tasks that cause additional roles/permission lists to be generated for that employee. Additionally, due to other audit findings in this area, additional security matrices were provided for review.
- Office of Financial Aid (5 areas with 20 - 22 employees): Review is in progress.
- Undergraduates Admissions (2 areas with 14 employees): Review is in progress.

ITS security is striving to make the necessary changes to the security access as noted on received matrices. However, this process will be ongoing because of the changing roles and projects within campus solutions.

2017-18 Performance Based Funding Data Integrity Audit

Finding

Separation of Duties (Repeat Finding)

Executive Owner: Rodner Wright

| Details | | Finding Owner: Agatha Onwunli | Remediation Deadline: January 31, 2018 |
|--|----------------|--|--|
| Risk/Impact | | Recommendation | |
| <p>The Registrar's Office has 4 employees with access to authorize, add, and approve students to the graduation module.</p> <p>A similar finding was noted in the prior audit report.</p> | | <p>Adequate separation of duties reduce the risk that an ineligible student could be awarded a degree.</p> <p>Duties should be separated so that one employee does not have the capability to authorize, add, and approve a student to the graduation module. Alternately compensating controls could be implemented for any employee that must have conflicting access.</p> | |
| Status: OPEN | Finding ID: -2 | Risk Level: HIGH | Disposition of: Reportable Condition |
| <p>Remediation Status: Corrected (Not Validated)</p> <p>Management Response & Action Plan:</p> <p>Management's Response:</p> <p>Management submitted the Graduation Report and the Monitoring Controls report on Jan 31, 2018 to the Division of Audit & Compliance. Due to this implementation taking place after the Performance Funding audit period (Fall 2016-Summer 2017) it resulted in a repeat finding; however the corrective action has been submitted and will be tested and validated in future audit.</p> <p>Corrective Action plan:</p> <p>This consists of a business process where the person who places students on applied status will not be the person who awards the degree. A report was developed to review all students that were manually added to the graduation module. The report will be run and reviewed at the end of the semester by the coordinator for student services. The review will ensure that all students placed on applied status had been approved by the departments or the Associate Provost using ETA in iRattler, or emails. The Registrar will then review and approve the report, sign it digitally with the time stamp and store.</p> <p>Please click here to see Previous remediation plan.</p> | | | |

Finding

Degree Audit (Repeat Finding)

Executive Owner: Rodner Wright

| | Finding Owner: Carl Goodman | Remediation Deadline: December 22, 2017 |
|--|--|---|
| Details | Risk/Impact | Recommendation |
| <p>1. Degree audit</p> <p>Degree audits were to be performed to determine whether students met the requirements for graduation. The degree audits were to be performed by employees in the school/college to verify that the student successfully passed all courses in their program.</p> <p>Our review of ten students graduated in summer 2017 disclosed that degree audits were performed and that students generally met the requirements of the curriculum; however, nine of the ten students' Degree Audit forms were not signed off by staff who completed the degree audit. The other one form was signed off by the student's academic adviser prior to the student completing all required courses. However, our test showed that all students met necessary requirements to graduate.</p> <p>2. Course Exception Form</p> <p>Upon review and approval of the academic adviser and the department chair, students are allowed an exception for taking a course in lieu of a required course in their program. A Degree Progress Course Exception Form was to be completed to document approval for the class exception and provide information used to determine the reason for the exception. The completed Form was to be forwarded to the Registrar's Office to update the student's information in the academic adviser module. The academic adviser and department chair are to approve the class exception. However, our test showed that all students met necessary requirements to graduate.</p> <p>Our review of the ten students showed that four had</p> | <p>1. Degree audit forms not signed off by staff who processed the audit or signed off before all requirements were met may increase risks that students graduate without meeting all requirements. The sign offs provide accountability as to who processed the degree audit.</p> <p>2. Missing course exception forms, justifications, and/or proper approvals of the course exception forms may increase risks of unauthorized course exceptions and students receiving credit for classes that do not meet degree requirement.</p> | <p>1. Degree audit forms should be signed off by staff who complete the degree audit and after all graduation requirements are met.</p> <p>2. All course exceptions should be supported with approved Course Exception forms. The forms should be completed to include adequate justifications and approvals.</p> |

| | | | |
|---|-----------------------|---------------------------|---|
| <p>course exceptions. Of the four students, one's Course Exception form did not include justification to determine the reason for the exception. In addition, the student does not have Course Exception forms for three other courses for which a course was allowed in lieu of a required course. Another student's Course Exception form was only approved by the department chair, although approvals are required from both the academic adviser and the department chair.</p> <p>Similar findings were noted in our prior audit report.</p> | | | |
| Status: OPEN | Finding ID: -3 | Risk Level: MEDIUM | Disposition of: Reportable Condition |
| <p>Remediation Status: Corrected (Not Validated)</p> <p>Management Response & Action Plan:</p> <ol style="list-style-type: none"> 1. Instructions were provided to major academic officials (academic deans, associate deans and academic coordinators/directors) on the use of course exception forms, as well as conducting degree audits over the past nine months or during the Spring 2017 and Fall 2017 semesters. 2. An email was forwarded on December 14, 2017, to the schools/colleges regarding the Academic Advisement. Report for the Fall 2017 candidates and the procedures for completing course exception forms. | | | |

Finding

Updates to the Academic Advisement module

Executive Owner: Rodner Wright

| | | | |
|--|-----------------------|---|--|
| | | Finding Owner: Carl Goodman | Remediation Deadline: April 30, 2018 |
| Details | | Risk/Impact | Recommendation |
| <p>Manually prepared student Degree Audits included data that differed from data in the Academic Advisement module. For example, some instances were noted in which courses used in the manually prepared degree audit were not shown on the Academic Advisement report. Additionally, neither Course Exceptions nor grade requirements were included in the Academic Advisement module. Academic Advisement module report supports and house these requirements; therefore, the schools/colleges have not updated the AA report as required.</p> | | <p>Updating the Academic Advisement module lowers the risk that degrees will be awarded to unqualified candidates by:</p> <ol style="list-style-type: none"> 1. Streamlining the process by allowing academic advisors to review each student's graduation requirements and course exceptions forms in a centralized area as well as showing any anomalies. 2. Ensure students are assigned to one curriculum to fulfill their graduation requirements. 3. Allows the registrar's office to review each student's graduation requirements and approvals of any exceptions in one centralized area. | <p>All curriculums, grade requirements, and course exception forms should be placed in the Academic Advisement module to ensure the Academic Advisement module includes information needed to verify that students fulfil all graduation requirements.</p> |
| Status: OPEN | Finding ID: -4 | Risk Level: MEDIUM | Disposition of: Reportable Condition |
| <p>Remediation Status: Not Corrected (Not Started)</p> <p>Management Response & Action Plan:</p> <p>Corrective Action:</p> <p>A curriculum validation training in April 2018 will be held to address all schools/colleges major academic officials to ensure they are aware of the Academic Advisement requirements and purpose. A memo will be issued to all schools/colleges requiring the following:</p> <ol style="list-style-type: none"> 1. All curriculums will be required to be in the Academic Advisement (AA) module for students graduating in the 2017-2018 academic year and prior. 2. All Course Exceptions will be in the AA module 3. If there are any grading requirements(i.e. for core courses) they will be listed in the AA module 4. Update AA module as changes in the curriculums are approved. | | | |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding March 2018 Data Integrity Certification

Name of University: Florida A & M University



INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Improvements are needed regarding IT access and separation of duties. |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|----------------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: <u></u> Date <u>2/20/18</u> President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: <u></u> Date <u>3/5/18</u> Board of Trustees Chair</p> | | | |

Report No. FAU 17/18-2
Report Issue Date: January 29, 2018

FLORIDA ATLANTIC
UNIVERSITY™

Office of Inspector General

Audit Report: Performance Based Funding Data Integrity

As of October 31, 2017

Use of Report

We are employed by Florida Atlantic University. This report is intended solely for the internal use of the State University System and is not intended to be used for any other purpose. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

BOCA RATON • DANIA BEACH • DAVIE • FORT LAUDERDALE • JUPITER • PORT ST. LUCIE

REPORT ON THE AUDIT OF PERFORMANCE BASED FUNDING DATA INTEGRITY

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| Florida Board of Governors Performance-Based Funding Allocation, 2017-18 June 22, 2017 | | | | |
|--|--------|--------------------------------------|---|---|
| | Points | Allocation of State Investment | Allocation of Institutional Investment ¹ | Total Performance- Based Funding Allocation |
| FAMU | 65 | \$0 | \$13,905,021 | \$13,905,021 |
| FAU | 72 | \$19,395,004 | \$21,769,903 | \$41,164,907 |
| FGCU | 66 | \$0 | \$9,704,854 | \$9,704,854 |
| FIU | 68 | \$27,468,290 | \$30,831,754 | \$58,300,044 |
| FSU | 81 | \$38,547,492 | \$43,267,593 | \$81,815,085 |
| NCF | 75 | \$2,469,535 | \$2,771,928 | \$5,241,463 |
| UCF | 78 | \$35,692,230 | \$40,062,707 | \$75,754,937 |
| UF | 95 | \$55,061,011 | \$48,516,241 | \$103,577,252 |
| UNF | 58 | \$0 | \$12,894,229 | \$12,894,229 |
| USF | 84 | \$45,396,585 | \$39,206,903 | \$84,603,488 |
| UWF | 82 | \$20,969,853 | \$12,068,867 | \$33,038,720 |
| Total | | \$245,000,000 | \$275,000,000 | \$520,000,000 |

*Institutions scoring 50 points or less or the three lowest scoring universities will not receive any State Investment. Any ties in scores are broken using the tiebreaker policy in Regulation 5.001.

Notes:

¹ Each university contributed a portion of their institutional budget, for a total of \$275 million, to be allocated based on performance. Universities that scored 51 points or higher receive their full institutional funding restored.



MEMORANDUM

TO: Dr. John Kelly
President

FROM: Morley Barnett
Inspector General

A handwritten signature in dark ink, appearing to read "Morley Barnett", is written over the printed name and title.

DATE: January 29, 2018

SUBJ: PERFORMANCE BASED FUNDING DATA INTEGRITY AUDIT

In accordance with the University's Internal Audit Plan for fiscal year 2017-18, and at the request of the Florida Board of Governors (BOG), we have conducted an audit of the processes and controls that Florida Atlantic University has in place related to data submissions in support of the BOG performance based funding metrics as of October 31, 2017. The report contained herein presents our scope and objectives and provides comments and conclusions resulting from procedures performed.

Please call me if you have any questions.

cc: University Provost
Vice Presidents
University Chief Information Officer
FAU Board of Trustees
Inspector General, Florida Board of Governors
Florida Auditor General

Office of Inspector General • 777 Glades Road • Boca Raton, FL 33431

Tel: 561.297.6493 • Fax: 561.297.2479 • www.fau.edu/admin/oig

An Equal Opportunity/Equal Access Institution

Executive Summary

In accordance with the University's Internal Audit Plan for fiscal year 2017-18, and at the request of the Florida Board of Governors (BOG), we have conducted an audit of the University's processes and controls which support data submitted to the BOG for its performance based funding (PBF) metrics. This audit was part of a system-wide examination of data integrity based on data due to be submitted to the BOG as of October 31, 2017.

The primary objectives of this audit were to:

- Evaluate controls and processes established by the Office of Institutional Effectiveness and Analysis and primary data custodians to ensure completeness, accuracy and timeliness of data submitted to the BOG; and,
- Provide a reasonable basis of support for the Performance Based Funding Data Integrity Certification statement which is required to be signed by the University president and Board of Trustees chair.

Audit procedures included, but were not limited to, the evaluation of internal controls as those controls relate to the accomplishment of the foregoing audit objectives, as well as compliance testing of data elements comprising the *Student Instruction Final*, *Student Financial Aid*, and *Hours-to-Degree* files which are used in computations for five of ten performance based funding metrics.

Based on our observations and tests performed, we are of the opinion that the University's processes and internal controls for data compilation and reporting to the BOG are adequate. There were no findings or recommendations as a result of this audit. The recommendation made in the prior year's audit related to timely submission of data to the BOG was found to have been effectively implemented.



January 29, 2018

Dr. John Kelly
President
Florida Atlantic University
Boca Raton, Florida

Dear President Kelly:

SCOPE AND OBJECTIVES

At the request of the Florida Board of Governors, we have conducted an audit of the processes used by the University to ensure the completeness, accuracy, and timeliness of data submissions to the BOG. As part of this system-wide audit, we chose to focus on data elements supporting Metric #3 - *Cost to the Students, Net Tuition & Fees Per 120 Credit Hours*, which are also used in computations of four other performance based funding metrics.

The primary objectives of this audit were to:

- Evaluate controls and processes established by the Office of Institutional Effectiveness and Analysis and primary data custodians to ensure completeness, accuracy and timeliness of data submitted to the BOG; and,
- Provide a reasonable basis of support for the Performance Based Funding Data Integrity Certification statement which is required to be signed by the University president and Board of Trustees chair.

Our audit covered data submissions to the BOG through October 31, 2017. Detailed testing of data submitted to the BOG was limited to information found in the *Student Instruction Final (SIF)*, *Student Financial Aid (SFA)*, and *Hours-to-Degree (HTD)* files used for calculation of Metric #3. Elements located in data tables of the three files were tested on a sample basis for validation with information primarily recorded in the Banner Student System - based on input by two data custodians (Offices of the Registrar and Student Financial Aid). Other relevant information reviewed for the audit included BOG narratives on PBF metric derivations, BOG data definitions, minutes of the University's data integrity committee, and documentation related to controls over centralized and decentralized data validation, compilation and submission protocols.

Our audit was conducted in accordance with International Standards for the Professional Practice of Internal Auditing as published by the Institute of Internal Auditors.

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BACKGROUND

The Florida Board of Governors has broad governance responsibilities affecting administrative and budgetary matters for Florida's 12 public universities. In January 2014, the BOG approved a performance funding model for the State University System of Florida (SUS) based on ten metrics, the first eight of which are common to all institutions and the last two reflecting the choices of the BOG and each university's board of trustees respectively. Listed below are the 10 performance based funding metrics which are applicable to Florida Atlantic University:

1. **Percent of Bachelor's Graduates Employed (Earning \$25,000 +) or Continuing their Education**
2. **Median Wages of Bachelor's Graduates Employed Full-time**
3. **Average Cost to the Student (Net Tuition per 120 Credit Hours)**
4. **Six-Year Graduation Rate (Full-time and Part-time FTIC)**
5. **Students Academic Progress Rate (Second Year Retention Rate with GPA Above 2.0)**
6. **Bachelor's Degrees Awarded within Programs of Strategic Emphasis (including STEM)**
7. **University Access Rate (Percent of undergraduates with a Pell grant)**
8. **Graduate Degrees Awarded within Programs of Strategic Emphasis (including STEM)**
9. **Percent of Baccalaureate Degrees Awarded Without Excess Hours**
10. **Percent of Baccalaureate Degrees Awarded to Minorities**

The BOG performance funding model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different SUS institutions.

Controls over Data Validation, Compilation, and Submission

The Florida Board of Governors maintains a student unit record database titled the State University Database System (SUDS). This database contains over 400 data elements about students, faculty and programs at SUS institutions. SUDS is part of a web-based portal developed by the BOG for the SUS to report data, and has centralized security protocols for access, data encryption and password controls. Initial input of data files supporting PBF metrics is the responsibility of primary data custodians, such as the Admissions Office, Office of the Registrar, and Student Financial Aid, and is scheduled to be uploaded to SUDS based on the BOG's *Due Date Master Calendar*. Data uploaded to SUDS by various departments are subject to edit checks to help ensure propriety, consistency with BOG-defined data elements, and accuracy of information submitted. Once satisfied that any edits errors have been fully addressed, official submission of data files to the BOG is managed by the Office of Institutional Effectiveness and Analysis (IEA), a unit within the Office of Information Technology.

Each file submission by IEA is subject to an affirmation statement in SUDS which declares that data submitted for approval "represents electronic certification of this data per Board of Governors Regulation 3.007". The University also requires an internal certification by departments when they upload data to SUDS. The internal certification is an email notification to IEA from the departmental data custodian manager which states "I certify that the approved business process for submission of the data file(s) has been followed and that the data submission is free from any major errors and accurate to the best of my knowledge".

Board of Governors acceptance of data submissions is a formal process which is documented in SUDS, and if a submission is rejected it will be subject to resubmission protocols set by the BOG.

Student Instruction Final, Student Financial Aid, and Hours-to-Degree data submissions

The semesterly SIF, and annual SFA and HTD files are crucial sources of information submitted for metrics 3, 4, 5, 7, and 9a. A commonality among all submitted files is the inclusion of tables which are comprised of various data elements as defined by the BOG. (Data elements comprising the SIF, SFA and HTD files are further explained in Appendix B of this report).

COMMENTS AND RECOMMENDATIONS

Current Findings and Recommendations

No findings were noted as a result of this audit.

Prior Audit Recommendations

Our examination generally includes a follow-up on findings and recommendations of prior internal audits, where the subjects of such findings are applicable to the scope of the current audit being performed. In the previous year's audit, we noted delays in submission of some data files to the BOG necessary to compute several of the tested metrics. During the current audit, we followed up on the timeliness of data submissions required for performance metrics and noted that all filings were made on, or prior to, due dates established by the BOG.

CONCLUSION

Based on our audit, we have concluded that the controls and processes which Florida Atlantic University has in place to ensure the accuracy and completeness of data submitted to the Board of Governors in support of performance based funding are adequate.

We believe our audit can be relied upon by the University Board of Trustees and president as a basis for certifying representations to the Board of Governors related to the integrity of data required for its performance based funding model.

We wish to thank the staffs of the Office of Institutional Effectiveness and Analysis, Office of the Registrar, and other primary data custodians for their cooperation and assistance which contributed to the successful completion of this audit.



Morley Barnett, CPA, CPE
Inspector General

Audit performed by: Mike Hewett, CIA, CGAP, CBA, CFSA
Morley Barnett, CPA, CFE



Performance Based Funding Data Integrity Audit
10/31/2017

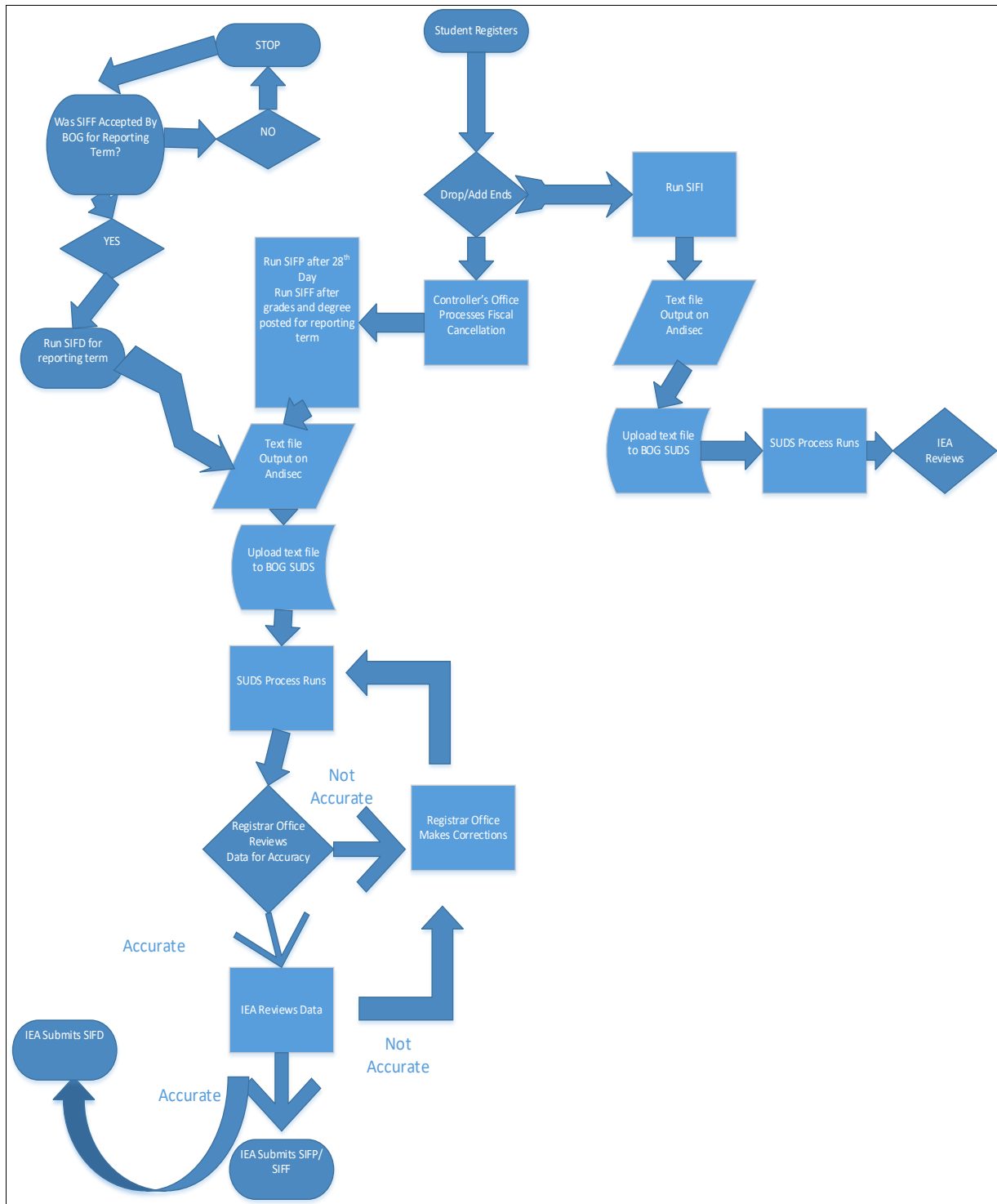
LIST OF REPORT APPENDICES

Appendix

- TYPICAL INTERNAL DATA PROCESS FLOW AND SUBMISSION TO BOG A
- SUMMARY OF *SIF, SFA, and HTD* FILES B
- DATA INTEGRITY CERTIFICATION STATEMENT REQUIRED BY BOG C

Typical Process Flow for Data Integrity and Submission to the Florida Board of Governors

Office of the Registrar



Appendix B

Performance Based Funding Data Integrity Audit
Fiscal Year 2017/18**-Student Instruction (SIF) Data submission-**

| Column Name | Element Name | Element # | Basic explanation of elements (original data source) | Data Table | Related Metric |
|-----------------------|--|-----------|--|-----------------------------|----------------|
| 1 REPT_INST | Reporting Institution | 1045 | The university within the SUS reporting this information -- code as 'FAU' | Enrollments and Person Demo | 7 |
| 2 STU_CLASS_LEVEL | Student's Classification Level | 1060 | The categorization of the student's progress at the beginning of the term toward a specific degree or certificate as it applies to allocation of resources within the State University System. | Enrollments | 3, 4, 5, 7 |
| 3 DEG_LEVEL_SOUGHT | Degree - Level Sought | 1053 | The level of degree that will be awarded pending successful completion of the student's current degree program. | " | 7 |
| 4 CURR_TERM_CRS_LD | Current Term Course Load | 1063 | The total number of credit hours for which a student is enrolled this term. | " | 4, 5 |
| 5 LAST_INST_CODE | Last Institution Code | 1067 | The Office of Postsecondary Education Identifier (OPEID) code for the student's most recent post-secondary educational training previous to this institution. | " | 4, 5 |
| 6 TYPE_STUDENT_ENTRY | Type of Student at Date of Entry | 1068 | Type of student at time of first registration for credit courses at this institution. | " | 4, 5 |
| 7 INST_HRS_GPA | Institutional Hours for GPA | 1085 | Total number of credit hours attempted in current degree level (Undergraduate, Graduate, First Professional) at reporting institution at the beginning of the reporting term to be used for calculation of the Grade Point Average. | " | 4, 5 |
| 8 TOT_INST_GRD_PTS | Total Institutional Grade Points | 1086 | Total institutional grade points generated in current degree level (Undergraduate, Graduate, First Professional) by student at this institution, based on a 4.0 system, prior to the reporting term. | " | 4, 5 |
| 9 TERM_CRD_HRS_GPA | Term Credit Hours for GPA | 1088 | Total credit hours for the current term which are to be used for grade point average calculation based on a 4.0 system. | " | 4, 5 |
| 10 TERM_GRD_PNTS_EARN | Term Grade Points Earned | 1090 | Total grade points on a 4.0 system earned by the student in the term being reported. | " | 4, 5 |
| 11 CRS_BUD_ENT_CODE | Course Budget Entity Code | 1100 | A code to indicate the budget entity of the department offering the course section. | Courses Taken | 3 |
| 12 STU_SECT_FUND_FLG | Student Section Funding Flag | 1103 | Indicates whether or not a course is state funded. If it is not state fundable this flag indicates reason it is not. | Courses Taken | 3 |
| 13 FEE_CLASS_RES | Fee Classification - Residency | 1106 | The student's domicile, within or outside of the State of Florida, identified for the purpose of assessing fees at the institution. For the purpose of assessing registration fees a student shall be classified as Florida or Non-Florida as of the first day of classes. | Enrollments | 3 |
| 14 FEE_CLASS_KIND | Fee Classification - Kind | 1107 | The classification of the type of registration fees (money charged by the university for instruction) and other payments made by the student to the university for educational purposes | " | 4, 5, 7 |
| 15 DEG_HIGHEST_HELD | Degree - Highest Level Held | 1112 | The highest educational degree, certificate or diploma held by the individual. | " | 4, 5 |
| 16 INST_GRNT_HIGH_DEG | Institution Granting Highest Degree | 1411 | OPEID Code of the post-secondary institution where the student received his/her highest degree. | " | 4, 5 |
| 17 STU_RECENT_ADM_TYP | Type of Student at Time of Most Recent Admission | 1413 | Type of student at the time of most recent admission or readmission to the institution. | " | 4, 5, 7 |
| 18 DATE_RECENT_ADM | Date of Most Recent Admission | 1420 | The year and month of the student's most recent admission or readmission to the institution. | " | 4, 5 |
| 19 UNIVERSITY_GPA | University GPA | 1801 | There are three University Grade Point Averages that are calculated from the Student Data Course File records and included in reports: Cumulative GPA at Beginning of Term, Term, and GPA Cumulative GPA at End of Term. | " | 4, 5 |
| 20 DEMO_TIME_FRAME | Demo Time Frame | 2041 | Demographic Time Frame | " | 7 |

Metric #3 - **Cost to the Student (Net Tuition & Fees per 120 credit hours)**
Metric #4 - **Six Year FTIC Graduation Rate**
Metric #5 - **Academic Progress Rate (2nd Year Retention with GPA above 2.0)**
Metric #7 - **University Access Rate (Percent of Undergraduates with a Pell-grant)**
Metric #9a **Percent of Bachelor's Degrees Without Excess Hours**

Appendix B

Performance Based Funding Data Integrity Audit
Fiscal Year 2017/18**- Student Financial Aid (SFA) Data submission-**

| Column Name | Element Name | Element # | Basic explanation of elements (original data source) | Data Table | Related Metric |
|----------------------|--|-----------|--|----------------------|----------------|
| 1 AWARD_PROG_ID | Financial Aid Award Program Identifier | 1253 | A code to identify the financial aid program from which the student has received an award: Grants, Loans, Scholarships, Student Employment, Third Party Billing. | Financial Aid Awards | 3, 7 |
| 2 TERM_AMOUNT | Term Amount | 2037 | The amount of an award by source of funds and award program and award condition for the term in which the award was made. | " | 7 |
| 3 AWARD_PAYMENT_TERM | Award Payment Term | 2040 | Award Payment Term | " | 7 |

-Hours to Degree (HTD) Data submission-

| Column Name | Element Name | Element # | Basic explanation of elements (original data source) | Data Table | Related Metric |
|------------------------|-----------------------------|-----------|---|-------------------|----------------|
| 1 CRS_SECTN_TYP | Course Section Type | 1104 | The means by which instruction is predominantly delivered for this course section. | Courses to Degree | 9a |
| 2 SECTN_CRED | Section Credit | 1459 | A quantitative measurement, stated in semester hours, which is the number of hours a student attempts or earns for a course. | " | 3, 9a |
| 3 CRS_SYSTEM | Course System Code | 1484 | The association of the institution where this course was taken. | " | 3, 9a |
| 4 CRS_GROUP | Course Grouping Code | 1485 | A code to group courses by application and/or method of instruction. | " | 3, 9a |
| 5 TEST_METHOD | Credit Hour Testing Method | 1488 | A code to indicate the method of testing associated with the credit hours reported for this course. | " | 9a |
| 6 USAGE_IND | Credit Hour Usage Indicator | 1489 | A code to indicate that the credit for this course was used toward the degree or to determine if the credit is a foreign language requirement of Board of Governors Regulations 6.002 or 6.004. | " | 3, 9a |
| 7 EXCESS_HRS_EXCLUSION | Excess Hours Exclusion | 2065 | Indicator to identify the type of excess hours exclusion. | " | 3, 9a |
| 8 CATALOG_HRS | Catalog - Hours to Degree | 1477 | The number of hours required to complete the degree awarded, as approved by the Board of Governors and effective for the catalog term reported in Catalog - Term for Degree (Element 01476). | Hours to Degree | 9a |

Metric #3 - *Cost to the Student (Net Tuition & Fees per 120 credit hours)*
 Metric #4 - *Six Year FTIC Graduation Rate*
 Metric #5 - *Academic Progress Rate (2nd Year Retention with GPA above 2.0)*
 Metric #7 - *University Access Rate (Percent of Undergraduates with a Pell-grant)*
 Metric #9a - *Percent of Bachelor's Degrees Without Excess Hours*



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: FLORIDA ATLANTIC UNIVERSITY


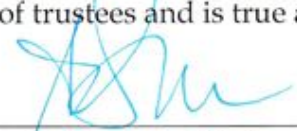
INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> | | | |
| <p>Certification: <u></u> Date <u>2/1/18</u></p> <p style="text-align: center;">President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> | | | |
| <p>Certification: <u></u> Date <u>2/2/18</u></p> <p style="text-align: center;">Board of Trustees Chair</p> | | | |

Performance Based Funding

Data Integrity Audit

Florida Gulf Coast University

January 31, 2018

William Foster, MBA, CPA, CIA, CGAP, CFE, CRMA, CCSA

Director, Internal Audit

Executive Summary

At the direction of the Florida Board of Governors (BOG), audit procedures were performed to determine whether Florida Gulf Coast University (University) has effective internal controls, processes and procedures in operation to ensure the completeness, accuracy, and timeliness of the data submissions to the BOG which support the University's Performance Funding Metrics. Certain procedures were applied to the data submitted during the period October 1, 2016 through September 30, 2017. The procedures were originally established jointly by the State University Internal Audit leaders to ensure that the audit guidelines provided by the BOG were fully addressed.

Specifically, responsible management and other personnel were interviewed, detailed narratives related to data compilation and submission were reviewed, and various samples of data reported to the BOG were verified. These procedures were performed by Mauldin & Jenkins, an independent audit firm, as an Agreed Upon Procedures Engagement performed in accordance with the attestation standards established by the American Institute of Certified Public Accountants. The Mauldin & Jenkins report, which appears as Appendix A to this report, is intended solely for the information and use of Florida Gulf Coast University.

It is the University's responsibility to conclude on the completeness, accuracy, and timeliness of the data submissions based upon the procedures applied. The University was involved in the development of the appropriate audit procedures to be applied, in accordance with the International Standards for the Professional Practice of Internal Auditing, issued by the Institute of Internal Auditors, and in the implementation of the agreed upon procedures. Internal Audit personnel acted as liaison between Mauldin & Jenkins auditors and University management and staff. Our responsibilities included ensuring that accurate information was provided by University personnel to Mauldin & Jenkins and that any initial anomalies during testing were appropriately resolved.

Our audit, which incorporates the Mauldin & Jenkins Agreed Upon Procedures Report, was conducted in accordance with the International Standards for the Professional Practice of Internal Auditing, issued by the Institute of Internal Auditors. The audit procedures provided a reasonable basis for my opinion and the following reportable observations.

Background

The Florida Board of Governors (BOG) has broad governance responsibilities that affect administrative and budgetary matters for Florida's public universities. Beginning in fiscal year 2013–14, the BOG instituted a performance funding program which is based on 10 performance metrics used to evaluate the institutions on a range of issues.

The 2016-17 metrics are listed below:

| No. | Performance Based Funding 2016-17 Metrics |
|-----|---|
| 1 | Percent of Bachelor's Graduates Enrolled or Employed, earning at least \$25,000 |
| 2 | Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation |
| 3 | Cost to Student, net tuition and fees per 120 credit hours |
| 4 | Six Year FTIC Graduation Rate |
| 5 | Academic Progress Rate, FTIC 2 nd year retention, GPA above 2.0 |
| 6 | Bachelor's Degrees within Programs of Strategic Emphasis |
| 7 | University Access Rate, percentage of undergraduates with Pell grants |
| 8 | Graduate Degrees within Programs of Strategic Emphasis |
| 9 | Percent of Bachelor's Degrees Without Excess Hours (Board of Governors' Choice) |
| 10 | Bachelor's Degrees Awarded to Minorities (Board of Trustees' Choice) |

According to information published by the BOG in March 2016, the following are key components of the funding model:

- Institutions are evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence are based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that will come from each university's recurring state base appropriation.

The amount of the state investment appropriated by the Legislature and Governor for performance funding will be matched by an amount reallocated from the university system base budget. Starting in 2016-17, the highest point value for each metric is 10 points. All 10 of the metrics have equal weight. From a total possible 100 points, a university is required to earn more than 50 points and not be in the bottom three in order to be eligible for new funding.

Universities need to be strategic in the investment of performance funds to focus on improving metrics.

The Agreed Upon Procedures report included as part of this report discloses two observations regarding one late submission and one data entry change at the departmental level due to revised information from the student.

Observations

Hours to Degree Submission (HTD): Academic Administration directed Institutional Research & Analysis (IRA) to hold the Hours to Degree submission for additional reviews of the data to ensure that the University received every possible credit for its performance. The submission is critical to FGCU's Performance Metrics score, and compiling the data is time intensive. Management wanted a final review at the highest level to ensure accurate data.

| Submission | Term or Year | Due Date | Date Submitted | Business Days Late |
|-----------------------|------------------------|-----------------|-----------------------|---------------------------|
| Hours to Degree (HTD) | Annual 2015 – 20152016 | 10/21/2016 | 11/30/2016 | 27 |

Student Instruction Preliminary Submission (SIFP): Of the thousands of data elements tested by Mauldin & Jenkins, only one piece of data, that the student was a first time in college applicant, was inaccurately provided by one student to Admissions. When conflicting information was later verified, all but one piece of data was corrected.

In my opinion, these observations did not affect the overall integrity of the data submissions. These observations do not require Management to create a new corrective action plan to address the observations. Overall, FGCU staff provide accurate and timely information to the Board of Governors.

Conclusion

In my opinion, based upon the work performed, the internal controls, processes and procedures Florida Gulf Coast University has in place to ensure the completeness, accuracy, and overall timeliness of data submissions to the BOG that affect performance based funding metrics are operating effectively.

Audit Report Prepared by: William Foster, MBA, CPA, CIA, CGAP, CFE, CRMA, CCSA,
Director, Internal Audit.

APPENDIX A

**FLORIDA GULF COAST UNIVERSITY
INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING
AGREED-UPON PROCEDURES**

January 19, 2018

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INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Joseph G. Fogg III, Chair Audit and Compliance Committee
Florida Gulf Coast University
Fort Myers, Florida 33965-6565

We have performed the procedures enumerated below, which were agreed to by the Board of Trustees of Florida Gulf Coast University (the "University"), solely to assist the University in determining whether the University has processes established to ensure the completeness, accuracy and timeliness of data submissions to the Board of Governors (BOG) which support the Performance Funding Metrics of the University as of September 30, 2017. The University's management is responsible for all processes and procedures for the complete, accurate and timely submission of data to the BOG. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings are as follows:

We reviewed all of the BOG submissions relating to the Performance Funding Metrics identified and published by the State University System of Florida specific to the certification. See Attachment I for a listing of the submissions tested as provided by the University to us.

- a) Verify the appointment of the Data Administrator by the University President and that duties related to these responsibilities are incorporated into the Data Administrator's official position description.
1. Review the Data Administrator's position description; note details of the description, paying special attention to responsibilities related to coordinating the gathering of data from departmental sources, quality assurance procedures applied and other data integrity checks prior to submission to the BOG.
 2. Determine if the Data Administrator was appointed by the President.
 3. Conclude on whether the Institutional Data Administrator's responsibilities include the requirements identified in BOG Regulation 3.007, SUS Management Information System. (For example, verify the Data Administrator's data submission statements indicated, "I certify that this file/data represents the position of this University for the term being reported.").

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Procedures Performed

- Reviewed the Position Description for the Director of Institutional Research and Analysis dated February 18, 2016. Verified description included the requirements identified in the BOG Regulation 3.007.
- Reviewed the original appointment for the Director of Institutional Research by the Provost dated April 23, 2004. Also, reviewed the re-affirmation appointment by the President dated September 8, 2014.
- Observed the SUDS submission screen and the “Submit for Approval” button that represents the University’s certification of complying with BOG regulation 3.007.
- Reviewed current organizational chart as of August 2017, and the Institutional Performance Organizational Chart dated October 4, 2017.

Findings

No exceptions were identified as a result of applying these procedures.

b) *Review the processes used by the Data Administrator to ensure the completeness, accuracy and timely submission of data to the Board of Governors.*

1. Interview the Data Administrator and other key data managers to understand the internal processes in place to gather, test and ensure that only valid data, as defined by the BOG, is timely submitted to the BOG.
2. Identify and evaluate key processes over data input and submission. Consider evaluating the processes from the point of incoming information to the submission of the data file to the BOG.
3. Review internal records such as time management schedules and relevant correspondence which purport to demonstrate that complete and accurate data is timely submitted to the BOG. (See due dates addressed in the SUS data workshop).
http://www.flbog.edu/board/office/irm/_doc/2017_Workshop_Proceedings_with_notes.pdf
4. According to BOG Regulation 3.007, prior to submitting the file, the universities shall ensure the file is consistent with the criteria established in the specifications document by performing tests on the file using applications/processes provided by the BOG Information Resource Management (IRM) office. Review process for timely and accurately addressing data file error reports.
5. Evaluate the results and document your conclusion on the Data Administrator’s processes.

Procedures Performed

- Interviewed the following people who are key in the data being reported and submitted to the BOG:
 - Director of Institutional Research and Analysis
 - Associate Vice President and IT Officer

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- Director, University Budgets
 - University Registrar
 - Associate Vice President, Academic and Curriculum Support
 - Associate Director, Undergraduate Admissions
 - Director, Student Financial Services
- For those interviewed, we discussed key internal controls and processes in place over data input, Banner access, State University Database System (SUDS) access, validation tables, data submission procedures, error resolution, staff training, and other controls specific to the department and submission of accurate and timely data. Detailed review and evaluation of these processes is performed by the internal audit department during their normal internal audit reviews.
 - Reviewed the metrics specific to each department to ensure controls are in place and a clear understanding exists to ensure only valid data is being submitted based on the data definitions.
 - Reviewed weekly email communications (the “HitList”) from the Institutional Research and Analysis (IRA) department to department heads. These emails detail the upcoming submissions due in the next two (2) months to the BOG and who is responsible for the data being submitted. Department heads review the data requests and are responsible to ensure the data is accurate and ready for timely submission.
 - Reviewed submission schedule maintained by the IRA department.
 - Verified submission files tested were submitted by the Due Date as published by the State University System of Florida (SUS) and identified on the SUDS website.
 - Tested the submission file criteria definitions used by the University to ensure they meet the data definitions published by the SUDS.
 - Obtained the data definition tables from the SUDS website and verified tables documented in the University processes agreed to the SUDS tables.
 - Reviewed processes over testing and validating data submissions and procedures for the resolution of errors prior to the final submission.

Findings

We identified the following file that was not submitted by the required due date:

| Submission | Term or Year | Reporting Time Frame | Due Date | Date Submitted |
|-------------------|---------------------|-----------------------------|-----------------|-----------------------|
| Hours to Degree | Annual 2015 | 20152016 | 10/21/2016 | 11/30/2016 |

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c) Evaluate any available documentation including policies, procedures, and desk manuals of appropriate staff; and assess their adequacy for ensuring data integrity for University data submissions to the Board of Governors.

1. Request the Data Administrator provide its policies, procedures, minutes of meetings, and any other written documentation used as resources to ensure data integrity; note whether these documents are sufficiently detailed, up-to-date, and distributed to appropriate staff.
2. Evaluate the results and document your conclusion. If necessary, consider benchmarking with peer universities.

Procedures Performed

- Discussed key processes with those interviewed to ensure procedures are in place to ensure data accuracy for their department.
- Ensured each department, that is key to the submission process, had written policy and procedures regarding data they are responsible for.
- Reviewed the project meeting minutes for each meeting that was held in regards to the Performance Funding project and verified data integrity was a significant objective.
- We do not perform benchmarking as this is a process the University would perform.

Findings

No exceptions were identified as a result of applying these procedures.

d) Review system access controls and user privileges to evaluate if they are properly assigned and periodically reviewed to ensure only those authorized to make data changes do so.

1. Obtain a list of individuals that have access to the State University Database System (SUDS).
2. Obtain the definitions for the roles in the SUDS system.
http://www.flbog.edu/resources/ditr/suds/_doc/userguide.pdf
3. Review the procedures to grant system access and/or initiate, monitor and cancel user privileges.
4. Perform a test of system access controls and/or user privileges to determine if only appropriate employees have access or need the privilege.
5. Consider other IT systems and related system access controls or user privileges that may impact the data elements used for each measure reviewed.
6. Evaluate the results and conclude on the reasonableness of procedures and practices in place for the setup and maintenance of system access, specifically addressing employees with SUDS access.

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Procedures Performed

- Obtained a current listing of all those individuals who have access to the SUDS system from the BOG's application portal manager.
- Obtained the role definitions in the SUDS system for each type of user.
- Discussed procedures with the Director of Institutional Research and Analysis for granting access to the SUDS system and monitoring to ensure user privileges are cancelled in a timely manner. Reviewed current listing of SUDS users and obtained reason for any new additions.
- Reviewed user listing and discussed with the Director of Institutional Research and Analysis to ensure only personnel that need access have access to the SUDS system, and only a limited amount have the ability to submit data.
- Reviewed Banner access/termination procedures with each department listed in section *b* of this report. and ensured procedures are in place for authorization of adding a new user and timeliness of terminating personnel access.
- Reviewed email sent to department heads informing them the Banner Security Class Reports were created and stored on the common drive for them to review. Reports are created on a quarterly basis and we reviewed a sample of reports that were on the drive.
- Selected a sample of users who are significant to the submissions being tested and verified authorization was obtained for the new user, proper workorder was initiated by an authorized person, and determined the class approved agreed to their current Banner access privileges.
- Discussed procedures for terminating a Banner user with the Associate Vice President and IT Officer.

Findings

No exceptions were identified as a result of applying these procedures.

e) Testing of data accuracy.

1. Identify and evaluate data validity controls to ensure that data extracted from the primary systems of record are accurate and complete. This may include review of controls over code used to create the data submission. Review each measure's definition and calculation for the consistency of data submissions with the data definitions and guidance provided by the BOG.
2. As appropriate, select samples from data the University has submitted to the BOG for its Performance Funding Model. Vouch selected data to original source documents.
3. Evaluate the results of the testing and conclude on the completeness and accuracy of the submissions examined.

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Procedures Performed

For each submission file listed in Attachment I we performed the following procedures for the specific metrics identified in the Performance Funding Metrics published by the SUS:

- Obtained complete submission file for time period being tested.
- Selected a sample size of thirty (30) data items to test for each file submission and each metric specific to the performance funding testing.
- Verified data reported in the submission files specific to the metrics identified by the SUS agreed to the source system Banner.
- Verified the data reported for each metric agreed with the SUDS data dictionary.

To ensure completeness of the files being submitted we performed the following procedures:

- For each term and reported time frame we obtained, from the Business Technology Services department, a file which was extracted from Banner and compared to submission files extracted by the Institutional Research and Analysis department. For each comparison, we identified any person that was on the Banner report that was not in the file submission. We then selected a sample size based on the size of the file and errors returned and verified the student was properly omitted for the specific submission based on the current data definitions. Selected files and corresponding sample sizes are as follows:
 1. All students enrolled were compared to the Student Instruction (SIF) files submitted. Three (3) differences were identified and reconciled.
 2. All students who received Pell grants were compared to the Student Financial Aid (SFA) files submitted. Two (2) differences were identified and reconciled.
 3. All students who had a degree awarded were compared to the Degrees Awarded (SIFD) files submitted. We selected ten (10) variances and all were reconciled.
 4. All students admitted were compared to the Admissions (ADM) files submitted. We selected ten (10) variances and all were reconciled.

Findings

We identified one (1) variance:

| File Submission | UNIV ID | Data Definition Number | Field Name | Banner Screen | In Banner | In Submission |
|-----------------|----------|------------------------|------------------|---------------|-----------|---------------|
| SIFP | D-166796 | 01067 | Last Institution | SOAPCOL | France | F1000000 |

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f) Evaluate the veracity of the University Data Administrator's data submission statements that indicate, "I certify that this file/data represents the position of this University for the term being reported."

1. Interview the University Data Administrator to consider the reasonableness of the various coordination efforts with the Data Administrator's staff, the other data custodians' staff, BOG IRM, and other knowledgeable individuals which form the basis for personal and professional satisfaction that data submitted to the BOG is complete, accurate and submitted timely.
2. Inquire how the Data Administrator knows the key controls are in place and operating effectively. If not already done, consider verifying these key controls are in place and adequate to support the Data Administrator's assertions.

Procedures Performed

- Interviewed personnel listed in section *b.* of this report and verified communication with the Institutional Research and Analysis is on-going and clear to ensure accurate and timely data submission. Also verified controls are in place specific to the metrics being tested.
- Verified with the Director of Institutional Research and Analysis communication with the BOG and IRM to ensure data being submitted meets the data definitions.

Findings

No exceptions were identified as a result of applying these procedures.

g) Review the consistency of data submissions with the data definitions and guidance provided by the Board of Governors through the Data Committee and communications from data workshops.

1. Evaluate the University's procedures for periodically obtaining and communicating definitions and due dates as provided by the BOG through the Data Committee and communications from data workshops.
2. Verify with the University Data Administrator that the most current data file definitions are used as a basis for preparation of data to be submitted to the BOG.
3. Review SUDS most recent cumulative release notes and workshop agendas.
<http://www.flbog.edu/resources/ditr/suds/>
4. Request evidence of the most recent formal staff training/workshops, internal discussions or communications with other responsible employees and the BOG Data Committee necessary to ensure the overall integrity of data to be submitted to the BOG.
5. Conclude as to the consistency of the submissions.

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Procedures Performed

- Reviewed email communications (the “HitList”) from the Institutional Research and Analysis (IRA) department to department heads. These emails detail the upcoming submissions due in the next two (2) months to the BOG and who is responsible for the data being submitted. Department heads review the data requests and are responsible to ensure the data is accurate and ready for timely submission.
- Obtained the most recent data definition tables on the SUDS website and verified data definitions outlined in the file processes agreed to the SUDS data tables.
- Verified process with the Institutional Research and Analysis department of their communication to department heads of the data definitions and communication of any new or changed metric.
- Obtained the SUDS release notes and workshop agendas during the testing period and verified any changes were properly incorporated into the data file submissions.
- Reviewed staff training with each personnel interviewed as listed in section *b.* in relation to both Banner and SUDS security and knowledge training.
- Our testing was performed on all file submissions from October 1, 2016 through September 30, 2017, for the specific metrics tested to review for consistency among data submissions.

Findings

No exceptions were identified as a result of applying these procedures.

- h) *Review the University Data Administrator’s data resubmissions to the Board of Governors with a view toward ensuring these resubmissions are both necessary and authorized. This review should also evaluate how to minimize the need for data resubmissions.*

1. Interview the University Data Administrator about the types and quantity of recent data resubmissions and the level(s) of approvals necessary for corrective action.
2. Request and examine any correspondence between the University and the BOG IRM office related to data resubmissions that pertain to the performance metrics. Determine if these resubmission problems tend to be reoccurring and what, if any, actions management has taken or plans to take in order to reduce them.
3. Conclude as to the frequency, need and authorization of the resubmission process.

Procedures Performed

- Interviewed the Director of Institutional Research and Analysis about the resubmission process followed by the department.
- There were no resubmissions during our testing period.

Findings

No exceptions were identified as a result of applying these procedures.

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- i) *Provide an objective basis of support for the president and board of trustees chair to sign the representations made in the Performance Based Funding–Data Integrity Certification.*

1. Review the Performance Based Funding Data Integrity Certification statement to identify additional procedures that should be designed to support the representations.

Procedures Performed

- We reviewed the Data Integrity Certification and performed procedures agreed upon by Florida Gulf Coast University's Board of Trustees to meet the objectives of the certification.

Findings

Mauldin & Jenkins was engaged to perform procedures that were provided by you and were outlined in our engagement letter. Management has identified these procedures to meet the objectives of the certification. The Board of Trustees must conclude as to the adequacy of these procedures and findings in meeting their certification objectives.

We were not engaged to and did not perform an audit, the objective of which would be the expression of an opinion on the processes and procedures for the complete, accurate and timely submission of data to the BOG. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the information and use of Florida Gulf Coast University's Board of Trustee's and management and is not intended to be and should not be used by anyone other than these specified parties.

Mauldin & Jenkins, LLC

Bradenton, Florida
January 24, 2018

Florida Gulf Coast University
Metric Related Submissions
10/1/2016-9/30/2017

Attachment I

| Submissions Tested | | | |
|--------------------|--|--------------|-----------------|
| Due Date | Submission | Term or Year | Rept Time Frame |
| 10/14/2016 | Student Financial Aid (SFA) | Annual 2015 | 20152016 |
| 10/14/2016 | Degrees Awarded (SIFD) | Summer 2016 | 201605 |
| 10/21/2016 | Student Instruction Preliminary (SIFP) | Fall 2016 | 201608 |
| 10/21/2016 | Hours to Degree (HTD) | Annual 2015 | 20152016 |
| 1/23/2017 | Student Instruction (SIF) | Fall 2016 | 201608 |
| 1/25/2017 | Retention (RET) | Annual 2015 | 20152016 |
| 2/10/2017 | Degrees Awarded (SIFD) | Fall 2016 | 201608 |
| 2/24/2017 | Admissions (ADM) | Spring 2017 | 201701 |
| 3/3/2017 | Student Instruction Preliminary (SIFP) | Spring 2017 | 201701 |
| 6/19/2017 | Student Instruction (SIF) | Spring 2017 | 201701 |
| 6/29/2017 | Degrees Awarded (SIFD) | Spring 2017 | 201701 |
| 9/22/2017 | Admissions (ADM) | Summer 2017 | 201705 |
| 9/29/2017 | Student Instruction (SIF) | Summer 2017 | 201705 |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: Florida Gulf Coast University


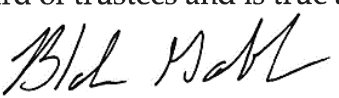
INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 student indicated he was FTIC (less than 12 credits) on his application. When his transcript subsequently arrived from a school in France, it had 16 credits. |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|-------------------------------------|------------------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There was 1 late submission. |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: <u></u> Date <u>2-19-18</u></p> <p style="margin-left: 150px;">President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: <u></u> Date <u>2/20/18</u></p> <p style="margin-left: 150px;">Board of Trustees Chair</p> | | | |



Office of Internal Audit

**Audit of the Performance Based
Funding Metrics Data Integrity**

Report No. 17/18-07

January 29, 2018



OFFICE OF INTERNAL AUDIT

Date: January 29, 2018

To: Kenneth G. Furton, Provost and Executive Vice President
Hiselgis Perez, Director of Institutional Research

From: Allen Vann, Chief Audit Executive

A handwritten signature in blue ink, appearing to read "Allen Vann", is written over the printed name.

Subject: **Audit of the Performance Based Funding Metrics Data Integrity**
Report No. 17/18-07

Beginning in fiscal year 2013-14, the State University System of Florida Board of Governors (BOG) instituted a performance-funding program based on 10 performance metrics used to evaluate Florida's public universities. Of the \$520 million dollars in performance-based awards made by the BOG for fiscal year 2017-2018 FIU received \$58.3 million.

Pursuant to a request by the (BOG), we have completed an audit relating to the University's performance based funding metrics. The primary objectives of our audit were to:

- 1) Determine whether the processes established by the University ensures the reliability, accuracy, and timeliness of data submissions to the BOG, which support the Performance Based Funding Metrics; and
- 2) Provide an objective basis of support for the University Board of Trustees Chair and President to sign the representations made in the *Performance Based Funding - Data Integrity Certification* which will be submitted to the Board of Trustees and filed with the BOG by March 1, 2018.

Our annual audit confirmed the results of past audits that FIU continues to have good process controls for maintaining and reporting performance metrics data. In our opinion, the system in all material respects continues to function in a reliable manner.

I would like to take this opportunity to express our appreciation for the cooperation and courtesies extended to us during this audit.

Attachment

C: FIU Board of Trustees

Mark B. Rosenberg, University President

Kenneth A. Jessell, Chief Financial Officer and Senior Vice President

Javier I. Marques, Chief of Staff – Office of the President

Carlos Castillo, General Counsel

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OBJECTIVES, SCOPE, AND METHODOLOGY

Pursuant to a request by the State University System of Florida (SUS) - Board of Governors (BOG), we have completed an audit of the Data Integrity over the University's Performance Based Funding Metrics. The primary objectives of our audit were to:

- (a) Determine whether the processes established by the University ensure the reliability, accuracy, and timeliness of data submissions to the BOG, which support the Performance Based Funding Metrics; and
- (b) Provide an objective basis of support for the University Board of Trustees Chair and President to sign the representations made in the *Performance Based Funding - Data Integrity Certification*, which will be submitted to the Board of Trustees and filed with the BOG by March 1, 2018.

Our audit was conducted in accordance with *the International Standards for the Professional Practice of Internal Auditing*, and included tests of the supporting records and such other auditing procedures, as we considered necessary under the circumstances.

During the audit we:

- 1. Updated our understanding of the process flow of data for all of the relevant data files from the transactional level to their submission to the BOG;
- 2. Reviewed BOG data definitions, SUS Data workshop documentation, and meeting notes;
- 3. Interviewed key personnel including the University's Data Administrator, functional unit leads, and those responsible for developing and maintaining the information systems;
- 4. Observed current practices and processing techniques;
- 5. Followed-up on prior audit recommendations;
- 6. Tested the system access controls and user privileges within the State University Database System (SUDS) application, upload folders and production data; and
- 7. Tested the latest data files for two of the ten performance based funding metrics submitted to the BOG as of September 30, 2017. Sample sizes and transactions selected for testing were determined on a judgmental basis.

Audit fieldwork was conducted from September to December 2017. In 2017 we issued the *Audit of Performance Based Funding Metrics Data Integrity* (Report No. 16/17-08), dated February 8, 2017. During the current audit, we observed that all recommendations previously reported were implemented by management. These instances are highlighted in applicable sections of this report.

BACKGROUND

The Florida Board of Governors (BOG) has broad governance responsibilities affecting administrative and budgetary matters for Florida's 12 public universities. Beginning in fiscal year 2013-2014, the BOG instituted a performance funding program, which is based on 10 performance metrics used to evaluate the institutions on a range of issues including graduation and retention rates, job placement, and access rate, among other things. Two of the 10 metrics are Choice metrics; one picked by the BOG and one by each University's Boards of Trustees. These metrics were chosen after reviewing over 40 metrics identified in the Universities' Work Plans but are subject to change yearly.

The BOG model has four guiding principles:

- 1) Use metrics that align with SUS Strategic Plan goals;
- 2) Reward Excellence or Improvement;
- 3) Have a few clear, simple metrics; and
- 4) Acknowledge the unique mission of the different institutions.

The Performance Funding Program also has four key components:

- 1) Institutions are evaluated and receive a numeric score for either Excellence or Improvement relating to each metric;
- 2) Data is based on one-year data;
- 3) The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were decided after reviewing data trends for each metric; and
- 4) The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university's recurring state base appropriation.

In 2016, the Florida Legislature passed and the Governor signed into law the Board of Governors' Performance-Based Funding Model, now codified into the Florida Statutes under Section 1001.66, *Florida College System Performance-Based Incentive*.

| FIU's Performance Based Funding Metrics | |
|--|---|
| 1. Percent of Bachelor's Graduates Employed and/or Continuing their Education Further, One Year after Graduation | 6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) |
| 2. Median Average Wages of Undergraduates Employed One Year after Graduation | 7. University Access Rate (Percent of Undergraduates with a Pell-grant) |
| 3. Average Cost to the Student (Net Tuition & Fees per 120 Credit Hours) | 8. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) |
| 4. Six Year Graduation Rate (Full-time and Part-time FTIC) | 9. Board of Governor's Choice - Percentage of Bachelor's Degrees Without Excess Hours |
| 5. Academic Progress Rate (2nd Year Retention with GPA above 2.0) | 10. Board of Trustee's Choice - Bachelor's Degrees Awarded to Minorities |

The following table summarizes the performance funds allocated for the fiscal year 2017-2018 using the performance metrics results from 2016-2017, wherein FIU earned 68 points.

| Florida Board of Governors Performance Funding Allocation, 2017-2018 | | | | |
|---|----------------|---------------------------------------|---|---|
| | Points* | Allocation of State Investment | Allocation of Institutional Investment | Total Performance Funding Allocation |
| UF | 95 | \$ 55,061,011 | \$ 48,516,241 | \$103,577,252 |
| USF | 84 | 45,396,585 | 39,206,903 | 84,603,488 |
| UWF | 82 | 20,969,853 | 12,068,867 | 33,038,720 |
| FSU | 81 | 38,547,492 | 43,267,593 | 81,815,085 |
| UCF | 78 | 35,692,230 | 40,062,707 | 75,754,937 |
| NCF | 75 | 2,469,535 | 2,771,928 | 5,241,463 |
| FAU | 72 | 19,395,004 | 21,769,903 | 41,164,907 |
| FIU | 68 | 27,468,290 | 30,831,754 | 58,300,044 |
| FGCU | 66 | - | 9,704,854 | 9,704,854 |
| FAMU | 65 | - | 13,905,021 | 13,905,021 |
| UNF | 58 | - | 12,894,229 | 12,894,229 |
| Totals | | \$245,000,000 | \$275,000,000 | \$520,000,000 |

* Institutions scoring 50 points or less or the three lowest scoring universities will not receive any State Investment. Any ties in scores are broken using the tiebreaker policy approved by the BOG.

At the November 3, 2016 Board of Governors Board (BOG) Meeting, changes to the Performance Based Funding Model were approved, among them changing Metric 3, from Average Cost per Undergraduate Degree to Net Tuition & Fees per 120 Credit Hours. The new metric was used in calculating the performance metrics results above. Also, agreed to at this BOG meeting, were changes to Metric 1 increasing the wage threshold from minimum wage to \$25,000, with the change going into effect with the 2017 performance model. Metric 2 was also changed to include wages from bachelor's recipients from data currently available from 42 states, the District of Columbia, and Puerto Rico, rather than just from Florida.

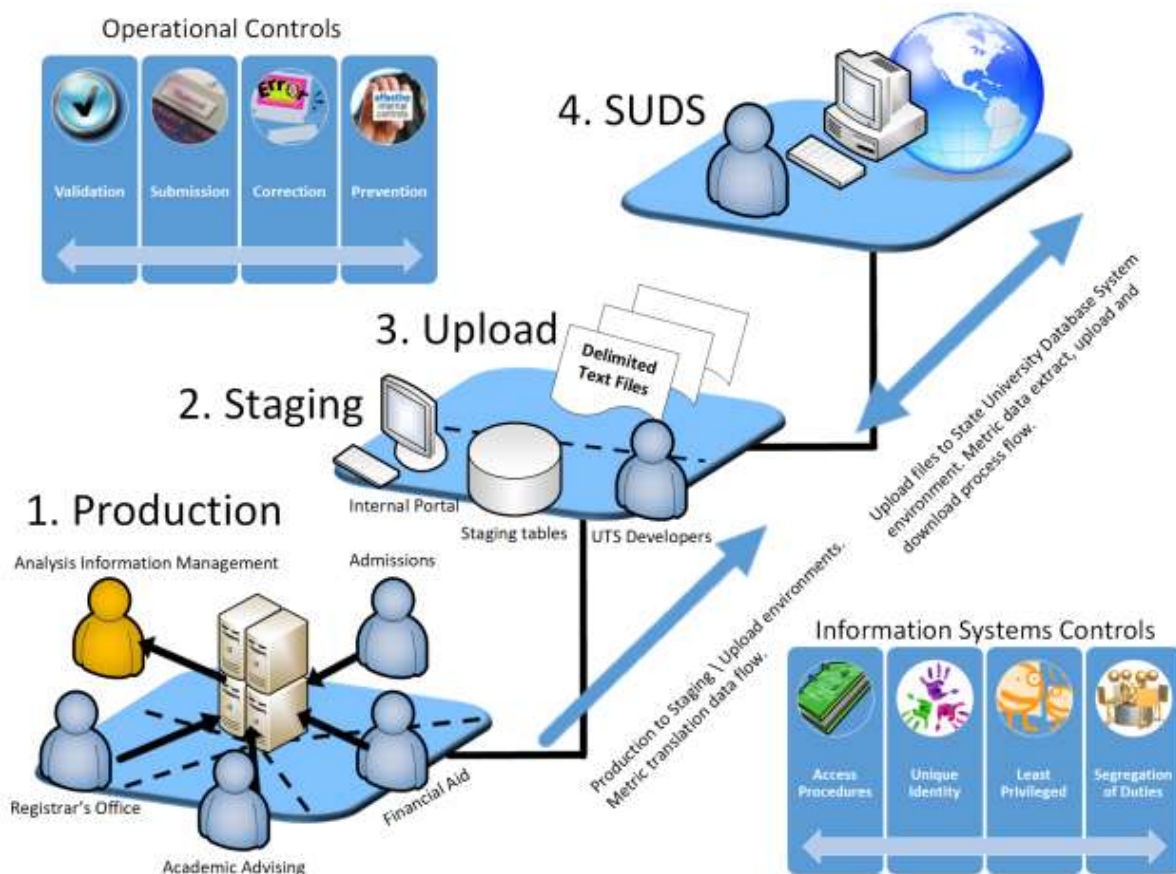
Organization

The Office of Analysis and Information Management (AIM) consists of Institutional Research (IR), and the Office of Retention & Graduation Success. One of the goals of AIM is to provide the University community with convenient and timely access to information needed for planning and data driven decision-making and to respond to data requests from external parties. IR is currently responsible for: Processing of Faculty Credentials; Assessment Support; Academic Programs; Faculty Assessment of Administrator System; Maintaining the FAIR system which is the online system used to credential faculty; Academic Program Inventory; and Assignment of CIP (Classification of Instructional Program) codes to courses. The Office of Retention & Graduation Success identifies barriers to student success and works to eliminate those barriers. This Office helps to carry out the Graduation Success Initiative (GSI), primarily by providing "Major Maps" and alerts for students and academic advisors, and information and analyses to departments and decision-makers.

IR has been the official source of FIU's statistics, providing statistical information to support decision-making processes within all academic and administrative units at FIU, preparing reports and files for submission to the BOG and other agencies. It is also responsible for data administration, enrollment planning, and strategic planning. The Acting Vice Provost for AIM who is also the University' Data Administrator reports directly to the Provost and is responsible for gathering data from all applicable units, preparing the data to meet BOG data definitions and requirements, and submitting the data.

At FIU, the Performance Funding Metrics reporting process flow consists of four layers that range from the University Production environment to the State University Database System application, as follows: (1) The Production data originated at the functional units: the Admissions Office, Registrar's Office, Academic Advising, and Financial Aid departments (extracted from the PantherSoft Campus Solutions databases) is sent to (2) Staging tables (or directly to Upload folders). In the Staging environment, dedicated developers perform data element calculations that are based on BOG guidelines and are used to develop the Internal Portal. Once the calculations are completed, the data is formatted into text files and moved to an (3) Upload folder. Users then log into the (4) State University Database System (SUDS) and depending on their roles, they upload, validate, or submit the data.

The diagram below illustrates the operational controls and the information system access controls currently implemented in the overall data element process flow.



FINDINGS

Based on our audit, we concluded that there are no material weaknesses or significant deficiencies in the processes established by the University to report required data to the Board of Governors in support of their Performance Based Funding Metrics. The system is functioning in a manner that can be relied upon to provide complete, accurate and relatively timely data.

Accordingly, in our opinion, this report provides an objective basis of support for the Board of Trustees Chair and the University President to sign the representations made in the BOG Performance Based Funding – Data Integrity Certification, which the BOG requested be filed with them by March 1, 2018. Our evaluation of FIU's operational and system access controls that fall within the scope of our audit is summarized in the following table:

| INTERNAL CONTROLS RATING | | | |
|---|--|---|--|
| CRITERIA | SATISFACTORY | FAIR | INADEQUATE |
| Process Controls | x | | |
| Policy & Procedures Compliance | x | | |
| Effect | x | | |
| Information Risk | x | | |
| External Risk | x | | |
| INTERNAL CONTROLS LEGEND | | | |
| CRITERIA | SATISFACTORY | FAIR | INADEQUATE |
| Process Controls | Effective | Opportunities exist to improve effectiveness | Do not exist or are not reliable |
| Policy & Procedures Compliance | Non-compliance issues are minor | Non-compliance Issues may be systemic | Non-compliance issues are pervasive, significant, or have severe consequences |
| Effect | Not likely to impact operations or program outcomes | Impact on outcomes contained | Negative impact on outcomes |
| Information Risk | Information systems are reliable | Data systems are mostly accurate but can be improved | Systems produce incomplete or inaccurate data which may cause inappropriate financial and operational decisions |
| External Risk | None or low | Potential for damage | Severe risk of damage |

The result of the review of our objectives follows:

1. Review of Processes Flow of Data

During prior years' audits, the Data Administrator provided us with an understanding of how the University ensured the completeness, accuracy, and timely submission of data to the BOG. Based on updates provided to us by the Data Administrator and other key personnel, we determined that no significant changes have occurred to the process flow of data.

AIM developed a tool within PantherSoft that generates edit reports similar to the ones found in the State University Database System (SUDS). This tool allows functional unit users more time to work on their file(s) since the BOG edits are released closer to the submission deadline. The purpose of the review is for functional unit users to correct any problems concerning transactional errors before submitting the files. During the prior audit, we found the Registrar's Office, responsible for 5 of the 10 performance-based metrics, along with the Office of Financial Aid and the Graduation Office using the tool. The Data Administrator's team routinely reviews the error reports and summary reports to identify and correct any data inconsistencies. According to AIM, they plan to continue to extend the use of the tool to all appropriate users. Furthermore, for certain files, there may be additional PantherSoft queries in place that users run to identify errors or bad data combinations.

In addition to the internal FIU reports, the BOG has built into the SUDS a data validation process through many diagnostic edits that flag errors by critical level. SUDS also provides summary reports and frequency counts that allow for trend analysis. The AIM team reviews the SUDS reports and spot-checks records to verify the accuracy of the data. Once satisfied as to the validity of the data, the file is approved for submission.

As a result of a prior audit recommendation, AIM developed the *OPIR-BOG Business Process Manual*. The Manual addresses BOG SUDS Portal Security, BOG SUDS File Submission Process, and details of the process for each file submitted to the BOG. It is also evident that the Manual has been continually updated since its implementation.

We also met with the Data Administrator to update our understanding of the processes in place to gather, test, and ensure that only valid data, as defined by the BOG, is timely submitted to the BOG. As explained, the Data Administrator's team is responsible for the day-to-day reporting and understands the functional process flow, while the functional units are responsible for their data and understand the technical process flow.

| Steps | BOG Files Submission Cycle |
|--------------|---|
| 1. | The PantherSoft (PS) team extracts data from the PantherSoft database. Data are formatted according to the BOG data elements definitions and table layouts. |
| 2. | The PantherSoft team uploads data to SUDS and runs edits. |
| 3. | SUDS edits the data for possible errors and generates dynamic reports. |
| 4. | Functional unit users are notified that edits are ready to be reviewed. |
| 5. | Functional unit users review the edits and make any required transactional corrections in the PantherSoft database. |
| 6. | AIM Lead/PS Team/Functional unit users communicate by email, phone or in person about any questions/issues related to the file. |
| 7. | Steps 1-6 are repeated until the freeze date. |
| 8. | On the freeze date, a final snapshot of the production data is taken. |
| 9. | The file is finalized, making sure all Level-9 (critical) errors were corrected or can be explained. |
| 10. | AIM Lead reviews SUDS reports, spots-checks data and contacts functional unit users if there are any pending questions. |

In summary, the data is extracted from the PantherSoft system and moved to a staging table where data calculation is performed for the elements required by the BOG. There are four layers within the data process flow that includes Production, Staging, Upload and the SUDS application. The Production Data element is extracted from the PantherSoft Campus Solutions databases, as applicable. AIM, in collaboration with the BOG team from the Division of IT translates the production data into separate staging database tables where the data elements are then programmatically calculated. Data is then extracted from the Staging tables, formatted into specific file formats, and uploaded to the SUDS online application. The University's Division of IT assists AIM and the functional users in consolidating the data for the various files and loading data into SUDS for review and validation.

Conclusion

Based on the review performed, the data submitted to the BOG is properly validated prior to submission and approval and no material weaknesses were found in the University's current processes flow of data.

2. System Access Controls and User Privileges Follow-up

Access controls testing included follow-up on prior audit recommendations and examination of user privileges within the State University Database System (SUDS) application, examination of audit log files, and production data. In our prior audit, we recommended that the Office of Analysis and Information Management (AIM) work with the functional units and the PantherSoft Security Team to:

- a) Review user accounts to ensure on-boarded and off-boarded users have an associated PAWS ticket and the existing users' access match their current job description;
- b) Review and reduce access privileges to production and stage environments to appropriately mitigate least privileged and segregation of duties risks; and
- c) Continue to create a log reporting mechanism for all metric data files, where appropriate, that is user friendly to ensure the integrity of the data sent to the BOG.

Management agreed with the recommendations and responded that they developed a process to ensure that access privileges accurately portray each user's job responsibilities, and any changes in access are accurate and consistently logged with PAWS tickets. In addition, they would work with IT to review access privileges of users in the PantherSoft production and stage environments, and ensure that user security policies are enforced in a manner that portrays the necessities of job duties, including revoking or limiting access when appropriate. Finally, they would work with IT to create a user-friendly report that would enable AIM to monitor access privileges for these fields continually.

The following were the results of our follow-up into these areas:

a. Review and Deactivate State University Database System User Accounts

In addition to management's actions stated above, AIM now employs a Data Analyst III whose job duties include the maintenance of user accounts' access. In our prior audits, we noted that they relied on expired passwords as a mitigating access control. However, a BOG Database Administrator stated that this is not a good control, as the system will prompt the user to create a new password. She also said that user accounts would need to be deactivated in order to revoke their access. With their new understanding of SUDS user accounts, AIM identified three user accounts that had not signed-in since 2014. They found that two had transferred job duties and one had retired from FIU. Additionally, AIM found one terminated account and identified an additional 21 users that were questionable. After communicating with the functional units, they deactivated 13 of the 21 user accounts. All of the deactivated user accounts had corresponding PAWS tickets.

Job duties may change as the user account sits dormant and can increase the risk of inappropriate access should they reactivate their account. AIM has adequately identified and deactivated user accounts from the SUDS.

b. Limit Access to Production Data

Figure 1 – *Production Data Elements Process Flow* illustrates the four departments: Admissions Office, Registrar's Office's, Academic Advising, and Financial Aid's data that feed into the production system available to the Office of Analysis and Information Management (AIM).

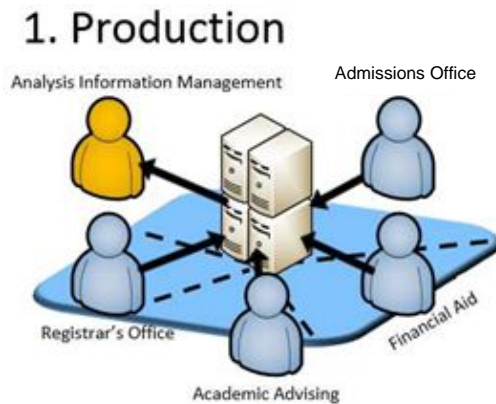


Figure 1 - *Production Data Elements Process Flow*

Our prior audit recommendation stated that AIM should work with the functional units, and the PantherSoft Security Team to review and reduce access privileges to production and stage environments and appropriately mitigate least privileged, and segregation of duties risks. Management agreed and stated that they would work with IT to review access privileges of users in the PeopleSoft production and stage environments, and ensure that user security policies are enforced in a manner that portrays the necessities of job duties, including revoking or limiting access when appropriate. According to management, they implemented access reviews in April 2017.

According to documentation provided by AIM, in February 2017 they started reviewing write-access for all metrics except for the recently revised Metric 3. In their write-access reviews, they identified 25 questionable user accounts. User access was changed to view-only or disabled for 12 users after obtaining approval from the functional units.

In our prior audit, we found two members of the Academic Advising Department that had write-access to the fields in the staging environment (see Figure 2 – Upload Process Flow). The stage environment, used for programming field calculations, is a high-risk area as it is the final step before the data is uploaded to the State University Database System. Users with write-access in staging can manipulate values that are not consistent with production data. AIM sent an inquiry to the PantherSoft Security Team and confirmed that they removed the user's access from the staging tables on December 13, 2016. By continually reviewing user access, AIM reduces the integrity risk to the data uploaded to the BOG.



Figure 2 - *Upload Process Flow*

c. Review Log Reports

As expressed in prior audit reports we recommended that audit logging capabilities should be added to 20 identified in-scope production data fields, where appropriate, to mitigate the risk of an unauthorized data change. In addition, we recommended that AIM should continue to create a log reporting mechanism for all metric data files, where appropriate, that was user-friendly to help ensure the integrity of the data sent to the BOG.

Management agreed and stated that they implemented log reviews in April 2017. Documentation provided by AIM showed that they reviewed log files and identified 26 users that made changes to the BOG data as questionable. After communicating with the functional units, the PantherSoft Security Team removed write-access or reduced access to read-only on 10 user accounts.

Ultimately, the University Data Administrator is accountable for the data provided to the BOG. Log reporting mechanisms are an effective detection control to help the Data Administrator mitigate least privileged and segregation of duties risks. Overall, in a combined effort between the functional units and AIM, 22 of the 51 identified user accounts (43%) had their write-access removed. The continued review of log reports reduces the integrity¹ risks to the data uploaded to the BOG.

Conclusion

The combination of system access controls that are now implemented reduce the likelihood that an unauthorized data change can be made and go undetected. AIM and the PantherSoft Security Team have satisfactorily corrected the access control deficiencies we noted in the prior year audit.

¹ COBIT 5.0 correlates Integrity to the information quality goals completeness and accuracy.

3. Grade Change Process Follow-up

Many of the performance-based funding metrics rely on student course grades. For example, the graduation and retention data files use student course grades to determine term and cumulative GPA, the earning of credit hours towards graduation, and ultimately the degree awarded. During our prior audit, we identified that 71 percent of all grade changes made during the audit period used a generic-user identification (ID). Our concern was the usage of a generic ID during the grade change would remove the accountability for their actions, thereby increasing the risk that inappropriate grade changes could go undetected.

The PantherSoft Security Team provided us with evidence that showed their ability to track an individual's use of the generic-named user account when posting grades. Since our prior audit, the PantherSoft Security Team implemented an additional tracking mechanism through the combination of the SIEM² and firewall logs. We selected a student grade change from the Fall 2017 semester to observe the tracking process. From the documentation provided, we were able to identify the instructor and approver of the student's grade at the date and time the change took place.

Conclusion

By concurrently using the SIEM and firewalls, the PantherSoft Security Team has implemented adequate mitigating controls that provide non-repudiated evidence for all grade changes and approvals made by the instructor and approver when using the generic ID user account.

² Security Information and Event Management tool

4. Data Accuracy Testing

This is our fourth audit of the performance based funding metrics since its inception in 2014-15. During that first year audit, we conducted data accuracy testing on all 10 metrics as requested by the BOG. Subsequently, our data accuracy testing has focused on specific metrics and following up of any prior year recommendations. In 2015-16, we conducted data accuracy testing on Metrics 6, 7, 8 and 10. Then in 2016-17, our data accuracy testing examined Metrics, 1, 2, 4 and 5. Thus, for this audit period, based on the lack of any prior year finding during data accuracy testing, we determined to examine Metrics 3 and 9, since these were the last two metrics not examined since 2014-15, and coincidentally, this is the first year of the revised Metric 3. We identified the main data files and tables related to the calculations of the two performance based funding metrics under review, as follows:

- Hours to Degree File (HTD), Courses to Degree Table:
- Student Financial Aid File (SFA), Financial Aid Award Table; and
- Student Instruction File (SIF), Enrollment Table.

The BOG provided us with the in-scope data elements for each of the metrics under review (see Appendix A – In-scope BOG Data Elements), which we used in our testing.

Data accuracy for two of the ten metrics was tested by reviewing the corresponding data files, tables and elements, and by tracing them to the source document data in PantherSoft. A number of reconciliations were also performed. Testing was limited to the PantherSoft data itself as the objective of our testing was to corroborate that the data submitted was in fact unabridged from/identical to the data contained in the University's PantherSoft system.

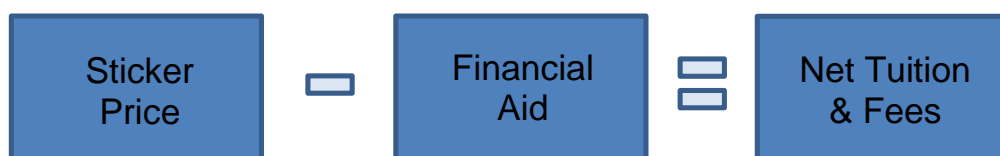
Metrics Testing

The two performance based funding metrics tested were as follows:

- Metric 3 - Common to All Universities - Net Tuition & Fees per 120 Credit Hours.
- Metric 9 - Board of Governor's Choice - Percentage of Bachelor Degrees Without Excess Hours.

Metric 3

The original Cost per Bachelor's Degree focused on the Cost to the Institution and was derived from university Expenditure Analysis reports. In 2016, the Board decided to use a Cost to the Student metric calculated using the Net Tuition and Fees per 120 credit hours. Net tuition and fees is comprised of the following:



The “sticker price” refers to the sum of the published tuition and required fees amount per credit hour and the national average cost for books and supplies. Because this metric represents the cost of a degree, each institution’s sum of tuition, fees, books, and supplies is multiplied by the average number of credit hours attempted by students who started as first-time-in-college students (FTIC) and graduated from a program that requires only 120 hours. This method recognizes that a student who enrolls in more credit hours pays more tuition, fees, and books.

Financial aid is used by universities to offset the published tuition (or sticker) price as a way to recruit students based on merit and/or to change campus diversity. The “Cost to the Student” metric includes all the gift aid (e.g., scholarships, grants and waivers) awarded to resident undergraduates in a given academic year.

The datamarts used for this metric are built from the following SUDS files: Hours to Degree (HTD), Student Financial Aid (SFA), and the Student Instruction (SIF) Files.

We obtained the annual 2015 HTD File (2015-2016 academic year) submitted on October 21, 2016, which was the most current file as of September 30, 2017. The File contained 7,946 students with degrees awarded for Summer 2015, Fall 2015, and Spring 2016. In addition, we obtained the SFA File submitted in Fall 2016 for the 2015-2016 academic year. We reconciled the total amount distributed, \$467 million, to a report obtained from the Office of Financial Aid. The report provided is the result of a query run by the Office of Financial Aid to reconcile the SFA File to the PantherSoft system. The total amount distributed agreed to the SFA File without exception. Finally, we selected the Spring 2017 semester SIF File for testing which included 52,724 students and reconciled it to the number of students enrolled (*Student Headcount and Demographics*) on AIM’s online Accountability Dashboards without exception.

As part of our testing, we selected a sample of 16 students to test against the HTD File. We then verified that the students’ courses and related information matched the data in the PantherSoft system and found no differences in any of the four elements reviewed. We then selected 33 students to test the one related element in the SFA File for accuracy. We agreed the students’ awards disbursed against the PantherSoft system and found no differences between PantherSoft and the SFA File.

However, during our IT review we noted that according to the *Performance Funding Metrics Cost to the Student Overview of Methodology and Procedures* document, grants and scholarships are often called “gift aid” because they are free money – financial aid that does not have to be repaid. The Financial Aid Award Program Identifier (Element 01253) contains the scholarship codes for each student. To evaluate the validity of the information, we examined the application code used to calculate and upload the Financial Aid Award Program Identifier data to the SUDS. In our examination, we noted that the code retrieved data from the production environment. The program parses and copies the first three characters to the staging table. We found that the staging table where the data resided and the field mapping did not match. The significance is that the effectiveness of existing integrity controls diminish when performed on the wrong field. The PantherSoft

Department provides the field maps that AIM uses to determine who has write-access and who made the change. Thus, we contacted the PantherSoft Security Team and requested a retest to see if any users had write-access to the field. We observed their testing process and determined that no users had write-access. Thus, we concluded that there was no impact to the data integrity due to the incorrect field map.

Finally, we selected 30 students for testing the two elements related to the SIF File for accuracy. We found no differences between PantherSoft and the SIF File. However, one of the elements tested was Element 01106 - Fee Classification-Residency. On December 11, 2017, our Office issued the *Audit of Residency Classification for Tuition Purposes* (Report No. 17/18-04), wherein we found that the re-classification to in-state student residency status was not always adequately documented or supported, resulting in students being misclassified. In addition, IT controls related to the student residency data needed to be strengthened. Nevertheless, the classification, as reported within the PantherSoft system was properly submitted to the BOG.

Conclusion

We determined that the data submitted to the BOG in the HTD, SFA, and SIF Files for Metric 3 represents the data in the University's PantherSoft Campus Solutions system.

Metric 9

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour that exceeds specific thresholds. In 2014, the importance of the excess hours metric was further elevated by its inclusion as Metric 9 (Percent of Bachelor's Degrees without Excess Hours) in the Performance-Based Funding Mode. The source data for the excess hour's accountability metric are the Courses to Degree (CTD) Table and the Hours to Degree (HTD) File that are submitted to SUDS by each university as part of their HTD File. The HTD File only includes single-major bachelor's degree recipients who were awarded a bachelor's for the first time during the academic year – summer, fall, and spring terms.

We obtained the HTD File submitted on October 21, 2016 for the 2015-2016 academic year, as the file is uploaded every year during Fall and was the most current file as of September 30, 2017. The HTD File submitted in Fall 2016 contained 7,946 students with degrees awarded for Summer 2015, Fall 2015, and Spring 2016.

As part of our testing of the HTD File, we also obtained the Courses to Degree Table for all the students, as this was needed to vouch the seven elements associated to Metric 9 to the PantherSoft system. We sampled data for 16 students and verified that the students' courses and related information in the Courses to Degree Table matched the data in PantherSoft and found no differences in six of the seven elements reviewed against the data submitted to the BOG. However, during testing we noted Element 02065 (Excess Hours Exclusion) was left blank on the file submitted to the BOG. The element is used to identify hours to be excluded from the excess hours calculation for personal

hardship withdrawal and active duty military. The Data Administrator explained that the PantherSoft system currently has no mechanism in place to capture this information, thus it is reported as blank. She added, "The impact on Metric 9 is that it may reduce the amount of credit hours that are counted towards the excess hours' calculation. For instance, if a student withdraws from all their classes for a semester due to a personal hardship or for being called to active military duty, those courses can be deducted from the total hours that count toward their degree, resulting in less excess hours." The inclusion of any excludable excess hours in the University's data submission is a potential detriment to the Metric 9 calculation for the University. Nevertheless, we do not believe this had a significant impact.

Conclusion

The results of our review of the CTD data found no differences relating to the relevant elements for Metric 9. IR performs the reconciliation and verifies that the data submitted by the BOG matches the data in FIU's system, as such, the data used to build the HTD File for Metric 9 accurately reflects the data in the University's PantherSoft system.

5. Data File Submissions and Resubmissions

Data File Submissions

To ensure the timely submission of data, AIM used the due date schedule provided by the BOG as part of the SUS data workshop to keep track of the files due for submittal and their due dates. AIM also maintains a schedule for each of the files to be submitted, which includes meeting dates with the functional unit leads, file freeze date, file due date, and actions (deliverables) for each date on the schedule. We used data received directly from the BOG-IRM Office in addition to data provided by AIM to review the timeliness of actual submittals.

The following table and related notes, where applicable, reflects the original due dates and original submittal dates of all relevant Performance Based Funding Metrics files submitted during our audit period:

| <i>File</i> | File Submission | Period | Original Due Date | Original Submittal Date |
|-------------|---------------------------------|---------------|--------------------------|--------------------------------|
| SIF | Student Instruction | Summer 2016 | 10/03/2016 | 10/04/2016 ¹ |
| SFA | Student Financial Aid | Annual 2015 | 10/14/2016 | 10/05/2016 |
| SIFD | Degrees Awarded | Summer 2016 | 10/14/2016 | 10/14/2016 |
| SIFP | Student Instruction Preliminary | Fall 2016 | 10/21/2016 | 10/21/2016 |
| HTD | Hours to Degree | Annual 2015 | 10/21/2016 | 10/21/2016 |
| SIF | Student Instruction | Fall 2016 | 01/23/2017 | 01/20/2017 |
| RET | Retention | Annual 2015 | 01/25/2017 | 01/24/2017 |
| SIFD | Degrees Awarded | Fall 2016 | 02/10/2017 | 02/10/2017 |
| ADM | Admissions | Spring 2017 | 02/24/2017 | 02/24/2017 |
| SIF | Student Instruction | Spring 2017 | 06/19/2017 | 06/19/2017 |
| SIFD | Degrees Awarded | Spring 2017 | 07/06/2017 | 07/06/2017 |
| ADM | Admissions | Summer 2017 | 09/22/2017 | 09/22/2017 |
| SIF | Student Instruction | Summer 2017 | 09/29/2017 | 09/29/2017 |

¹Management informed us that the Summer 2016 Student Instruction File was submitted one day late due to “there being a big change in the space file when they moved the space file to a new reporting environment. The integration of the new environment with the SIF file was not a smooth one and it caused a delay”.

Data File Resubmissions

The list of resubmissions since the last audit was obtained from the BOG-IRM staff. The Data Administrator described the nature and frequency of these resubmissions and provided correspondence between the BOG and the University. The correspondence between the BOG and the University related to the data resubmissions and AIM examined them to identify lessons learned and determine whether any future actions can be taken that would reduce the need for resubmissions.

The Data Administrator has previously noted, “Resubmissions are needed in the case of data inconsistencies detected by us or the BOG staff after the file has been submitted. Of course, our goal is to prevent any resubmissions; however, there are some instances when this happens. A common reason for not detecting the error before submission is that there are some inconsistencies that only arise when the data is cross-validated among multiple files... We used the resubmission process as a learning tool to identify ways to prevent having the same problems in the future. When logic changes are implemented or added it is an additional edit in our internal tool.”

In regards to the frequency of the resubmissions, a list was provided by the BOG-IRM staff for all files submitted pertaining to the 10 performance based funding metrics. For files with due dates between October 1, 2016 and September 30, 2017, the University submitted 13 files to the BOG.

The following table describes the two files resubmitted and AIM's reasons for each resubmission.

| No. | File Submission | Period | Original Due Date | Resubmitted Date |
|--|---------------------|-------------|-------------------|------------------|
| 1 | Student Instruction | Summer 2016 | 10/3/2016 | 10/13/16 |
| AIM Reason for Resubmission: We communicated with the BOG about students who submitted transcript credits after submission of admission file. When we asked the BOG for guidance prior to the submission, they instructed us via conference call to submit the file “as is” to explain those cases that caused the errors. After the file was submitted and the BOG began their review, they communicated to us that the students should not be explained but rather we needed to update the student record to reflect the new transcript information. Since the file was already submitted, they asked us to resubmit the file in order to fix the information for 22 students with this issue. Thus, the resubmission was caused by inconsistent directions from the BOG. | | | | |
| 2 | Student Instruction | Spring 2017 | 6/19/2017 | 7/3/2017 |
| AIM Reason for Resubmission: Originally submitted 6/19/2017. Resubmitted as per the Institutional Research Assistant Vice Chancellor’s recommendation to include excess credit hours (Element 02058). | | | | |

Both resubmission requests originated from the BOG. The reasons for resubmissions varied, as noted above. In regards to the resubmissions being authorized, in all instances observed, the BOG staff authorized the resubmission by reopening the SUDS system for resubmission. Furthermore, a continuing improvement has been noted from prior years' where four files were resubmitted in 2016-17 and nine were resubmitted in 2015-16.

Conclusion

Our review disclosed that the process used by the Data Administrator provides reasonable assurance that complete, accurate and for the most part timely submissions occurred. The one late filing was the result of a system issue, not considered systemic, while the two resubmissions were necessary and authorized. In addition, there were no reportable material weaknesses or significant control deficiencies that surfaced relating to data file resubmissions.

6. Review of University Initiatives

A listing of University initiatives that are meant to bring the University's operations and practices in line with SUS Strategic Plan goals were obtained. Below is a list of such initiatives:

- Implemented E&G revenue reallocation model
- Implemented faculty reallocation model for academic units
- Provided greater access to on-demand analytics relevant to the metrics
- Implemented student level graduation benchmarking
- Implemented student attendance and midterm progress monitoring and outreach
- Integration of career and academic advising
- Strategic enrollment planning and course scheduling optimization via Noel Levitz and Platinum Analytics
- Created an Office of Scholarships and Academic Program Partners to support all colleges in their efforts to apply foundation scholarship funds to student success and enrollment goals
- Implemented centralized coordination and local deployment for student recruitment efforts
- Established centralized retention, graduation, and student success outreach

Conclusion

None of the initiatives provided appear to have been made for the purposes of artificially inflating performance goals.

APPENDIX A

| In-Scope BOG Data Elements Testing | | | | |
|------------------------------------|---|--|--|--|
| Metric No. | Metric | Definition | Submission/Table/Element Information | Relevant Submission |
| 3 | Cost to the Student Applies to all institutions | The metric is based on resident undergraduate student tuition and fees, books, and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships, and waivers) provided to students. Source: Accountability Report (Table 1D) – which, combines the legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. | Submission: HTD Table: Courses to Degree Elements: 01484 – Course System Code 01485 – Course Grouping Code 01489 – Credit Hour Usage Indicator 01459 – Section Credit (Credit Hours) | 2015-2016 Academic Year October 21, 2016 |
| | | | Submission: SFA Table: Financial Aid Award Elements: 01253 – Financial Aid Award Program Identifier | 2015-2016 Academic Year October 3, 2016 |
| | | | Submission: SIF Table: Enrollment Table Elements: 01106 – Fee Classification – Residency 01060 – Student's Classification Level | October 4, 2016 January 23, 2017 June 19, 2017 September 29, 2017 |
| 9 | Percent of Bachelor's Degree without Excess Hours Applies to: FAMU, FAU, FGCU, FIU, UCF, UNF, USF, UWF | This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Additional Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours, from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: Accountability Report (Table 4J), State University Database Systems (SUDS). | Submission: HTD Table: Courses to Degree Elements: 01104 – Course Section Type 01484 – Course System Code 01485 – Course Grouping Code 01488 – Credit Hour Testing Method 01489 – Credit Hour Usage Indicator 01459 – Section Credit (Credit Hours) 02065 – Excess Hours Exclusion | October 21, 2016 |

Definition Source: State University Database System (SUDS).



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: Florida International University

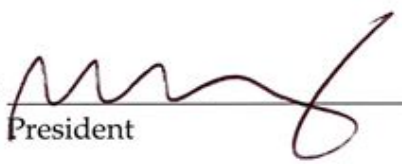

INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | | | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | | |
|---|-------------------------------------|--------------------------|--|--|
| Representations | Yes | No | | |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: <u></u> Date <u>2/28/18</u></p> <p style="margin-left: 150px;">President</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: <u></u> Date <u>2/27/18</u></p> <p style="margin-left: 150px;">Board of Trustees Chair</p> | | | | |

Audit Report



THE
FLORIDA STATE
UNIVERSITY

Office of Inspector General Services

Sam McCall, Ph.D., CPA, CGFM, CIA, CGAP, CIG
Chief Audit Officer

Performance-Based Funding Metrics Data Integrity Certification Audit Fiscal Year 2017-18

AR 18-06

February 7, 2018

Summary

Overall, we concluded that the University has adequate processes for collecting and reporting Performance-Based Funding (PBF) metrics data to the Board of Governors (BOG). In addition, we can provide an objective basis of support for the University's President and Board of Trustees Chair to sign the Performance-Based Funding – Data Integrity Certification, which the BOG requested to be filed with it by March 1, 2018.

Scope, Objectives, and Methodology

In his June 30, 2017, memorandum to University Boards of Trustees' Chairs, the Chair of the State University System (SUS) of Florida Board of Governors (BOG) directed the President of each University to complete a Performance-Based Funding - Data Integrity Certification.

When completing this certification, you should evaluate each of the prepared representations. If you are able to affirm the representation, do so. If you are not able to make the representation as prepared, provide an explanation or modification in the space provided. It is important that representations be modified to reflect audit findings. The certification document shall be signed by the President and board of trustees Chair after being approved by the board of trustees. The completed Data Integrity Certification shall be submitted to the Office of Inspector General and Director of Compliance.¹

To make such certifications meaningful, university boards of trustees shall direct the university Chief Audit Executive to perform, or cause to have performed by an independent audit firm, an audit of the university's processes that ensure the completeness, accuracy, and timeliness of data submissions. It is our intent that such audits include testing of data that supports

¹ This is a reference to the BOG's Office of Inspector General and Director of Compliance.

performance funding metrics. Such testing is essential to determining if processes are in place and working as intended.

The scope and objectives of the audit should be set jointly between the Chair of the university board of trustees and the university Chief Audit Executive. The audit shall be performed in accordance with the current International Standards for the Professional Practice of Internal Auditing as published by the Institute of Internal Auditors, Inc.

The results of this audit shall be provided to the Board of Governors after being accepted by the university's board of trustees. The audit report shall include the university's corrective action plan designed to correct any audit findings. The audit results shall support the President's certification which shall include any noted audit findings. The completed Data Integrity Certification and audit report shall be submitted to the Office of Inspector General and Director of Compliance no later than March 1, 2018.

This is the fourth consecutive year the BOG has called for such an audit. Florida State University has decided upon the following scope and objectives for the audit.

Scope:

The overall purpose of the audit is to report on the controls and processes established by the University to ensure the completeness, accuracy, and timeliness of data submissions to the BOG that support the University's PBF Metrics, and to provide an objective basis of support for the University's President and Board of Trustees Chair to sign the representations included in the Performance-Based Funding – Data Integrity Certification, which will be submitted to the University's Board of Trustees and filed with the BOG by March 1, 2018. This audit will include an evaluation of the key controls that support these processes, as well as testing of the actual data upon which the University's PBF Metrics are based.

The Performance-Based Funding 2017 Metrics (along with their definitions), as of March 14, 2017, were published on the BOG website. Subsequently, at its November 9, 2017 meeting the BOG made a decision to immediately discontinue its BOG Choice Metric 9b - Number of Faculty Awards, which had been used by Florida State University (FSU) and the University of Florida. This change resulted in all SUS members now having the same BOG Choice Metric 9a - Percent of Bachelor's Degrees without Excess Hours. The complete current listing of the 2017 PBF Metrics follows:

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation
2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation

3. Cost to the Student (Net Tuition and Fees per 120 Credit Hours)²
4. Six-Year Graduation Rate for First-Time-in-College Students
5. Academic Progress Rate (Second Year Retention Rate with Grade Point Average (GPA) Above 2.0)
6. Bachelor's Degrees Awarded within Programs of Strategic Emphasis (including Science, Technology, Engineering, and Mathematics (STEM))
7. University Access Rate (Percent of Undergraduates with Pell Grants)
8. Graduate Degrees Awarded within Programs of Strategic Emphasis (including STEM)
9. Percent of Bachelor's Degrees without Excess Hours (Board of Governors' Choice Metric for all SUS universities)
10. National Rank Higher than Predicted by the Financial Resources Ranking, Based on U.S. News and World Report (FSU's Board of Trustees' Choice Metric).

This audit solely addresses the integrity of the University's data submissions to the BOG that support the University's Performance-Based Funding Metrics for the 2016-17 Annual Accountability Report. The BOG extracts data from the files provided it by the University and performs additional calculations to derive the final PBF Metrics data published by the BOG. The University is not involved in these extractions or additional calculations by the BOG.

Objectives:

1. Determine if there were any changes since our 2016-17 PBF audit conclusion concerning the Data Administrator's appointment and the duties and responsibilities in his official position description.

In our 2016-17 PBF audit we concluded that:

Dr. Burnette has been officially appointed by the University President as the Data Administrator and his Position Description reflects this appointment and the related responsibility of preparing and submitting files as required by the BOG.

2. Determine the current status of processes used by the Data Administrator to ensure the completeness, accuracy, and timely submission of data to the BOG.

In our 2016-17 PBF audit we concluded that:

² This Metric replaced the former Metric #3 -- Average Cost per Bachelor's Degree (Costs to the University) as a result of the November 3, 2016, BOG meeting.

...the processes used by the University Data Administrator and his staff in Institutional Research (IR) reasonably ensure the completeness, accuracy, and timely submission of data submitted to the BOG, including compliance with BOG criteria for the data.

3. Determine the current status of available documentation including policies, procedures, and desk manuals of appropriate staff and assess their adequacy for ensuring data integrity for University data submissions to the BOG.

In our 2016-17 PBF audit we concluded that:

Institutional Research's available documentation including policies, procedures, and desk manuals of appropriate staff were adequate for ensuring data integrity for University data submissions to the BOG.

4. Determine the current status since our conclusion in the 2016-17 PBF audit concerning system access controls and user privileges.

In our 2016-17 PBF audit we concluded that:

System access controls and user privileges for the University's Campus Solutions and BOG State University Database System (SUDS) systems are properly assigned and periodically reviewed to ensure only those authorized to make data changes can do so.

5. Determine the current status since our conclusion in the 2016-17 PBF audit concerning audit testing of data accuracy.

In our 2016-17 PBF audit we concluded that:

Based on our data accuracy testing for the University's 10 Performance-Based Funding metrics, we determined the University's data submitted to the BOG were complete and accurate, and in accordance with BOG guidance.

6. Determine the current status since our conclusion in the 2016-17 PBF audit concerning the consistency of data submissions with the data definitions and guidance provided by the BOG through the Data Committee and communications from data workshops.

In our 2016-17 audit we concluded that:

We found no evidence that the University's data submissions to the BOG, specifically those pertaining to data elements germane to this audit, were inconsistent with BOG reporting requirements for these data elements, and no files were resubmitted to correct or change data in these fields.

7. Determine the current status since our conclusion in the 2016-17 PBF audit concerning the University Data Administrator's data resubmissions to the BOG.

In our 2016-17 audit we determined that:

...resubmissions by the University have been very rare, are both necessary and authorized, and have had no effect on the University's Performance-Based Funding metrics.

8. Provide an objective basis of support for the President and Board of Trustees chair to sign the representations made in the Performance-Based Funding - Data Integrity Certification.

In our 2016-17 PBF audit we concluded that, overall:

...the University has adequate processes for collecting and reporting Performance-Based Funding metrics data to the Board of Governors. In addition, we can provide an objective basis of support for the University's President and Board of Trustees Chair to sign the Performance-Based Funding – Data Integrity Certification which the BOG requested to be filed with it by March 1, 2017.

Our detailed methodology for each of our eight objectives is included in the report section for each. In general, to complete the stated audit objectives, we conducted interviews and otherwise communicated with the Data Administrator and other key data managers, and analyzed supporting documentation related to the objectives. Such supporting documentation included available data and information related to:

- The Data Administrator's appointment and position duties and responsibilities;
- Processes, policies, procedures, and desk manuals concerning data input, error identification and correction, compliance with the BOG guidance, etc., to determine whether these are adequate to provide reasonably sufficient internal control over data;
- Data file submissions by the University to the BOG, to determine whether they were made in a timely manner and included any resubmissions and the reasons for these;
- SUDS and University systems access by individuals associated with the University, to determine if that access is appropriate;
- Written guidance from the BOG and the University's related training and communications, to demonstrate the University's efforts to attain agreement of its efforts with BOG expectations; and
- Latest data files submitted to the BOG that contained elements used in calculating Performance-Based Funding metrics, and the University's related source data, to ensure that data submitted to the BOG were consistent with University transactional data and the BOG requirements.

This audit was performed in conformance with the *International Standards for the Professional Practice of Internal Auditing*. Those standards require we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions

based on our audit objectives. We believe the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Background

The Florida Board of Governors, created in 2002, is authorized in Article IX, Section 7(d), Florida Constitution to “operate, regulate, control, and be fully responsible for the management of the whole university system,” which consists of the state’s 12 public universities.

Beginning in fiscal year 2013-14, the BOG instituted a Performance-Based Funding Program based on 10 performance metrics used to evaluate the universities on a range of issues, including graduation rates, job placement, academic progress rate, etc. According to information published by the BOG in January 2017, the BOG funding model has four guiding principles:

1. Use metrics that align with State University System (SUS) Strategic Plan goals.
2. Reward excellence or improvement.
3. Have a few, clear, simple metrics.
4. Acknowledge the unique mission of the different SUS institutions.

The Performance-Based Funding Program also has four key components:

1. Institutions will be evaluated on either Excellence or Improvement for each metric.
2. Data are based on one year.
3. The benchmarks for Excellence were based on the BOG’s 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
4. The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university’s recurring state base appropriation.

To provide assurance that data submitted by the 12 state public universities to the BOG in support of their Performance-Based Funding metrics are reliable, accurate, and complete, the BOG developed a Data Integrity Certification process. This is the fourth consecutive year Florida State University’s Office of Inspector General Services has completed a PBF Data Integrity Certification audit and certification for the University’s President and Board of Trustees Chair to sign after being approved by the Board of Trustees. The audit and signed certification are both subsequently provided to the BOG.

Findings

Overall, we concluded that the University has adequate processes for collecting and reporting Performance-Based Funding metrics data to the BOG. In addition, we can provide an objective basis of support for the University’s President and Board of Trustees Chair to sign the

Performance-Based Funding – Data Integrity Certification, which the BOG requested to be filed with it upon approval by the Board of Trustees, by March 1, 2018

Objective #1: Determine if there were any changes since our 2016-17 PBF audit conclusion concerning the Data Administrator’s appointment and the duties and responsibilities in his official position description.

In our 2016-17 PBF audit we concluded that:

Dr. Burnette has been officially appointed by the University President as the Data Administrator and his Position Description reflects this appointment and the related responsibility of preparing and submitting files as required by the BOG.

Current Findings:

The University’s current Data Administrator continues to be Richard R. (Rick) Burnette III, Ph.D. (Dr. Burnette), who is Associate Vice President for Academic Affairs. Dr. Burnette assumed University Data Administrator responsibilities effective May 13, 2013, following the retirement of the prior University Data Administrator/Associate Vice President for Budget/Planning and Financial Services. Dr. Burnette’s appointment as University Data Administrator by the President was further and more officially documented on November 25, 2014, when President John Thrasher sent a letter to the BOG’s Chancellor Marshall Criser listing Dr. Burnette as the University’s Data Administrator in a list of University appointments.

We reviewed Dr. Burnette’s current Position Description effective July 1, 2016, which listed among his responsibilities “Maintains the role of the University Data Administrator in accordance with Board of Governors Regulation 3.007, which states that the Data Administrator will ensure that the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee.”

Conclusion for Objective #1:

Dr. Burnette has been officially appointed by the University President as the Data Administrator and his Position Description reflects this appointment and the related responsibility of preparing and submitting files as required by the BOG.

Recommendations:

We have no recommendations for Objective #1.

Objective #2: Determine the current status of processes used by the Data Administrator to ensure the completeness, accuracy, and timely submission of data to the BOG.

In our 2016-17 PBF audit we concluded that:

...the processes used by the University Data Administrator and his staff in Institutional Research reasonably ensure the completeness, accuracy, and timely submission of data submitted to the BOG, including compliance with BOG criteria for the data.

Current Findings:

As we observed in our 2016-17 Performance-Based Funding Metrics Data Integrity Certification Audit, we continue to conclude the processes used by the University Data Administrator and his staff in IR reasonably ensure the completeness, accuracy, and timeliness of data submitted to the BOG, including compliance with BOG criteria for the data.

To better understand the organization of the current reporting process, the present chain of custody continues to be as follows:

- Student information necessary for reporting is captured in the University's Campus Solutions/PeopleSoft transactional Student Information System.
- Data are captured in the data warehouse on a nightly basis. These data cannot be edited by individual users and as such are "read only." These transactional views are supplemented with an extract view that was created from external sources and parked in the data warehouse so it can be compared against warehoused transactional data.
- Over a month before the due date for a file, the reporting team consisting of IR, the functional office for the data, and the Campus Solutions reporting team begin extracting data and creating a draft file via Oracle Business Intelligence Enterprise Edition (OBIEE).
- OBIEE has data transformation logic in place to represent transactional data using BOG defined codes and to match BOG field names.
- In cases where external data must be merged with the file, the data are moved to Excel for the purpose of comparison.
- Once a file is sufficiently complete and formatted for submission, it is loaded to the BOG SUDS beta environment, for testing.
- After all files are added, the edits are run to generate the dynamic reports and frequency distributions.
- IR and functional users review the errors to determine whether there are simply translation errors or if data in the Student Information System are incorrect.
- Any necessary corrections are made to the transactional system so that the changes are permanent.
- The Data Administrator emails the BOG if there are any questions about interpretation that are not addressed in the BOG's online SUDS Data Dictionary and SUS Master File Documentation, or the Annual Data Administrators' Conference Proceedings.
- Corrected files are reloaded and the review process continues until all the errors have been cleaned up or explained.
- For each file, the final check is to compare data frequencies with those from the prior year using the Submission Summary feature on the SUDS submission page. Large differences are explained even if they do not generate any errors. Just prior to submission to the BOG, the Submission Summary is downloaded to Excel so that the FSU team can enter and retain their comments on errors that the BOG has defined as Level 9 (critical) errors, and for data

points where there were meaningful changes from one year to the next. The comments are recorded in the Excel spreadsheet and saved on IR's shared drive.

- Each file is then submitted to the BOG after all of the frequency explanations have been added by IR staff.

To ensure the timeliness of University file submissions to the BOG, IR's SharePoint team site tracks BOG requests. This site captures all incoming BOG requests, including the name of each request, type of request (i.e., routine or ad hoc), request date, due date, the primary University contact, and whether the contact has been notified. To test the timeliness of submissions of required files to the BOG that relate to FSU's Performance-Based Funding metrics, we used Submission History information from the BOG SUDS system. The following BOG-required files relate to the University's Performance-Based Funding metrics. For each of these required files, we reviewed the University's current and historical submissions back to the fifth most recent submission. The listing below shows the time span of each file's submissions that we reviewed.

1. Student Instruction File (SIF) (Spring 2016 through Summer 2017 Terms);
2. Expenditure Analysis (EA) File (2012-13 through 2014-15)³;
3. Hours to Degree (HTD) File (2015-16 through 2016-17);
4. Retention File (2011-12 through 2015-16);
5. Student Financial Aid (SFA) File (2012-13 through 2016-17); and
6. Student Instruction File Degrees Awarded (SIFD) (Spring 2016 through Summer 2017).

The table below shows the University's Student Information System from which each file we reviewed to test timeliness of submissions was obtained, and the reporting period covered.

| File | Legacy—Reporting Period(s) | Campus Solutions—Reporting Period(s) |
|-----------------|--|---|
| SIF | | Spring 2016 through Summer 2017 |
| EA ⁴ | 2012-13 through Summer 2013 ⁵ | 2013-14 through 2014-15 |
| HTD | | 2015-16 through 2016-17 |
| Retention | 2011-12 through 2012-13 | 2013-14 through 2015-16 |
| SFA | 2012-13 through Summer 2013 ⁶ | 2013-14 through 2016-17 |
| SIFD | | Spring 2016 through Summer 2017 |

Since our previous audit report accepted by the Board of Trustees on February 22, 2017, six files were submitted to the BOG SUDS system. These six files are highlighted in the following table

³ The EA File was used in the analysis of Metric 3 for the prior three allocations. The HTD, SFA, and SIF Files are now used in the analysis of a new Metric 3, beginning with the data from the 2015-16 academic year.

⁴ This file is derived by the BOG based on the University's Operating Budget and Instruction and Research Data File submissions.

⁵ The EA 2013-14 File includes Summer 2013 through Spring 2014 data. The Summer 2013 data were obtained from the University's legacy system, while the Fall 2013 and Spring 2014 data were obtained from the University's new Campus Solutions system.

⁶ The SFA 2013-14 File includes Summer 2013 through Spring 2014 data. The Summer 2013 data were obtained from the legacy system, while the Fall 2013 and Spring 2014 data were obtained from the Campus Solutions system.

and all were submitted on time. Please note in the table the five most recent submissions of each of the five required files that relate to FSU's Performance-Based Funding metrics. There has been steady improvement in the timeliness of the University's data submissions from the previous audits, and timeliness of the University's data submissions to the BOG is not a present concern.

| Most Recent Submission | | | | |
|-----------------------------------|-------------|----------------|-------------------|-----------------|
| File | Term | SUDS Due Dates | Submission to BOG | Days Late |
| Student Instruction File | Summer 2017 | 09/29/2017 | 09/29/2017 | N/A - On Time |
| Hours to Degree ⁷ | Annual 2016 | 11/8/2017 | 11/8/2017 | N/A - On Time |
| Retention File | Annual 2015 | 1/25/2017 | 1/25/2017 | N/A - On Time |
| Student Financial Aid File | Annual 2016 | 10/9/2017 | 10/9/2017 | N/A - On Time |
| Degrees Awarded File | Summer 2017 | 10/11/2017 | 10/5/2017 | N/A - Early |
| Second Most Recent Submission | | | | |
| File | Term | SUDS Due Dates | Submission to BOG | Days Late |
| Student Instruction File | Spring 2017 | 6/19/2017 | 6/19/2017 | N/A - On Time |
| Hours to Degree ⁷ | Annual 2015 | 10/18/2016 | 10/20/2016 | 2 days |
| Retention File | Annual 2014 | 1/29/2016 | 1/29/2016 | N/A - On Time |
| Student Financial Aid File | Annual 2015 | 10/14/2016 | 10/14/2016 | N/A - On Time |
| Degrees Awarded File | Spring 2017 | 6/29/2017 | 6/28/2017 | N/A - Early |
| Third Most Recent Submission | | | | |
| File | Term | SUDS Due Dates | Submission to BOG | Days Late |
| Student Instruction File | Fall 2016 | 1/23/2017 | 1/20/2017 | N/A - Early |
| Expenditure Analysis ⁷ | Annual 2014 | 10/20/2015 | 10/23/2015 | 3 days |
| Retention File | Annual 2013 | 1/21/2015 | 1/21/2015 | N/A - On time |
| Student Financial Aid File | Annual 2014 | 10/5/2015 | 10/14/2015 | 9 days |
| Degrees Awarded File | Fall 2016 | 2/10/2017 | 2/1/2017 | N/A - Early |
| Fourth Most Recent Submission | | | | |
| File | Term | SUDS Due Dates | Submission to BOG | Days Late |
| Student Instruction File | Summer 2016 | 10/3/2016 | 10/3/2016 | N/A - On Time |
| Expenditure Analysis ⁷ | Annual 2013 | 10/28/2014 | 11/18/2014 | 21 days |
| Retention File | Annual 2012 | 1/22/2014 | 1/22/2014 | N/A - On Time |
| Student Financial Aid File | Annual 2013 | 10/6/2014 | 11/3/2014 | 28 days |
| Degrees Awarded File | Summer 2016 | 10/10/2016 | 10/11/2016 | N/A - BOG Issue |
| Fifth Most Recent Submission | | | | |
| File | Term | SUDS Due Dates | Submission to BOG | Days Late |
| Student Instruction File | Spring 2016 | 6/17/2016 | 6/17/2016 | N/A - On Time |
| Expenditure Analysis ⁷ | Annual 2012 | 10/22/2013 | 10/22/2013 | N/A - On Time |
| Retention File | Annual 2011 | 4/10/2013 | 4/8/2013 | N/A - Early |
| Student Financial Aid File | Annual 2012 | 10/7/2013 | 10/15/2013 | 8 days |
| Degrees Awarded File | Spring 2016 | 6/30/2016 | 6/30/2016 | N/A - On Time |

In summary, the University Data Administrator described IR's creation of various SUDS tables from the University's Campus Solutions/PeopleSoft Student Information System in conformance with the BOG's requirements. We determined this method to be organized, planned, documented, and thorough. Additionally, there was sufficient evidence of practices to conclude that the University Data Administrator and his staff were reviewing and comparing SUDS edits, errors,

⁷ The EA File was used in the analysis of Metric 3 for the three prior PBF allocations. However, the HTD, SFA, and SIF Files are now used in the analysis of Metric 3, beginning with the data from the 2015-16 academic year.

and reports prior to submission of the files. We determined the processes followed by IR staff were adequate to ensure the completeness, accuracy, and timeliness of data submitted to the BOG, including compliance with BOG criteria for the data. Further, and the most definitive, evidence of the effectiveness of IR's processes to ensure the completeness and accuracy of the University's data submitted to the BOG, including criteria for the data, is presented in our positive conclusions pertaining to our Objective #5 concerning audit testing of PBF data accuracy and Objective #6 regarding the consistency of data submissions with the data definitions and guidance provided by the BOG.

Conclusion for Objective #2:

We concluded the processes used by the University Data Administrator and his staff in Institutional Research reasonably ensure the completeness, accuracy, and timely submission of data submitted to the BOG, including compliance with BOG criteria for the data.

Recommendations:

We have no recommendations for Objective #2.

Objective #3: Determine the current status of available documentation including policies, procedures, and desk manuals of appropriate staff and assess its adequacy for ensuring data integrity for University PBF data submissions to the BOG.

In our 2016-17 PBF audit we concluded that:

Institutional Research's available documentation including policies, procedures, and desk manuals of appropriate staff were adequate for ensuring data integrity for University PBF data submissions to the BOG.

Current Findings:

The Office of Institutional Research, the Office of Financial Aid (OFA), and Enterprise Resource Planning (ERP) have produced intranet-based policies and procedures manuals for the affected BOG files. IR has published a "BOG File Submission Policy" on its Wiki web application and shared the document with other offices in the University that help in the production of SUDS files. The documentation of the file build processes (i.e., desk manuals) is sufficient to allow an individual with appropriate context and knowledge of FSU systems to produce the SUDS files submitted to the BOG pertaining to the University's PBF metrics. The documentation generally includes data mapping and references to historical file submissions and edits.

Conclusion for Objective #3:

We concluded that Institutional Research's available documentation including policies, procedures, and desk manuals of appropriate staff were adequate for ensuring data integrity for University PBF data submissions to the BOG.

Recommendations:

We have no recommendations for Objective #3.

Objective #4: Determine the current status since our conclusion in the 2016-17 PBF audit concerning system access controls and user privileges.

In our 2016-17 PBF audit we concluded that:

System access controls and user privileges for the University's Campus Solutions and BOG SUDS systems are properly assigned and periodically reviewed to ensure only those authorized to make data changes can do so.

Current Findings:

There are system access controls throughout the BOG data submission process. Florida State University has role-based and application-based security on the prior legacy Student Information System and Campus Solutions/PeopleSoft. The PeopleSoft role management process is an integrated online workflow that, at a minimum, depending on the sensitivity of the role, requires an employee's direct supervisor and the functional owner of the application or module to approve each request. Additionally, there are sufficient automated safeguards to remove access when employees are terminated, and supervisors and subject-area owners are responsible for auditing access logs on at least a quarterly basis. This same role-based and reporting-subject-area-based protocol is used for the OBIEE access to the data in the data warehouse. Based on our review of IR staff's security access to FSU systems, we concluded that IR employees do not have security to change transactional data in Campus Solutions or the data warehouse (which is read only), therefore adding an additional layer of control.

The address for the State University Database System (SUDS) is a secure site and all communications are encrypted. This system was designed with redundant fail-over protections to assure against inappropriate access. FSU's Data Administrator, Dr. Burnette, and its Director of Institutional Research, Dr. James Hunt, are the University's designated security managers for the SUDS database access. Institutional Data Administrators receive their passwords from a BOG System Administrator. The **Data Administrator** (DA) role is the highest level assignable at the institution level and is assigned to only one individual at each institution. DAs, in turn, log into the system and have the authority to create users to process information for their universities. The DA role is authorized to process all data submissions to the BOG and includes the Submitter, Uploader, Validator, and Research roles.

Each user is assigned to a role and a set of authorized submissions, which defines the scope of that user's authority in the SUDS system. The **Submitter** role allows the user to "officially" submit university files to the BOG; this role includes the Uploader, Validator, and Research roles. The **Uploader** role allows the user to upload files for editing/review. The user can initiate and review all edits and reports of the files for a submission. The Uploader role includes the Validator and Researcher roles. The **Validator** role allows the user to review edit reports for submissions that

have already been uploaded and edited. This user is able to enter explanations and comments. The Validator role includes the Researcher role. The **Researcher** role is designed to be given to university researchers who want to do studies with system data and need access to the reporting view. The reporting view allows the researcher to identify students from within his/her own institution, follow them across the system, and do other kinds of system/school comparison research, without having to expose personally identifiable information regarding the students. Every time a user's access or password is modified, the security manager receives an email indicating the change and the person who submitted it. SUDS passwords also must be changed every three months. From our review of SUDS access, we found no inappropriate access. Finally, the access does not allow for the manipulation of previously submitted data. To change data, the University Data Administrator would have to submit a request with justification to the BOG to reopen the file for resubmission. Only at that time could someone submit a new table. However, the SUDS system captures his/her identity, a timestamp, and the name of the source file in a way that is visible to any user.

Conclusion for Objective #4:

System access controls and user privileges for the University's Campus Solutions and BOG SUDS systems are properly assigned and periodically reviewed to ensure only those authorized to make data changes can do so.

Recommendations:

We have no recommendations for this Objective #4.

Objective #5: Determine the current status since our conclusion in the 2016-17 PBF audit concerning audit testing of data accuracy.

In our 2016-17 PBF audit we concluded that:

Based on our data accuracy testing for the University's 10 Performance-Based Funding metrics, we determined the University's data submitted to the BOG were complete and accurate, and in accordance with BOG guidance.

The University's 10 Performance-Based Funding metrics are as follows.

Key Metrics Common to All Universities:

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation
2. Median Wages of Bachelor's Graduates Employed Full-Time in Florida One Year After Graduation
3. Net Tuition and Fees per 120 Credit Hours
4. Six Year Graduation Rate for First-Time-in-College Students
5. Academic Progress Rate (Second Year Retention Rate with GPA Above 2.0)
6. Bachelor's Degrees Awarded within Programs of Strategic Emphasis (including STEM)

7. University Access Rate (Percent of Undergraduates with Pell Grants)
8. Graduate Degrees Awarded within Programs of Strategic Emphasis (including STEM)
9. Percent of Bachelor's Degrees without Excess Hours

Institution-Specific Metrics for Florida State University:

10. National Rank Higher than Predicted by the Financial Resources Ranking, Based on U.S. News and World Report (FSU's Board of Trustees Choice Metric)

The State University System of Florida Board of Governors maintains a student unit record database titled the SUDS. The database contains over 400 data elements about students, faculty, and programs at State University System institutions. The metrics are based on the data that universities submit to the BOG as part of various data tables and file submissions. We interviewed the Data Administrator, IR staff, and key departmental Data Managers to determine the primary sources of data used for the calculations of the metrics.

Current Findings:

Metric 1 - Percent of Bachelor's Graduates Enrolled or Employed (\$25,000 or More) in the U.S. One Year after Graduation. The calculation of this measure is to be done as follows, according to BOG definitions:

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education and Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

Metric 2 - Median Wages of Bachelor's Graduates Employed Full-Time in Florida One Year after Graduation. The calculation of this measure is to be done as follows, according to BOG definitions:

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without valid social security numbers, or those making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.

Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education and Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

FSU provides the SIFD Degrees Awarded Table in the SIFD File submission. This file identifies those students who have been awarded degrees and, for each, when the degree was awarded.

The BOG uses information provided in the SIFD Degrees Awarded File and included in the SUDS database to identify the students who were awarded degrees during the prior year. The cohort to be reported on for 2017 Performance Based Funding includes those who graduated in the Summer 2015, Fall 2015, and Spring 2016 semesters. The BOG then uses demographic information from SUDS, along with external reporting sources, to determine these students' outcomes one year later.

Social security numbers are provided as part of the SIFD Degrees Awarded Table and are used to match employment data. First, middle, and last names and date of birth are the demographic information fields used to identify graduates who are continuing their education. These fields are not a part of the SIFD Degrees Awarded Table but are provided during different submissions to SUDS, primarily as part of original admissions records.

SIFD File Testing

An audit step in validating data for PBF Metrics 6 and 8 is determining whether SIFD Degrees Awarded data are complete and accurate. The SIFD Degrees Awarded Tables for Summer 2015, Fall 2015, and Spring 2016, which define the cohort for this year's Measures 1 and 2, were tested and validated as part of our prior year PBF audit in our testing of Metrics 6 and 8. As reported in Audit Report AR17-03, the data were accurate and complete.

Metric 3 - Net Tuition and Fees per 120 Credit Hours. Metric 3 is the Net Tuition and Fees per 120 Credit Hours for Resident Undergraduates. According to BOG definitions:

This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as first-time-in-college (FTIC) and graduated with bachelor's degrees for programs that require 120 credit hours, and financial aid (grants, scholarships and waivers) provided to students.

Source: Accountability Report (Table 1D) – which combines the Legislature's annual General Appropriations Act, university required fees, and several files (HTD, SFA, SIF) within SUDS.

Data for this metric are based on the Florida Board of Governors' (BOG's) analysis of three different files: Hours to Degree (HTD) File, Student Instruction File (SIF), and Student Financial Aid (SFA) File. The HTD File provides the BOG with the number of credit hours each student completed towards his/her first baccalaureate degree for a 120-hour program. The SIF File provides the BOG with information on the student's residency (i.e., must be a Florida resident) for tuition purposes, and any waivers the student received towards his/her tuition. The SFA File provides the BOG with information on any grants and/or scholarships that the student received.

Establishment of a Population of Students Who Were Awarded First Baccalaureate Degrees (Single Majors Only) During the Time Period under Review

The Hours to Degree (HTD) File contains information about students who are awarded first baccalaureate degrees with a single major within the academic year. For each student, this information is reported during the term his/her degree was awarded (Summer, Fall, or Spring). The course information for students reported on the file includes all post-secondary course work and their course work taken in high school and accepted as post-secondary credit after high school. To build the HTD File, IR sends a listing of students who were awarded their first baccalaureate degrees (single major only) during the reporting period (HTD population file) to staff within the University's Enterprise Resource Planning (ERP). (For purposes of this audit, the time period is Academic Year 2016-17 (Summer 2016, Fall 2016, Spring 2017).) ERP staff uses this listing to build the HTD Table and the Courses Taken Table for the HTD File submission to the BOG. From an IR business analyst, we obtained the HTD Table that was submitted to the BOG, for our time period.

Comparison of IR HTD Population File to the University's Campus Solutions System Records (Source Records) Based on Employee Identification (EMPLID). We compared the EMPLID, Classification of Instructional Programs (CIP) code, and completed term records in the HTD Table submitted to the BOG (6,928 records) to the EMPLID, CIP code, and completed term records in our query results of degrees awarded during the Summer 2016, Fall 2016, and Spring 2017 terms (7,067 records), from the University's source Campus Solutions system. We determined that all of the 6,928 EMPLID, CIP code, and completed term records (100 percent) in the HTD Table matched such records in our Campus Solutions query results. For the Campus Solutions EMPLID records that indicated a baccalaureate degree was awarded in one of the three identified semesters, 139 were not found on the HTD Table submitted to the BOG. We reviewed information in Campus Solutions to determine whether they should have been included. Of these 139 student EMPLID numbers, 125 were correctly not included in the HTD Table because the students were awarded baccalaureate degrees with two majors or a baccalaureate degree and master's degree in the same term—thus not meeting the criterion for the reporting of single first baccalaureate degrees. The remaining 14 students' degrees were awarded retroactively (late degree posted more than one semester after the awarded term) and, as such, were not included in the corresponding SIFD Files for Summer 2016, Fall 2016, or Spring 2017. Because the SIFD Files are the source for records reported in the HTD Table, these 14 late degree records were not included on the HTD Table. This is considered immaterial to the total amount of EMPLIDs included in the HTD Table and does not affect FSU's performance on the metric. Thus, IR's HTD Table reconciled to the University's Campus Solutions records, within an immaterial amount, in terms of validation of the students included in the HTD Table. Based on this analysis, we have assurance that the HTD Table submitted to the BOG is complete and correctly includes the population of students who were awarded first baccalaureate degrees (single majors only) during the time period under review.

Testing of Students Included in the HTD Table Submitted to the BOG to Determine the Accuracy of Data Elements Used for Metric 3

Having established that our population in the HTD Table submitted to the BOG was correct, we then tested the accuracy of the following data elements used for Metric 3: 1) term in which the student completed his/her degree, 2) course identification, 3) credit hours each student completed towards his/her first baccalaureate degree for a 120-hour program, 4) residency status (should be resident, for tuition purposes), 5) fee waivers, and 6) scholarships and/or grants awarded. For all of these six data elements, we took a random sample of 100 students from the HTD Table population.

Term in Which the Student Completed His/Her Degree. We confirmed that each of the 100 students in our sample received his/her baccalaureate degree in the term identified on the HTD Table (part of the HTD File submission to the BOG), and that this was the student's first baccalaureate degree (single major), based on our review of his/her Campus Solutions source documentation. We noted no exceptions.

Course Identification. According to the BOG Overview of Methodology and Procedures for this metric, certain courses are excluded from the cost to the student calculation. These courses include courses taken by active duty military, dual enrollment courses, exam credit courses, graduate rollover courses, life experience courses, military courses, and courses where the student withdrew due to a personal hardship. We determined that the majority of these excluded courses were correctly identified in the Courses to Degree Table, based on our review of Campus Solutions source documentation. However, we did have one student who had dual enrollment courses consisting of 39 credit hours that were not marked as dual enrollment in the HTD File, which was due to a timing issue with the reporting. These 39 credit hours (out of the total 14,241 credit hours in the sample of 100 students) are considered immaterial to the calculation of Metric 3.

Credit Hours Each Student Completed Towards His/Her First Baccalaureate Degree for a 120-Hour Program. We reviewed information on the Courses to Degree Table (part of the HTD File submission to the BOG) and noted that the column titled "Credit Hour Usage Indicator" identified whether or not a course was used towards the student's degree. There are various reasons why a course may not be used towards a degree. Some examples are if the student fails or withdraws from the class, if he/she repeats the class, or if the class is a remedial class. We reviewed our sample of 100 students and determined that none of the courses that were marked "D," meaning the course counted towards the student's degree, had non-passing grades, were remedial courses, or had an "R" listed under the Repeated Indicator column. Thus, for all of the 100 students in our sample, we determined their courses classified as "D" were in accordance with instructions provided in the BOG's SUDS Data Dictionary. No exceptions were noted.

We also performed an analysis for any course numbers in our sample that were marked "D" more than once per student. In some cases, this is permissible. Generally, according to undergraduate academic regulations and procedures, students are not allowed additional credit for courses repeated in which the students originally made grades of a "C-" or better, except for courses specifically designated as repeatable to allow for additional credit. Repeatable courses may be

taken to a maximum number of times or hours, as spelled out in the course descriptions. We noted no courses that were marked “D” more than once per student in error.

We also compared the total amount of native credit hours and non-native credit hours to source documentation in Campus Solutions. Native credit hours are all credit hours attempted at Florida State University. Non-native credit hours are hours transferred from other universities and colleges. We noted no exceptions. We made a similar comparison, for all 100 students in our sample, of the total amount of credit hours, both native and non-native, that were marked “D” in the Credit Hour Usage Indicator column, and found agreement in the data FSU submitted to the BOG and FSU source data. We concluded that the sum of these hours met the minimum number of hours for each student’s degree for this Metric 3 (i.e., 120 hours).

Residency Status. The HTD Table submitted to the BOG included 6,928 students, and we determined that 6,460 of these (93 percent) were considered resident students, for tuition purposes. For our sample of 100 students, we concluded that all had the correct residency classification (i.e., resident for tuition purposes), which information we obtained from the SIF Enrollment Table (part of the SIF File submission), based on our review of Campus Solutions source documentation. We noted no exceptions.

Fee Waivers. For the 100 students in our sample, we compared the amount of fee waivers awarded to them and reported on the Fee Waivers Table submitted to the BOG (part of the SIF File submission for the period of Summer 2016, Fall 2016, and Spring 2017), to their Campus Solutions source documentation. One of the 100 sampled students did not have the correct amounts of fee waivers reported in the Fee Waivers Table. This student received department billing waivers during the Summer 2016 term, but the waivers were not included in the Table due to the addition of new accounting codes for billing waivers, which were not recognized for fee waiver reporting purposes. This was noted during our prior audit, but the Summer 2016 Fee Waivers Table had already been submitted. Student Business Services staff conducted further analysis and noted additional fee waivers that were underreported due to new accounting codes that were added but were not considered for fee waiver reporting. Student Business Services has developed a new reporting structure to ensure all new accounting codes are captured for reporting. These changes were implemented beginning with the Fall 2016 SIF File. Collectively, the amount of fee waivers underreported is immaterial to the total dollar amount of the fee waivers and to the calculation of Metric 3.

Scholarships and/or Grants Awarded. Finally, for the students in our sample of 100, we compared the amounts of scholarships and grants awarded to them and reported on the Financial Aid Awards Table (part of the 2016-17 SFA File submission to the BOG), to the Campus Solutions source documentation. For our sample of 100 students, we concluded that all had the correct amounts of financial aid reported based on our review of Campus Solutions source documentation. We noted no exceptions.

Based on our testing, the University’s data submitted to the BOG for the Metric 3 Performance-Based Funding metric were materially complete and accurate, and in accordance with BOG guidance. For those minor exceptions noted above, we provided the details of such findings to the Data Administrator for his follow-up actions.

Metric 4 – Six Year Graduation Rate for First-Time-in-College (FTIC), Full- and Part-Time Students. According to the BOG definition for Metric 4, the calculation of this measure is performed as follows:

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D)

Metric 5 – Academic Progress Rate (Second Year Retention Rate with GPA Above 2.0). According to the BOG definition for Metric 5, the calculation of this measure is performed as follows:

This metric is based on the percentage of first-time-in-college (FTIC students) who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

Given the repeated assurance from our previous testing of Metrics 4 and 5, the considerable staffing effort applied to these two metrics in our three prior PBF audits, our continued review of the University's internal controls as a whole over data pertaining to the University's PBF metrics, and also considering the negligible risk based on the shared judgment of OIGS and Institutional Research staff concerning Metrics 4 and 5, we did not conduct testing of these two measures for this current PBF audit.

Metric 6 - Bachelor's Degrees within Programs of Strategic Emphasis (includes STEM). The calculation of this measure is to be done as follows, according to BOG definitions:

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the BOG as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

According to the BOG in its Overview of Methodology and Procedures: Performance Funding Metrics Methodology and Procedures - Percentage of Degrees Awarded in Programs of Strategic Emphasis document, the purpose of Metric 6 is to promote the alignment of the SUS degree program offerings with the economic development and workforce needs of the state. The list was originally created by an advisory group in 2001, and has been updated several times—most recently by the BOG in November 2013.

University SIFD data are used to identify the graduating cohort. The graduation year for this measure begins with the Summer semester and continues with Fall and Spring terms.

SIFD File Testing

The SIFD File is used to identify the cohort of students who received degrees during a given semester and is submitted at the end of each semester. This file is used by the BOG in calculating both the post-graduation outcome and degrees awarded in programs of strategic emphasis measures. In the metrics related to degrees awarded in areas of strategic emphasis, final degree program information is also used.

For our testing, the data used for the SIFD File submissions to the BOG resided in the University's data warehouse, with reporting produced using OBIEE. Our testing population consisted of SIFD File submissions data for Summer 2016 (2,525 records), Fall 2016 (2,772 records), and Spring 2017 (7,184 records) terms, for a total of 12,481 records.

To determine the validity of the SIFD File submissions data, we developed queries in the University's Campus Solutions system, which is now the system of record, to produce degrees awarded data for academic year 2016-17. We then used Microsoft Excel and TeamMate Analytics to reconcile the SIFD File data from OBIEE, which is sent to the BOG, to the degrees awarded data from the University's Campus Solutions system, to determine if the data submitted to the BOG were complete and valid.

Of the 12,481 degrees awarded records submitted to the BOG for Summer 2016, Fall 2016, and Spring 2017, all 12,481 degrees awarded records based on the student identification numbers were readily reconcilable to our query results using Campus Solutions source data.

Classification of Instructional Programs (CIP) Testing

The Board of Governors maintains an inventory of State University System Academic Degree Programs, which identifies approved degree programs for each university within the SUS. The programs are listed based on the Classification of Instructional Programs (CIP) taxonomy.

We added CIP code data to the degrees awarded query in the University's Campus Solutions System and used this data as source data to validate individual degrees awarded in submissions to the BOG. We did not identify differences between the two files and concluded that records in the SIFD data were consistent with codes in effect at the time of submission. As we validated individually awarded degrees in the SIFD data, we can conclude that the CIP codes in programs of strategic emphasis included in the SIFD data were accurate.

Undergraduate Degrees Awarded Testing

To validate the level of degree reported to the BOG, we disaggregated undergraduate degrees from graduate degrees included in the SIFD files and our Campus Solutions system query and compared the two listings. We determined that all degrees at the undergraduate award level in the SIFD File submissions were accurately reported and that all degrees at the undergraduate award level in Campus Solutions had been included in the SIFD File submission.

Based on the results of our analysis of the University's SIFD File submissions for Summer 2016, Fall 2016, and Spring 2017, we determined the data elements provided by the University for use in calculating Metric 6 to be complete and accurate and in accordance with BOG guidance. We found no significant differences between degrees awarded data submitted by the University to the BOG and source data in the University's system of record. We concluded that the data provided to the BOG to be used in calculating the percentage of undergraduate degrees in programs of strategic emphasis are materially correct and can be relied upon.

Metric 7 - University Access Rate (Percent of Undergraduates with Pell Grants). The calculation of this measure is to be done as follows, according to BOG definitions:

This metric is based on the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.

Source: Accountability Report (Table 3E).

According to the BOG's Overview of Methodology and Procedures for the Performance Funding Metrics: University Access Rate (Percent of Undergraduates with a Pell Grant) publication:

The U.S. Department of Education (USDOE) reports data for the 'Percent of Undergraduate Students Receiving Pell Grants' online at the Integrated Postsecondary Education Data System (IPEDS) website. However, Board staff decided not to use the IPEDS data for this metric...

In its stated reasoning for this decision, the BOG expressed that:

Since there is funding attached to the data, Board staff felt it was preferable to calculate the percentage of undergraduates receiving Pell grants using the student level data that is available in SUDS rather than using the data that universities report to IPEDS.

Furthermore, Board staff had concerns regarding the methodology used by IPEDS to generate the percentage of undergraduates who receive Pell grants:

In IPEDS, the numerator is based on the number of students who received a Pell grant anytime during a particular academic year. Alternatively, the denominator is only based on the students enrolled during the Fall term—including unclassified students who are not seeking a degree and therefore are not eligible for financial aid. Furthermore, the IPEDS Financial Aid survey imports the total headcount denominator from their Fall Enrollment survey. Due to the IPEDS schedule for data submissions, the State University System of Florida institutions use the preliminary Student Instruction File (SIFP) data when reporting the total Fall enrollment counts on the Fall Enrollment survey, so the denominator that IPEDS uses to calculate the percentage of undergraduates who received a Pell grant is based on preliminary data.

BOG staff, in contrast, queries the Financial Aid Awards Table within SUDS to identify all students who received Pell grants during the Fall term to establish the numerator for this Metric 7. For the denominator, Board staff identifies all degree-seeking undergraduate (both lower and upper

division) students enrolled in the Fall term based on the SIF File. Unclassified students and post-baccalaureate students who are coded as upper-division undergraduates are removed from the denominator because they are not eligible for Pell grants. In addition, non-resident aliens are excluded from both the numerator and denominator for this metric because only a limited number of these students are eligible to receive Pell grants and SUDS does not collect information that would allow Board staff to determine the Pell eligibility for non-resident aliens.

To validate the University's processes for submitting the data that underlie this measure, we reviewed the 2016 Fall SIF File and the 2016-17 SFA File.

SIF File Testing

Metric 7 uses specific fields in the SIF File to identify students meeting the criteria to be included in the Fall term undergraduate cohort.

We were provided a copy of the University's Fall 2016 SIF File that was submitted by IR staff to the BOG. The file contained a total of 41,824 uniquely identified student records. We filtered this data to identify undergraduates who met the criteria used by the BOG when calculating Metric 7. There were 32,625 records corresponding to undergraduate students enrolled in the Fall 2016 semester who were ***not*** unclassified, second-bachelor's degree or non-resident alien students. This number represents the denominator for Metric 7, (i.e., all degree-seeking undergraduate (both lower and upper division) students enrolled in the Fall term based on the SIF File—excluding students who are not eligible for Pell grants).

We developed a query in Campus Solutions to identify undergraduate students enrolled during the Fall 2016 semester and used the results to validate the SIF Fall enrollment file submitted to the BOG by IR. We were able to determine that the SIF 2016 Fall enrollment file was accurate and complete.

SFA File Testing

The SFA File submitted to the BOG is generated by Office of Financial Aid (OFA) staff, in partnership with IR and Information Technology Services.

We were provided a copy of the 2016-17 SFA File that was submitted to the BOG, which includes a line for each type of financial aid award—by student and by semester—for all semesters during the academic year, for a total of 147,146 records. We filtered this data to identify Pell awards made in the Fall 2016 semester, which is the criterion for inclusion in the numerator of Metric 7. There were 8,892 awards meeting this criterion.

We developed a query in Campus Solutions to identify all students who received Pell grants during the Fall 2016 semester and used the results to validate the 2016-17 SFA File that was submitted to the BOG by IR. We determined that awards reported in the 2016-17 SFA File were materially correct.

Based on the SFA File provided to the BOG, we determined that 8,869 of the 32,625 undergraduates, excluding unclassified students, identified in the Fall 2016 SIF File (27 percent), had Pell Grant records in the SFA File during the 2016-17 period.⁸

We concluded that, based on our testing, the University's data submitted to the BOG for Performance-Based Funding Metric 7 met the criteria for inclusion in the measure.

Metric 8 - Graduate Degrees within Programs of Strategic Emphasis (includes STEM). The calculation of this measure is to be done as follows, according to BOG definitions:

This metric is based on the number of graduate degrees awarded within the programs designated by the BOG as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included).

Source: Accountability Report (Table 5C).

According to the BOG in its Overview of Methodology and Procedures: Performance Funding Metrics Methodology and Procedures - Percentage of Degrees Awarded in Programs of Strategic Emphasis document, the purpose of Metric 8 is to promote the alignment of the SUS degree program offerings with the economic development and workforce needs of the state. The list was originally created by an advisory group in 2001, and has been updated several times—most recently by the BOG in November 2013.

University SIFD data are used to identify the graduating cohort. The graduation year for this measure begins with the Summer semester and continues with Fall and Spring terms.

SIFD File Testing

The SIFD File is used to identify the cohort of students who received degrees during a given semester and is submitted at the end of each semester. This is used by the BOG in calculating both the post-graduation outcome and degrees awarded in programs of strategic emphasis measures. In the metrics related to degrees awarded in areas of strategic emphasis, final degree program information is also used.

For our testing, the data used for the SIFD File submissions to the BOG resided in the University's data warehouse, with reporting produced using OBIEE. Our testing population consisted of SIFD File submissions data for Summer 2016 (2,525 records), Fall 2016 (2,772 records), and Spring 2017 (7,184) terms, for a total of 12,481 records.

To determine the validity of the SIFD File submissions data, we developed queries in the University's Campus Solutions system, which is now the system of record, to produce degrees awarded data for academic year 2016-17. We then used Microsoft Excel and TeamMate Analytics

⁸ The 2016-17 SFA File had 8,892 undergraduates receiving Pell Grants, yet only 8,869 of these individuals were in the Fall 2016 SIF File. We researched the 23 exceptions and found satisfactory explanations (e.g., withdrawals) for all but 3 of them.

to reconcile the SIFD File data from OBIEE, which is sent to the BOG, to the degrees awarded data from the Campus Solutions system, to determine if the data submitted to the BOG were complete and valid.

Of the 12,481 degrees awarded records submitted to the BOG for Summer 2016, Fall 2016, and Spring 2017, all 12,481 degrees awarded records based on the student identification numbers were readily reconcilable to our query results using Campus Solutions source data.

Classification of Instructional Programs (CIP) Testing

The Board of Governors maintains an inventory of State University System Academic Degree Programs, which identifies approved degree programs for each university within the State University System. The programs are listed based on the Classification of Instructional Programs (CIP) taxonomy.

We added CIP code data to the degrees awarded query in Campus Solutions and used this data as source data to validate individual degrees awarded in the submissions to the BOG. While we identified a difference between the two files, we determined that the difference was primarily due to a change in one CIP code that was approved by the BOG subsequent to the date the University submitted its SIFD data. The BOG changed the CIP code for the identified program in order to align it with the code being used by other institutions in the SUS. As we validated individually awarded degrees in the SIFD data, we can conclude that the CIP codes in programs of strategic emphasis included in the SIFD data were accurate.

Graduate Degrees Awarded Testing

To validate the level of degree reported to the BOG we disaggregated graduate degrees from undergraduate degrees included in the SIFD Files and the Campus Solutions system's query results, and compared the two listings. We determined that all degrees at the graduate award level in the SIFD submissions were accurately reported and that all degrees at the graduate award level in Campus Solutions had been included in the SIFD File submission.

Based on the results of our analysis of the University's SIFD File submissions for Summer 2016, Fall 2016, and Spring 2017, we determined the data elements provided by the University for use in calculating Metric 8 to be complete and accurate, and in accordance with BOG guidance. We found no significant differences between data submitted by the University to the BOG and source data in the University's system of record. We concluded that the data provided to the BOG to be used in calculating the percentage of graduate degrees in programs of strategic emphasis are materially correct and can be relied upon.

Metric 9a – Percent of Bachelor's Degrees without Excess Hours.

Originally, the University's Metric 9 was Metric 9b. Number of Faculty Awards. During the November 2017 Board of Governors meeting, the Board approved a recommendation to move Florida State University, along with the University of Florida and New College of Florida, to

Metric 9a. Percent of Bachelor's Degrees without Excess Hours, for Metric 9. All of the other SUS members had been using Metric 9a pertaining to excess hours.

This Metric 9a is based on the percentage of baccalaureate degrees awarded within 110 percent of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Metric 9a data are based on the latest statutory requirements that mandate 110 percent of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits: accelerated mechanisms; remedial coursework; non-native credit hours that are not used toward the degree; non-native credit hours from failed, incomplete, withdrawn, or repeated courses; credit hours from internship programs; credit hours up to 10 foreign language credit hours; and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Data for this metric come from each SUS member's Hours to Degree (HTD) File submitted to the Florida Board of Governors, which file is also used for Metric 3. The BOG calculates excess hours for each student based on the data submitted by the SUS entities. The purpose of our testing was to ensure the data in FSU's HTD File submitted to the BOG for its calculations agreed with source data in the University's Campus Solutions system.

Testing of Students Included in the HTD Table Submitted to the BOG to Determine the Accuracy of Data Elements Used for Metric 9a

Having established that our population in the HTD Table submitted to the BOG was correct in our testing of Metric 3, we then tested the accuracy of the following data elements used for Metric 9a: 1) term in which the student completed his/her degree, 2) course identification, 3) credit hours each student completed towards his/her first baccalaureate degree, and 4) total catalog hours for the student's degree program category. Since some of the data elements we tested for Metric 9a overlapped with our testing for Metric 3, we used our initial sample of 100 students for that metric to test additional data elements for Metric 9a. Because the Metric 3 population of students only consisted of students who were resident undergraduates in degree programs of 120 hours (5,980 students), we took a random sample of 16 additional students from the remaining HTD Table population (948 students) that were not part of the Metric 3 population. Therefore, we tested a total of 116 students for Metric 9a.

Term in Which the Student Completed His/Her Degree. Having concluded that the 100 students in our Metric 3 testing each had the correct reporting of the degree awarded, we then confirmed that each of the additional 16 students in our sample received his/her baccalaureate degree in the term identified on the HTD Table (part of the HTD File submission to the BOG). We also confirmed that this was the student's first baccalaureate degree (single major), based on our review of his/her Campus Solutions source documentation. We noted no exceptions.

Course Identification. According to the BOG Overview of Methodology and Procedures for this Metric 9a, certain courses are excluded from the excess hours calculation. These courses include: courses taken by active duty military, dual enrollment courses, exam credit courses, foreign language courses, graduate rollover courses, internships, life experience courses, military courses, courses where the student withdrew due to a personal hardship, and remedial courses. We determined that these excluded courses were correctly identified in the Courses to Degree Table

for all 116 students in both our Metric 3 and Metric 9a samples, based on our review of Campus Solutions source documentation, with the exception of the dual enrollment courses for the one student that was identified in our testing of Metric 3. However, that exception would not have affected the calculation of Metric 9a, as the student did not have excess hours, with or without the correct classification of dual enrollment courses.

Credit Hours Each Student Completed Towards His/Her First Baccalaureate Degree. Since we established that the 100 students in our Metric 3 testing had the correct reporting of the credit hours completed towards their first baccalaureate degrees, we then confirmed that each of the additional 16 students in our sample were also correctly reported in the Courses to Degree Table (part of the HTD File submission to the BOG). We determined that, similarly for each of these 16 students, none of the courses that were marked “D,” (i.e., counted towards the student’s degree), had non-passing grades, were remedial courses, or had an “R” listed under the Repeated Indicator column. Thus, for all of the 16 additional students, we determined their courses classified as “D” were in accordance with instructions provided in the BOG’s SUDS Data Dictionary. We noted no exceptions.

We also performed an analysis to identify, for our sample of 16 additional students, any course numbers that were marked “D” more than once per student. Generally, according to undergraduate academic regulations and procedures, students are not allowed additional credit for courses repeated in which the students originally made grades of a “C-” or better, except for courses specifically designated as repeatable to allow for additional credit. Repeatable courses may be taken to a maximum number of times or hours, as spelled out in the course descriptions. We noted no courses marked “D” more than once that did not meet the criteria for exception.

Additionally, we compared the total amount of native credit hours and non-native credit hours to source documentation in Campus Solutions, for agreement. Native credit hours are all credit hours attempted at Florida State University. Non-native credit hours are hours transferred from other universities and colleges. We made a similar comparison, for each of the 16 additional students, of the total amount of credit hours, both native and non-native, that were marked “D” in the Credit Hour Usage Indicator column of the Courses to Degree Table, and found agreement in the data FSU submitted to the BOG and FSU source data. We concluded that the sum of these hours met the minimum number of hours for each student’s degree (ranging from 120 to 132).

Total Catalog Hours for Each Student’s Degree Program Category. The BOG maintains the official State University System Academic Degree Program Inventory, which identifies all approved degree programs for each university within the SUS. The programs are listed based on the Classification of Instructional Programs (CIP) taxonomy that the U.S. Department of Education maintains. Universities may have multiple “majors” at the same degree level under one CIP code and they may have degree programs at different levels within the same CIP. For our sample of 116 students, we reviewed the total program hours for each CIP code listed in the HTD File and compared it to the BOG’s program inventory. We noted none of the CIP codes had total program hours that exceeded the BOG’s approved maximum hours for the CIP codes.

Based on our testing, the University’s data submitted to the BOG for the Performance-Based Funding Metric 9a were materially complete and accurate, and in accordance with BOG guidance.

For the one minor exception noted above, we provided the details of our findings to the Data Administrator for his follow-up actions.

Metric 10c - National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. News and World Report. Metric 10c is based on rankings reported by the U.S. News and World Report (U.S. News), a multi-platform publisher of news and information, which includes www.usnews.com and www.rankingsandreviews.com. The U.S. News publishes annual print and e-book versions of its authoritative rankings of Best Colleges and Best Graduate Schools.

Metric 10c is now the University's sole institution-specific choice measure and this metric is the FSU Board of Trustees' Choice Metric. According to the March 1, 2017 BOG definitions, Metric 10c is defined as "the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services, and related educational expenditures – spending on sports, dorms and hospitals doesn't count."

The table below shows, from U.S. News Best Colleges Ranking Reports, data on Financial Resources Rankings versus National Universities Rankings for Florida State University, and the differences between these rankings (i.e., values for this Metric 10c), for the last six years.

| Magazine Edition | Survey Year | Fall Statistics for: | Financial Resources Rank | National Universities Rank | Metric 10 Value |
|------------------|-------------|----------------------|--------------------------|----------------------------|-----------------|
| 2013 | 2012 | 2011 | 212 | 97 | 115 |
| 2014 | 2013 | 2012 | 211 | 91 | 120 |
| 2015 | 2014 | 2013 | 214 | 95 | 119 |
| 2016 | 2015 | 2014 | 210 | 96 | 114 |
| 2017 | 2016 | 2015 | 212 | 92 | 120 |
| 2018 | 2017 | 2016 | 211 | 81 | 130 |

The U.S. News 2018 edition (publication year) shows the University's Financial Resources Rank as 211. When the National Universities Rank of 81 is subtracted from that number, the difference of 130 is significant. This difference, which is the Metric 10c value, measures the University in terms of its resources received as compared to its national ranking. A large difference represents an efficient university.

To help place this metric in perspective, the University's Data Administrator provided additional tables and graphs that show that the 130-point difference between the University's Financial Resources Rank of 211 and the National Universities Rank of 81 for 2018 places the University in the 99th percentile. This is 72 points above the 90th percentile and 104 points above the 75th percentile. The Metric 10c values shown above for the last six years show stability, which should remain as long as efficiency data continue to be reported.

U.S. News has published additional data on the top-ranked colleges, according to its Best Colleges Rankings, that operate most efficiently. It defines operating efficiency as a college's fiscal year

financial resources per student divided by its overall scale score, which is made up of several categorical rankings.

The following table shows U.S. News Efficiency Rankings for Florida State University for the last five years.

| U.S. News Reporting Year | Fiscal Year Fall Statistics for: | U.S. News National Universities Rank | U.S. News Overall Scale Score | U.S. News Financial Resources Rank | U.S. News Expenditures per Student | Spending per Student for Each Point in the U.S. News Overall Scale Score | National Rank for Efficiency |
|--------------------------|----------------------------------|--------------------------------------|-------------------------------|------------------------------------|------------------------------------|--|------------------------------|
| 2014 | 2012 | 91 | 50 | 211 | \$17,748 | \$355.32 | 1 st |
| 2015 | 2013 | 95 | 47 | 214 | \$18,113 | \$392.77 | 2 nd |
| 2016 | 2014 | 96 | 45 | 210 | \$19,429 | \$431.76 | 2 nd |
| 2017 | 2015 | 92 | 50 | 212 | \$20,575 | \$411.50 | 2 nd |
| 2018 | 2016 | 81 | 54 | 211 | \$21,070 | \$390.19 | 2 nd |

U.S. News reported that its national ranking for efficiency indicates a school's ability to produce the highest education quality while also spending relatively less on education programs to achieve that quality. Also, to be ranked schools had to be numerically ranked in the top half of the U.S. News ranking category in the Best Colleges annual rankings. Based on this calculation, the University received a ranking for efficiency of 1st, 2nd, 2nd, 2nd and 2nd nationally for 2014, 2015, 2016, 2017, and 2018, respectively.

The purpose of the above table is to show that, as currently calculated, U.S. News views the University as very efficient. U.S. News has not published spending per student for each point in the overall scale score for the last three years. Spending shown above for 2017-2018 was provided by the University Data Administrator via screen capture from the U.S. News database. There is evidence, based upon the above two tables, that the University continues to be among the most efficient in the nation.

In summary for Metric 10c, we reviewed copies of the U.S. News and World Report Best Colleges Rankings Reports and U.S. News Historical Rankings for Florida State University, provided by the FSU Institutional Research Office. Using these sources for the most recent data, the 2018 Metric 10c (National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. News and World Report) value is 130, which will be reported by the University and subsequently by the BOG in its 2016-17 System Accountability Report.

Conclusion for Objective #5:

Based on our continued review of the University's internal controls as a whole over data pertaining to the University's PBF metrics and our data accuracy testing for the metrics, we determined the University's data submitted to the BOG were complete and accurate, and in accordance with BOG guidance.

Recommendations:

We have no recommendations for this Objective #5, which addresses the completeness and accuracy of data file submissions to the BOG for Performance-Based Funding Metrics.

Objective #6: Determine the current status since our conclusion in the 2016-17 PBF audit concerning the consistency of data submissions with the data definitions and guidance provided by the BOG through the Data Committee and communications from data workshops.

In the 2016-17 audit we concluded that:

We found no evidence that the University's data submissions to the BOG, specifically those pertaining to data elements germane to this audit, were inconsistent with BOG reporting requirements for these data elements, and no files were resubmitted to correct or change data in these fields.

Current Findings:

The University Data Administrator certifies each data submission into the BOG SUDS data system through a mechanism deployed by BOG staff on January 15, 2015. The BOG Information Resource Management staff updated the SUDS interface to include a statement that submitting the file “represents electronic certification of this data per Board of Governors Regulation 3.007.”

We determined there is ample evidence that University data are being mapped to the current BOG data elements as defined in the BOG's SUDS Data Dictionary. The University Data Administrator demonstrated that sufficient personnel have been consistently attending the Annual Data Administrators' Workshops. Additionally, FSU's data administrator was instrumental in forming the Council of Data Administrators (CODA) to review and standardize reporting among SUS institutions. This group works with BOG staff when any institution forwards questions about interpretation of BOG policies. The FSU Office of Institutional Research has completed an institutional review of all the data elements from Campus Solutions that are required by the BOG for its reports. The scoping and mapping exercises usually involved more than one person from each of the key constituencies: IR, the data warehouse and reporting team, and the Campus Solutions technical and functional teams. These discussions frequently involved validating output data from sample cases with live transactional data. At all times, there was someone available in the room or via electronic media who was able to define the context and constraints of the data for each data element. Questions about BOG interpretations were discussed with the BOG staff, via the CODA listserv or with IR directors at other SUS institutions.

The University Data Administrator has previously provided evidence of requests sent to the BOG for clarification of BOG SUDS data elements and of requests sent to FSU subject-matter experts to reinforce BOG interpretations. He has indicated that process still continues and that he has been instrumental in coordinating the Council of Data Administrators (CODA) to meet this need. FSU's University Data Administrator has also demonstrated a largely automated online (SharePoint) tracking tool for data submissions and resubmissions. Using that information source, concerning

data elements that are germane to this audit there was no evidence of inconsistency with BOG requirements in the reporting of these and no files were resubmitted to correct or change data materially in these fields due to FSU, as discussed in Objective #7, to follow. Finally, our testing of data accuracy for Objective #5 included certain tests of the University's adherence to BOG guidance for the data, and we noted no inconsistencies.

Conclusion for Objective #6:

We found no evidence that the University's data submissions to the BOG, specifically those pertaining to data elements germane to this audit, were inconsistent with BOG reporting requirements for these data elements, and no files were resubmitted to correct or change data in these fields, other than a resubmission of the 2016-17 Student Financial Aid File, which was due to a late change in reporting requested by the BOG to add third-party payments to the file, which had not been done before. The resubmission was made in a timely manner, prior to the BOG's need for the data for its PBF metrics calculations.

Recommendations:

We have no recommendations for this Objective #6.

Objective #7: Determine the current status since our conclusion in the 2016-17 PBF audit concerning the University Data Administrator's data resubmissions to the BOG.

In our 2016-17 audit we determined that:

...resubmissions by the University have been very rare, are both necessary and authorized, and have had minimal to no effect on the University's Performance-Based Funding metrics.

Current Findings:

According to the University Data Administrator, there are three triggers for resubmissions: 1) the BOG staff determines that the way the institution is interpreting or reporting data is either incorrect or inconsistent with the way most of the other institutions are interpreting the requirements; 2) University staff determines there are inconsistencies with data in a current file that have to be cross-validated with data on an earlier submission of a different file (e.g., SFA File cohort must match SIF File cohort for the same term), requiring resubmission of the earlier file; 3) University staff finds new ways to improve on the granularity of data being submitted and they choose to apply the new understanding or method to a previously submitted file. Near the end of 2015, the BOG began requiring that a SUDS Data Resubmission Form be completed and submitted to the BOG for every resubmission, unless the resubmission was required for changes initiated because of agreed-upon system-wide criteria changes, or BOG programmatic changes. This form details the reason for the resubmission, indicates whether the resubmission impacts Performance-Based Funding metrics, and is signed by the University Data Administrator.

From the BOG's SUDS system, we searched for files with due dates between July 1, 2016 and June 30, 2017, and found that the University submitted 26 files to the BOG and resubmitted only one of these files. The resubmitted file was the Annual 2015 Expenditure Analysis File. Upon loading the file to the University's data warehouse, the BOG requested FSU's IR to review the person year calculation. This resubmission did not affect the University's Performance-Based Funding metrics under audit this year, as the sole metric requiring the Expenditure Analysis File in the past has been replaced with one that does not rely on this file. For a more in-depth analysis of more current file resubmissions and reasons for these, also using the SUDS system, we noted the University submitted 15 files from July 1, 2017 through November 17, 2017, and again only one of these files resulted in a resubmission. This resubmitted file was the 2016-17 Student Financial Aid File. The resubmission was due to a late change in reporting requested by the BOG to add third-party payments to the file, which had not been done before. The resubmission was made in a timely manner, prior to the BOG's need for the data for its PBF metrics calculations.

Conclusion for Objective #7:

We determined that resubmissions by the University have been very rare, are both necessary and authorized, and have had no FSU-generated effect on the University's Performance-Based Funding metrics (i.e., BOG called for a change in reporting).

Recommendations:

We have no recommendations for this Objective #7.

Objective #8: Provide an objective basis of support for the University's President and Board of Trustees Chair to sign the representations made in the Performance-Based Funding - Data Integrity Certification.

Current Findings/Conclusion for Objective #8:

Overall, we concluded that the University has adequate processes for collecting and reporting Performance-Based Funding metrics data to the Board of Governors. In addition, we can provide an objective basis of support for the University's President and Board of Trustees Chair to sign the Performance-Based Funding – Data Integrity Certification which the BOG requested to be filed with it by March 1, 2018.

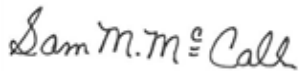
Recommendations:

We have no recommendations for this Objective #8.

Acknowledgements

We would like to acknowledge the full and complete cooperation and support of all involved University faculty and staff, and especially the assistance of Dr. Richard Burnette III, the Florida State University Data Administrator, and Dr. James Hunt, Director of Institutional Research.

Respectfully submitted,



Sam M. McCall, Ph.D., CPA, CGFM, CIA, CGAP, CIG
Chief Audit Officer

President's Response

I would like to thank the staff of the Office of Inspector General Services for their hard work on this audit. I am very pleased that no issues requiring corrective action were identified in this audit, and I am comfortable that Chairman Burr and I can rely on these results and sign the Data Integrity Certification without reservation.

John Thrasher, President

| | |
|---------------------|---|
| Audit conducted by: | Kitty Aggelis, CIA, CGAP, CRMA, CIG Jeffrey Caines, CIA, CGAP, CFE Janice Foley, MBA, CPA, CISA, CFE, CRMA, CIG Heather Harrell, CPA Carolyn Williams-Lawyer, CISA, CIGA Sam M. McCall, Ph.D., CPA, CGFM, CIA, CGAP, CIG |
| Audit reviewed by: | Kitty Aggelis Jeffrey Caines Janice Foley |

Definitions for Acronyms

| | |
|--------|--|
| BOG | Board of Governors |
| CIP | Classification of Instructional Programs |
| EA | Expenditure Analysis |
| EMPLID | Employee Identification |
| ERP | Enterprise Resource Planning |
| FEDES | Federal Unemployment Data Exchange |
| FETPIP | Florida Education and Training Placement Information Program |
| FSU | Florida State University |
| FTIC | First Time in College |
| GPA | Grade Point Average |
| HTD | Hours to Degree |
| IPEDS | Integrated Postsecondary Education Data Systems |
| IR | Institutional Research |
| OBIEE | Oracle Business Intelligence Enterprise Edition |
| OFA | Office of Financial Aid |
| PBF | Performance-Based Funding |
| SFA | Student Financial Aid |
| SIF | Student Instruction File |
| SIFD | Student Instruction File Data |
| SIFP | Student Instruction File Preliminary |
| STEM | Science, Technology, Engineering, and Mathematics |
| SUDS | State University Database System |
| SUS | State University System |
| UI | Unemployment Insurance |
| USDOE | U.S. Department of Education |
| WRIS2 | Wage Record Interchange System |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding March 2018 Data Integrity Certification

Name of University: Florida State University


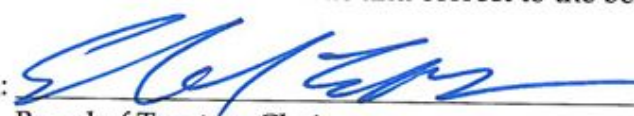
INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/ processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics.</p> | | | |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> | | | |
| <p>Certification: <u></u> Date <u>Feb 23, 2018</u> <div style="display: flex; justify-content: space-between; width: 100%;"> President </div> </p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> | | | |
| <p>Certification: <u></u> Date <u>2/23/2018</u> <div style="display: flex; justify-content: space-between; width: 100%;"> Board of Trustees Chair </div> </p> | | | |



INTERNAL AUDIT SERVICES

Date: February 9, 2018

To: New College of Florida Board of Trustees
President O'Shea

From: Barbara Stier, CAE/CCO

Subject: Summary of new College of Florida's Performance Based Funding Data Integrity Agreed-Upon Procedures Audit

The Integrity of data provided to the Board of Governors by each SUS institution is critical to the performance based funding decision-making process. In accordance with June 30, 2017 correspondence received from Board of Governors' Chairman Tom Kuntz, President O'Shea and Chairman Schulaner directed that a Data Integrity Audit be conducted to:

- 1) Determine whether the processes established by the College ensure the completeness, accuracy and timeliness of data submissions to the Board of Governors that support performance funding metrics; and,
- 2) Provide an objective basis of support for the College's President and Board of Trustees' Chairman to sign the representations made in the Performance Based Funding – Data Integrity Certification to be submitted to the Board of Governors by March 1, 2018.

Chairman Kuntz's correspondence directed the Chair of the Board of Trustee and the Chief Audit Executive to set the scope and objectives. It was decided to retain the scope and objectives established in the previous year.

Audit Findings

There were no audit findings.

Conclusion

In our opinion, based upon the work performed, the internal controls, processes and procedures in all material respects are functioning in a reliable manner to ensure completeness, accuracy, and timeliness of data submissions and meet Board of Governors' certification objectives.

Enclosure: Performance Based Funding Data Integrity Agreed-Upon Procedures Audit issued
February 5, 2018
Performance Based Funding Data Integrity Certification Form
Florida Board of Governors' Letter dated June 30, 2017

**NEW COLLEGE OF FLORIDA
INDEPENDENT ACCOUNTANT'S REPORT
ON APPLYING
AGREED-UPON PROCEDURES
SEPTEMBER 30, 2017**

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| Attachment I Metric Related Submissions Testing | |



INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Trustees
New College of Florida
Sarasota, Florida 34243

We have performed the procedures enumerated below, which were agreed to by the Board of Trustees of New College of Florida (the "College"), solely to assist the College in determining whether the College has processes established to ensure the completeness, accuracy and timeliness of data submissions to the Board of Governors (the "BOG") which support the Performance Funding Metrics of the College as of September 30, 2017. The College is responsible for all processes and procedures related to the complete, accurate and timely submission of data to the BOG. This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Our procedures and findings were as follows:

We reviewed all of the BOG submissions relating to the Performance Funding Metrics identified and published by the State University System of Florida (the "SUS") specific to the certification. See Attachment I for a listing of the submissions tested as provided by the College to us.

- a) Verify the appointment of the Data Administrator by the College President and that duties related to these responsibilities are incorporated into the Data Administrator's official position description.
 1. Review the Data Administrator's position description; note details of the description, paying special attention to responsibilities related to coordinating the gathering of data from departmental sources, quality assurance procedures applied and other data integrity checks prior to submission to the BOG.
 2. Determine if the Data Administrator was appointed by the President.
 3. Conclude on whether the Institutional Data Administrator's responsibilities include the requirements identified in BOG Regulation 3.007, SUS Management Information System. (For example, verify the Data Administrator's data submission statements indicated, "I certify that this file/data represents the position of this College for the term being reported.").

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Procedures Performed

- Reviewed the Position Description for the Director of Institutional Research and Assessment effective February 14, 2007. Verified description included the requirements identified in the BOG Regulation 3.007.
- Reviewed the original appointment for the Director of Institutional Research by the President dated July 11, 2003.
- Observed the State University Database System (the “SUDS”) submission screen and the “Submit for Approval” button that represents the College’s certification of complying with BOG regulation 3.007.
- Reviewed current organizational chart available via the President’s office, and discussed the Institutional Research and Assessment structure with the Director.

Findings

No exceptions were identified as a result of applying these procedures.

b) *Review the processes used by the Data Administrator to ensure the completeness, accuracy and timely submission of data to the Board of Governors.*

1. Interview the Data Administrator and other key data managers to understand the internal processes in place to gather, test and ensure that only valid data, as defined by the BOG, is timely submitted to the BOG.
2. Identify and evaluate key processes over data input and submission. Consider evaluating the processes from the point of incoming information to the submission of the data file to the BOG.
3. Review internal records such as time management schedules and relevant correspondence which purport to demonstrate that complete and accurate data is timely submitted to the BOG. (See due dates addressed in the SUS data workshop).
4. According to BOG Regulation 3.007, prior to submitting the file, the universities shall ensure the file is consistent with the criteria established in the specifications document by performing tests on the file using applications/processes provided by the BOG Information Resource Management (IRM) office. Review process for timely and accurately addressing data file error reports.
5. Evaluate the results and document your conclusion on the data administrator’s processes.

Procedures Performed

- Interviewed the following people who have significant responsibility for the data being reported and submitted to the BOG:
 - Director of Institutional Research and Assessment, Office of Institutional Research and Assessment;
 - Director of Administrative Computing, Office of Information Technology;
 - Controller, Business Office;

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- Registrar, Office of the Registrar;
 - Associate Dean of Enrollment Services and Director of Admissions, Office of Admissions and Financial Aid ;
 - Director of Financial Aid, Office of Admissions and Financial Aid;
 - Director of Human Resources, Human Resources Department.
- For those interviewed, we discussed key internal controls and processes in place over data input, Banner access, SLATE (the Admission Department's recruitment software) access (when applicable), State University Database System (SUDS) access, validation tables, data submission procedures, error resolution, staff training, and other controls specific to the department and submission of accurate and timely data. Reviewed the metrics specific to each department to ensure controls are in place and a clear understanding exists to ensure only valid data is being submitted based on the data definitions.
 - Reviewed the Recurring Reporting Calendar created by the Office of Information Technology and maintained by the Institutional Research and Assessment Department (IRA) which is sent to department heads annually when the BOG submission schedule is produced. These calendar events detail the upcoming submissions due during the year to the BOG and who is responsible for the data being submitted. Department heads review the data requests and are responsible to ensure the data is accurate and ready for timely submission.
 - Reviewed submission schedule maintained by the IRA department.
 - Verified submission files tested were submitted by the Due Date as published by the State University System of Florida (SUS) and identified on the SUDS website.
 - Tested the submission file criteria definitions used by the College to ensure they meet the data definitions published by the SUS.
 - Obtained the data definition tables from the SUDS website and verified tables documented in the College processes agreed to the SUDS tables.
 - Reviewed processes over testing and validating data submissions and procedures for the resolution of errors prior to the final submission.

Findings

No exceptions were identified as a result of applying these procedures.

c) Evaluate any available documentation including policies, procedures and desk manuals of appropriate staff; and assess their adequacy for ensuring data integrity for College data submissions to the Board of Governors.

1. Request the Data Administrator provide its policies, procedures, minutes of meetings, and any other written documentation used as resources to ensure data integrity; note whether these documents are sufficiently detailed, up-to-date and distributed to appropriate staff.
2. Evaluate the results and document your conclusion. If necessary, consider benchmarking with peer universities.

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Procedures Performed

- Discussed key processes with those interviewed to ensure procedures are in place to ensure data accuracy for their department.
- Ensured each department, that is key to the submission process, had written policy and procedures regarding data they are responsible for.

Findings

No exceptions were identified as a result of applying these procedures.

- d) *Review system access controls and user privileges to evaluate if they are properly assigned and periodically reviewed to ensure only those authorized to make data changes do so.*

1. Obtain a list of individuals that have access to SUDS.
2. Obtain the definitions for the roles in the SUDS system.
http://www.flbog.edu/resources/ditr/suds/_doc/userguide.pdf
3. Review the procedures to grant system access and/or initiate, monitor and cancel user privileges.
4. Perform a test of system access controls and/or user privileges to determine if only appropriate employees have access or need the privilege.
5. Consider other IT systems and related system access controls or user privileges that may impact the data elements used for each measure reviewed.
6. Evaluate the results and conclude on the reasonableness of procedures and practices in place for the setup and maintenance of system access, specifically addressing employees with SUDS access.

Procedures Performed

- Obtained a current listing of all those individuals who have access to the SUDS system from the BOG's application portal manager.
- Obtained the role definitions in the SUDS system for each type of user.
- Discussed procedures with the Director of Institutional Research and Assessment for granting access to the SUDS system and monitoring to ensure user privileges are terminated in a timely manner. Verified only she has administrative authority to change users in the system.
- Reviewed user listing and discussed with the Director of Institutional Research and Assessment to ensure only personnel that need access have access to the SUDS system and only a limited number have the ability to submit data.
- Reviewed Banner access/termination procedures with each department listed in section *b*. and ensured procedures are in place for authorization of adding a new user and timeliness of terminating personnel access.
- Verified email is sent to Data Custodians on a semi-annual basis requesting them to review Banner Users for their department to ensure access is proper and needed.

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- Users were selected and tested during our internal audit testing completed in October 2017.
- Reviewed SLATE access/termination procedures with the Associate Dean of Enrollment Services and Director of Admissions in the Office of Admissions and Financial Aid and ensured procedures are in place for authorization of adding a new user and timeliness of terminating personnel access.
- Reviewed the October 2017 SLATE user listing.
- Verified that only the Acting Director of Operations has access to add new users.
- Selected a sample of four users to verify proper authorization was obtained for the user to be added to SLATE and verified employee requires access for their job duties.

Findings

No exceptions were identified as a result of applying these procedures.

e) Testing of data accuracy.

1. Identify and evaluate data validity controls to ensure that data extracted from the primary systems of record are accurate and complete. This may include review of controls over code used to create the data submission. Review each measure's definition and calculation for the consistency of data submissions with the data definitions and guidance provided by the BOG.
2. As appropriate, select samples from data the College has submitted to the BOG for its Performance Funding Model. Vouch selected data to original source documents (this will most likely include the College's student and financial systems used to capture relevant information).
3. Evaluate the results of the testing and conclude on the completeness and accuracy of the submissions examined.

Procedures Performed

- For each submission file listed in Attachment I, we performed the following procedures for the specific metrics identified in the Performance Funding Metrics published by the SUS:
 - Obtained complete submission file for time period being tested.
 - Selected a sample size of thirty (30) data items to test for each file submission and each metric specific to the performance funding testing.
 - Verified data reported in the submission files specific to the metrics identified by the SUS agreed to the source system Banner.
 - Verified the data reported for each metric agreed with the SUDS data dictionary.

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- To determine the completeness of the files being submitted, we performed the following procedures:
 - For each term and reported time frame, we obtained which was extracted from Banner and compared to submission files extracted by the Institutional Research and Analysis department. For each comparison we identified any person that was on the Banner report that was not in the file submission. We then selected a sample size based on the size of the file and errors returned and verified the student was properly omitted for the specific submission based on the current data definitions. Selected files and corresponding sample sizes are as follows:
 1. All students enrolled were compared to the Student Instruction (SIF) files submitted. Sixty-two differences were identified and a sample of twenty was reconciled.
 2. All students who received Pell grants were compared to the Student Financial Aid (SFA) files submitted. Two differences were identified and reconciled.
 3. All students who had a degree awarded were compared to the Degrees Awarded (SIFD) files submitted. No differences were identified.
 4. All students admitted were compared to the Admissions (ADM) files submitted. Eleven differences were identified and reconciled.

Findings

No exceptions were identified as a result of applying these procedures.

- f) Evaluate the veracity of the College Data Administrator's data submission statements that indicate, "I certify that this file/data represents the position of this College for the term being reported."
1. Interview the College Data Administrator to consider the reasonableness of the various coordination efforts with the Data Administrator's staff, the other Data Custodians' staff, BOG IRM, and other knowledgeable individuals which form the basis for personal and professional satisfaction that data submitted to the BOG is complete, accurate and submitted timely.
 2. Inquire how the Data Administrator knows the key controls are in place and operating effectively. If not already done, consider verifying these key controls are in place and adequate to support the Data Administrator's assertions.

Procedures Performed

- Interviewed personnel listed in section *b*. and verified communication with the Institutional Research and Assessment department is on-going and clear to ensure accurate and timely data submission. Also verified the Data Administrator understands the key controls specific to the metrics being tested and that they are functioning.

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- Verified with the Director of Institutional Research and Assessment her communication with the BOG and IRM to ensure data being submitted meets the data definitions.

Findings

No exceptions were identified as a result of applying these procedures.

g) *Review the consistency of data submissions with the data definitions and guidance provided by the Board of Governors through the Data Committee and communications from data workshops.*

1. Evaluate the College's procedures for periodically obtaining and communicating definitions and due dates as provided by the BOG through the Data Committee and communications from data workshops.
2. Verify with the College Data Administrator that the most current data file definitions are used as a basis for preparation of data to be submitted to the BOG.
3. Review SUDS most recent cumulative release notes and workshop agendas. <http://www.flbog.edu/resources/ditr/suds/>
4. Request evidence of the most recent formal staff training/workshops, internal discussions or communications with other responsible employees and the BOG Data Committee necessary to ensure the overall integrity of data to be submitted to the BOG.
5. Conclude as to the consistency of the submissions.

Procedures Performed

- Reviewed the Recurring Reporting Calendar created by the Office of Information Technology and maintained by the IRA department sent to department heads. These calendar events detail the upcoming submissions due in the next year to the BOG and who is responsible for the data being submitted. Department heads review the data requests and are responsible to ensure the data is accurate and ready for timely submission.
- Obtained the most recent data definition tables on the SUDS website and verified data definitions outlined in the file processes agreed to the SUDS data tables.
- Verified the Institutional Research and Assessment Department's process of communication to department heads of the data definitions and any new or changed metric.
- Obtained the SUDS release notes and workshop agenda's during the testing period and verified any changes were properly incorporated into the data file submissions.
- Reviewed staff training with each personnel interviewed as listed in section *b.* in relation to both Banner and SUDS security and knowledge training.
- Our testing was performed on all file submissions with due dates from October 1, 2016 through September 30, 2017, for the specific metrics tested to review for consistency among data submissions.

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Findings

No exceptions were identified as a result of applying these procedures.

- h) Review the College Data Administrator's data resubmissions to the Board of Governors with a view toward ensuring these resubmissions are both necessary and authorized. This review should also evaluate how to minimize the need for data resubmissions.
1. Interview the College Data Administrator about the types and quantity of recent data resubmissions and the level(s) of approvals necessary for corrective action.
 2. Request and examine any correspondence between the College and the BOG IRM office related to data resubmissions that pertain to the performance metrics. Determine if these resubmissions problems tend to be reoccurring and what, if any, actions management has taken or plans to take in order to reduce them.
 3. Conclude as to the frequency, need and authorization of the resubmission process.

Procedures Performed

- Interviewed the Director of Institutional Research and Assessment about the resubmission procedures.
- During the testing period there were no file resubmissions related to the Performance Funding Metrics.

Findings

No exceptions were identified as a result of applying these procedures.

- i) Provide an objective basis of support for the president and board of trustees chair to sign the representations made in the Performance Based Funding–Data Integrity Certification.
1. Review The Performance Based Funding (the “PBF”) Data Integrity Certification statement to identify additional procedures that should be designed to support the representations. (For example, #11 requests a certification that College policy changes and decisions impacting the PBF initiative were not made for the purposes of artificially inflating performance measures).

Procedures Performed

- We reviewed the Data Integrity Certification and performed procedures agreed upon by the College to meet the objectives of the certification.

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Findings

- 2017-01 Mauldin & Jenkins was engaged to perform procedures that were provided by you and were outlined in our engagement letter, that management has identified to meet the objectives of the certification. The College must conclude as to the adequacy of these procedures and findings in meeting their certification objectives.

We were not engaged to and did not perform an audit, the objective of which would be the expression of an opinion on the processes and procedures for the complete, accurate and timely submission of data to the BOG. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to management.

This report is intended solely for the information and use of New College of Florida's Board of Trustees and management and is not intended to be and should not be used by anyone other than these specified parties.

Mauldin & Jenkins, LLC

Bradenton, Florida
February 5, 2018

New College of Florida
Metric Related Submissions
October 1, 2016 through September 30, 2017

Attachment I

| Submissions Tested | | | | |
|---|---|--------------|-----------------|---------------|
| Due Date | Submission | Term or Year | Rept Time Frame | Sample Tested |
| 10/14/2016 | SFA - Student Financial Aid File ⁽¹⁾ | Annual 2015 | 20152016 | 60 |
| 10/21/2016 | SIFP - Student Instruction File Preliminary | Fall 2016 | 201608 | 30 |
| 1/27/2017 | SIF - Student Instruction File ⁽⁴⁾ | Fall 2016 | 201608 | 90 |
| 2/24/2017 | ADM - Admissions File | Spring 2017 | 201701 | 30 |
| 1/25/2017 | RET - Retention File ⁽²⁾ | Annual 2015 | 20152016 | 4 |
| 6/19/2017 | SIF - Student Instruction File ⁽⁴⁾ | Spring 2017 | 201701 | 90 |
| 7/6/2017 | SIFD - Degrees Awarded ⁽³⁾ | Spring 2017 | 201701 | 30 |
| Additional Data Submissions tested for New College specific metrics | | | | |
| Metric | Submitted Data | Term or Year | Rept Time Frame | Sample Tested |
| Metric #3 | HTD Data | Annual 2015 | 20152016 | 30 |
| Metric #6 | STEM Data | Annual 2016 | 20162017 | 30 |
| Metric #8b | ADM - Admissions File | Fall 2016 | 201608 | 30 |
| Metric #9c | Common Data Set | Annual 2015 | 20152016 | 30 |

⁽¹⁾ The Financial Aid Awards table was tested for both Metric #3 and Metric #7. The metrics have different methodologies and require two (2) samples to be tested, therefore sample tested is sixty (60).

⁽²⁾ There were 3 changes to prior BOG data files and reports.

⁽³⁾ The sample tested was additionally used to test Metric 10(d) specific to New College of Florida.

⁽⁴⁾ The Enrollments table was tested for Metric #3 and for Metric #4/7. Metric #3 required it's own sample to be pulled while Metrics #4 and #7 shared a sample, generating 60 samples per submission. In addition, the Fee Waivers table was tested for Metric #3, increasing the sample size per submission to 90.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: New College of Florida

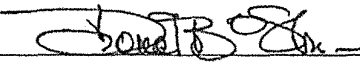
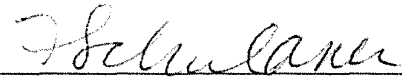
INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | | | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity | | | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|--|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> | | | |
| <p>Certification: <u></u> Date <u>2/16/18</u></p> <p>President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> | | | |
| <p>Certification: <u></u> Date <u>2/16/18</u></p> <p>Board of Trustees Chair</p> | | | |

UNIVERSITY AUDIT

AUDIT 343
DECEMBER 11, 2017

PERFORMANCE-BASED FUNDING DATA INTEGRITY

AUDIT OF INTERNAL CONTROLS AND COMPLIANCE
AS OF SEPTEMBER 30, 2017



UNIVERSITY OF CENTRAL FLORIDA

This work product was prepared in accordance with the International Standards for the Professional Practice of Internal Auditing, as published by the Institute of Internal Auditors, Inc.



MEMORANDUM

TO: John C. Hitt
President

FROM: Robert J. Taft
Chief Audit Executive

DATE: December 11, 2017

SUBJECT: Audit of Performance-based Funding Data Integrity

The enclosed report represents the results of our Performance-based Funding Data Integrity audit.

We appreciate the cooperation and assistance of the staff in Institutional Knowledge Management, the College of Undergraduate Studies, and UCF IT.

cc: Dale Whittaker
M. Paige Bordon
Linda Sullivan
Joel Hartman
Michael Sink
Elizabeth Dooley
Board of Trustees
Rick Schell

Background and Performance Objectives

Beginning in 2013-14, the Florida Board of Governors (BOG) implemented a performance-based funding (PBF) model which utilizes 10 performance metrics to evaluate universities on a range of issues, including graduation rates, job placement, cost per degree, and retention rates. According to information published by the BOG in May 2014, the following are key components of the funding model.

- For each metric, institutions are evaluated on either Excellence (a raw score) or Improvement (the percentage change from the prior year).
- Performance is based on data from one academic year.
- The benchmarks for Excellence are based on the BOG 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement are determined by the BOG after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university's recurring state base appropriation.

For 2017-18 funding, each university was evaluated on seven metrics common to all universities, except Florida Polytechnic University, which is not yet eligible to participate in the funding process. The eighth metric applied to all institutions except New College, which had an alternate metric more appropriate to its mission. The ninth metric was chosen by the BOG, focusing on areas of improvement and the distinct missions of each university. The tenth metric was chosen by each university's Board of Trustees (BOT) from the remaining metrics in the University Work Plan.

UCF's metrics were:

1. percent of bachelor's graduates continuing their education or employed (with a salary greater than \$25,000) within the U.S. one year after graduation
2. median wages of bachelor's graduates employed full-time one year after graduation
3. average cost to the student (net tuition per 120 credit hours) for a bachelor's degree
4. six-year graduation rate (includes full-time and part-time, first time in college students)
5. academic progress rate (second year retention with a GPA greater than 2.0)
6. bachelor's degrees awarded within programs of strategic emphasis
7. university access rate (percent of fall undergraduates with a Pell-grant)
8. graduate degrees awarded within programs of strategic emphasis
9. percent of bachelor's degrees without excess hours
10. number of bachelor's degrees awarded annually

In November 2016, the Board of Governors made changes to three of the metrics that applied to UCF:

- **Metric 1 – Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further One Year after Graduation.** The wage threshold for determining whether a bachelor’s degree recipient is included in the data set was increased from minimum wage to \$25,000. By raising the wage threshold, the number of employed graduates that could be included in the data set was reduced by nine percent across the State University System. The benchmarks were then reduced based on the new (lower) system average. This change had no impact on UCF’s score for this metric; UCF’s excellence score was seven points both years.
- **Metric 2 – Median Wages of Bachelor’s Graduates Employed Full-time One Year after Graduation.** This metric is based on information BOG obtains from Unemployment Insurance data for recent bachelor’s degree recipients. Previously, BOG obtained this information only from Florida; graduates who left Florida for employment or graduate school were excluded. BOG now obtains the data from 41 states and districts, including the District of Columbia and Puerto Rico. By including graduates outside Florida, BOG captured about 12 percent more of the system graduates, increasing the average system wage about \$700. The benchmarks were increased based on the new (higher) system average. This change had minimal impact on UCF’s score for this metric; UCF’s excellence score increased from eight points last year to nine points this year.
- **Metric 3 – Average Cost per Bachelor’s Degree.** Previously, the metric was based on four years of university expenditure data (i.e., the university’s cost to offer the degree). The new metric calculates the student’s tuition and fees, books, and supplies, less any financial aid provided to the student (i.e., the student’s net cost to obtain the degree). Universities can impact this metric by keeping fees low, increasing institutional financial aid, and ensuring that students only take the courses required to obtain their baccalaureate degree. This change had significant impact on UCF’s excellence scores for this measure; UCF dropped from eight points last year to only three points this year.

The BOG developed a Performance-based Funding Data Integrity Certification form to provide assurances that the data provided by universities is reliable, accurate, and complete. This certification form is to be signed by the university president, affirmatively certifying each of 10 representations or providing an explanation as to why the representation cannot be made as written. The certification form is also to be approved by the university BOT and signed by the BOT chair.

To make such certifications meaningful, the BOG again instructed each university BOT to “direct the university Chief Audit Executive to perform, or cause to have performed by an independent audit firm, an audit of the university’s processes that ensure the completeness, accuracy, and timeliness of data submissions.”

Audit Objectives and Scope

The primary objective of this audit was to determine the adequacy of university controls in place to promote the completeness, accuracy, and timeliness of data submissions to the BOG, particularly as they relate to PBF metrics. This audit will also provide an objective basis of support for the president and BOT chair to certify the required representations on the data integrity certification form.

Our approach is to audit files related to four of the 10 measures each year so that all measures are tested twice within a five-year cycle. This year's testing including data files submitted as of September 30, 2017, related to:

- Metric 2: median wage of bachelor's graduates employed full-time one-year after graduation
- Metric 3: cost of bachelor's degrees to the student, net tuition and fees per 120 credit hours
- Metric 6: percent of bachelor's degrees awarded within programs of strategic emphasis
- Metric 9: percent of bachelor's degrees without excess hours

We performed a comprehensive review of the controls and processes established by the university to ensure the completeness, accuracy, and timeliness of data submissions to the BOG which supported the PBF metrics during our audit in 2015-16. During our 2016-17 audit and the current 2017-18 audit, we reviewed any changes to controls and processes.

In addition, we verified the completeness and accuracy of the Hours to Degree (HTD), Courses to Degree (CTD), Student Instruction File (SIF), and Student Financial Aid (SFA) files submitted to the BOG in support of the measures listed above. By developing our own queries in PeopleSoft and comparing those results to the files submitted to BOG, we were able to test 100 percent of the students submitted for each file.

Overview of Results

Based on our audit, we have concluded that UCF's controls and processes are adequate to ensure the completeness of data submitted to the BOG in support of performance-based funding. Although we found minor errors that resulted in inaccurate or incomplete information being submitted to the BOG for a small number of students, these errors were **immaterial**, were generally **not in UCF's favor**, and had **no impact** on UCF's overall ranking among SUS institutions. Additional details are contained in Table 1.

We believe that our audit can be relied upon by the university president and the UCF Board of Trustees as a basis for certifying the representations made to the BOG related to the integrity of data required for the BOG performance-based funding model.

Audit Performance Metrics

Beginning of audit: April 10, 2017

End of fieldwork: October 19, 2017

Audit Team Members:

Vicky Sharp, senior auditor, auditor in charge

Kathy Mitchell, associate director, level I reviewer

Robert Taft, chief audit executive, level II reviewer

Table 1 –Issues identified during the audit

| Issue # | Description | Impact on UCF's Raw Score | Impact on UCF's Excellence Score | Impact on UCF's Ranking Among SUS Schools | Status of Remediation |
|---------|--|--|--|---|---|
| 1 | A logic error in a translate table used to report Florida Residency for tuition purposes on the SIF Enrollment file resulted in some students being misclassified as Florida residents. This caused the inaccurate inclusion of 10 students (0.02% of the total 60,609 students) and a total of \$39,173 in waivers (0.02% of the total \$186.5 million in financial aid) reported in the SIF files for metric 3, average cost of a degree to the student. | Understated UCF's reported \$12,880 average cost of a degree by \$8, helping UCF's score by an immaterial amount | None | None | Fully remediated as of the date of this report |
| 2 | A logic error in the program used to pull courses used to satisfy students' degree requirements from the "myKnight Audit" academic advising software (implemented in Spring 2016) resulted in up to 663 students (0.005% of the total 11,981 students) being reported as having excess hours on the CTD files used for metric 9, percent of bachelor's degrees without excess hours. | The combination of these two issues understated UCF's reported 66.3% of bachelor's degrees without excess hours, hurting UCF's score (which could have been up to 73.1%) | With a raw score of 73.1%, UCF would have earned an additional 3 points for excellence on this measure | With 3 additional points, UCF would have moved from 5 th place to being tied for 4 th place with FSU. No financial impact. | Fully remediated as of the date of this report In addition, an automated process for entering transfer credits is being implemented, in part, to reduce the errors caused by manual data entry. |
| 3 | Errors in the manual entry of transfer credits for first-time-in-college (FTIC) students resulted in up to 161 students (1.3% of the total 11,981 students) being reported as having excess hours on the CTD used for metric 9, percent of bachelor's degrees without excess hours. | | | | |
| 4 | UCF was late with one submission to the BOG (the 2015 HTD file). The delay was due to the implementation of the myKnight Audit software and a change in submitting the HTD file from once each semester to once annually. | None | None | None | Fully remediated as of the date of this report |

| Issue # | Description | Impact on UCF's Raw Score | Impact on UCF's Excellence Score | Impact on UCF's Ranking Among SUS Schools | Status of Remediation |
|---------|--|---------------------------|----------------------------------|---|---|
| 5 | An excess number of users (11 employees within UCF IT) had access to run the grade posting process within PeopleSoft Campus Solutions. While these users do not have any access to enter or change students' grades, this access had not been reviewed by UCF IT and appeared excessive. | None | None | None | <p>Fully remediated as of the date of this report</p> <p>In addition, to increase the security of individual accounts and personal data, multi-factor authentication has been implemented for all users who have access to student and employee records in PeopleSoft.</p> |
| 6 | An excess number of users (32 employees in UCF IT and 11 users in IKM) had access to edit the HTD file build. Because we tested 100% of the students in the HTD files, we verified that no inappropriate edits had been made. | None | None | None | <p>Fully remediated as of the date of this report</p> <p>In addition, an audit table was created to capture any edits to the HTD file build.</p> |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding March 2018 Data Integrity Certification

Name of University: University of Central Florida

INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|--|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | An excess number of users had unnecessary access to certain electronic processes. This access is now properly restricted. |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | The minor logic and manual errors noted in the audit report did not have a significant impact on the data submitted to the Board of Governors. These errors have been corrected. |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---|
| Representations | Yes | No | Comment / Reference |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | UCF was late with one submission (the 2015 Hours to Degree file). The delay was due to the implementation of new academic advising software and a Board of Governors-required change in submitting the HTD file from once each semester to once annually. No further delays are expected. |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.

Certification:  Date January 18, 2018
President

I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.

Certification:  Date January 18, 2018
Board of Trustees Chair

UNIVERSITY OF FLORIDA

OFFICE OF INTERNAL AUDIT

Audit of: University of Florida
Performance Based Funding –
Data Integrity

Period of Audit: As of September 30, 2017

Report Issue Date: November 21, 2017

Report Number: UF-18-703-06

UNIVERSITY OF FLORIDA

PERFORMANCE BASED FUNDING – DATA INTEGRITY

As of September 30, 2017

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Office of Internal Audit

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November 21, 2017

MEMORANDUM

TO: UF Board of Trustees Audit and Operations Review Committee

FROM: Brian D. Mikell, CPA
Chief Audit Executive 

SUBJECT: Performance Based Funding – Data Integrity audit

We audited the University of Florida's data submission process related to data metrics used for the BOG's performance based funding initiative, as of September 30, 2017. The attached report defines the scope of our audit and contains analysis and comments.

Please call me if you have any questions regarding the contents of the audit report.

BDM:dh

cc: President Fuchs
Provost and Sr. Vice President
Sr. Vice President and COO
Assistant Provost and Director, Institutional Planning and Research
Auditor General

PERFORMANCE BASED FUNDING – DATA INTEGRITY

EXECUTIVE SUMMARY

The Florida Legislature has called upon the State University System (SUS) of Florida to reach new levels of efficiency, academic quality and accountability. Pursuant to Section 1001.92, Florida Statutes, the Board of Governors (BOG) implemented a performance based funding (PBF) model, which is intended to build upon the BOG's strategic plans and goals and annual accountability reports. This model seeks to further elevate the SUS while acknowledging each university's distinct mission.

The integrity of the data provided to the BOG by the universities is critical to the PBF decision-making process. Therefore, the BOG developed a Performance Based Funding Data Integrity Certification to provide assurances that the data submitted by the university is reliable, accurate, and complete. This certification form is to be executed by the university president, affirmatively certifying each representation and/or providing an explanation as to why the representation cannot be made as written. The certification form is also to be approved by the university Board of Trustees (BOT) and certified by the BOT chair.

On June 30, 2017, the chairman of the BOG instructed each university BOT to "direct the university chief audit executive to perform, or cause to have performed by an independent audit firm, an audit of the university's processes that ensure the completeness, accuracy and timeliness of data submissions" to the BOG. This audit will provide an objective basis of support for the president and BOT chair to certify the required representations.

The Office of Internal Audit conducted an audit of the university's data submission process, related to data metrics used for the BOG's performance based funding initiative, as of September 30, 2017. The primary objective of this audit was to determine the adequacy of university controls in place to promote the completeness, accuracy, and timeliness of these data submissions to the BOG.

Based on the results of our audit procedures, we concluded that controls over the university's data submission process were adequate to promote the completeness, accuracy, and timeliness of submitted data relative to the BOG's PBF initiative. Our conclusion of "adequate" indicates that controls were in place and functioning as designed.

PERFORMANCE BASED FUNDING – DATA INTEGRITY

— AUDIT REPORT —

Scope and Objectives

On June 30, 2017, the chairman of the Board of Governors (BOG), instructed each university board of trustees to “direct the university Chief Audit Executive to perform, or cause to have performed by an independent audit firm, an audit of the university’s processes that ensure the completeness, accuracy and timeliness of data submissions” to the BOG.

We have completed an audit, as of September 30, 2017, of the university’s data submission process related to data metrics used for the BOG’s performance based funding initiative. The primary objective of this audit was to determine the adequacy of university controls in place to promote the completeness, accuracy, and timeliness of these data submissions to the BOG.

Because of the inherent limitation in the application of such controls, errors or irregularities may, nevertheless, occur and not be detected. Also, assurances regarding the adequacy of internal controls cannot be projected to future periods due to the risk that procedures may become inadequate because of changes in conditions or compliance with procedures may deteriorate.

We conducted the audit in accordance with the International Standards for the Professional Practice of Internal Auditing as promulgated by the Institute of Internal Auditors. The audit fieldwork was conducted from August 8, 2017 through November 8, 2017 in accordance with the 2017-2018 audit work plan, and pursuant to the BOG directive to the University of Florida Board of Trustees (BOT).

Background

The Florida Legislature has called upon the State University System (SUS) of Florida to reach new levels of efficiency, academic quality and accountability. Pursuant to Section 1001.92, Florida Statutes, the BOG implemented a performance based funding (PBF) model, which is intended to build upon the BOG’s strategic plans and goals and annual accountability reports. This model seeks to further elevate the SUS while acknowledging each university’s distinct mission.

The integrity of the data provided to the BOG by the universities is considered critical to the performance based funding decision-making process. Therefore, the BOG developed a Performance Based Funding Data Integrity Certification to provide assurances that the data submitted to the BOG for PBF decision-making is reliable, accurate, and complete. This

certification form is to be executed by the university president, affirmatively certifying each representation and/or providing an explanation as to why the representation cannot be made as written. The certification form is also to be approved by the BOT and certified by the BOT chair. This audit is intended to provide an objective basis of support for the President and BOT chair to certify the required representations (See Attachment A).

According to BOG Regulation 5.001, the PBF model has four stated guiding principles:

- Align with SUS Strategic Plan goals
- Reward excellence or improvement
- Have a few clear, simple metrics
- Acknowledge the unique mission of the different institutions

The PBF Model includes ten metrics that evaluate the institutions performance in a variety of different strategic areas:

- Eight of the ten metrics are common to all institutions. These include metrics on employment after graduation, cost to the student, graduation rates, academic progress, programs of strategic emphasis, and access to the university.
- The ninth metric, chosen by the BOG, focuses on areas of improvement and distinct missions of each university. For the University of Florida, this metric is the number of awards that faculty have earned.
- The final metric is chosen by each university BOT from the remaining metrics in the University Work Plans that are applicable to their mission. The University of Florida BOT selected the number of licenses/options executed annually.

Attachment B provides a list of the BOG Performance Based Funding Metric Definitions

Attachment C identifies the University of Florida's final scores for the past four allocation years and the 2017-2018 benchmarks

The BOG Regulation 3.007, State University System (SUS) Management Information System, states the SUS universities shall provide accurate data to a management information system established and maintained by the BOG Office. The BOG has created a web-based State University Data System (SUDS) Master File Submission Subsystem for the SUS to report their data.

The number of files the university uploads is dependent on the submission type. Once all required files and any desired optional files for the submission are uploaded, the user checks the submission based on edit and standard reports provided by SUDS. The SUDS system will identify errors or anomalies which may cause the file to be rejected. These items should be corrected or explained on the file submitted and uploaded to the system to be checked again. This process is iterated until the submission is free of all significant errors and/or the errors are explained. Once that is accomplished, the university is ready to 'officially' submit the data to the BOG for approval. The electronic submission certifies that the file/data represents the position of the university for the term reported.

Once submitted, BOG staff reviews the results, error explanations, and standard reports. The submission will either be accepted or rejected. If rejected, then the reason will be posted to the user and a resubmission requested. If accepted, the submitted data will be promoted to the production database.

Organizational Responsibilities

The Office of Institutional Planning and Research (OIPR) is responsible for providing university management with information that supports institutional planning, policy formation and decision making; coordinating responses to inquiries for university-related information; serving as a comprehensive source for information about the institution; and for administering the BOG data collection/reporting system on campus.

The OIPR consists of a Data Administrator (DA), appointed to certify and manage the submission of data and ten other staff responsible for completing the BOG requests as well as requests from other internal or external parties. The OIPR estimates they annually receive approximately 850 data requests, of which at least 35% originate from the BOG.

The data owners at the university consist of the core offices responsible for the extraction and compilation of the information that support the PBF metrics and other data requests. The core offices capture and generate the data and are responsible for reviewing and correcting information in the data systems prior to the submission through SUDS. The following offices/units were responsible for compiling the data files for the PBF metrics and were included within the scope of this audit:

- **Office of University Registrar (OUR):** Responsible for student information data used to create the student information files (SIF, SIFP, SIFD, and HTD). This data was used in multiple metrics involving graduation, retention, academic progress, cost to student, and strategic emphasis.
- **Office of Undergraduate Affairs (OUA):** Responsible for review of degrees reported and data used in the Hours to Degree (HTD) file. This data was used in Metric 3 for determining the cost to the student.
- **Bursar:** Responsible for processing waivers into the Student Financial System and verifying the waiver frequency counts and totals on SIF for accuracy and completeness. This data was used in Metric 3 for determining the cost to the student
- **Student Financial Affairs (SFA):** Responsible for the financial aid award data used to create the SFA file. This data was used in Metrics 3 (Cost to the Student) and 7 (University Access Rate).
- **Center for Measuring University Performance (the Center):** The Center is an independent organization which currently resides at Arizona State University and the University of Massachusetts Amherst with support from the University of Florida Foundation and the University at Buffalo. The staff and advisors from various universities, including the University of Florida, are responsible for compiling and

publishing data for universities through their Annual Report of Top American Research Universities (TARU). The data for Metric 9b (Number of Faculty Awards) was compiled by the BOG from the TARU.

- **Office of Technology Licensing (OTL):** Responsible for compiling a list of all licenses/options and reporting to the Association of University Technology Managers through their annual Licensing Survey. The information is used for the Board of Trustees Choice Metric 10f.
- **Enterprise Systems (ES):** This unit provided information technology (IT) support to the various other units and was directly responsible for maintaining certain systems as well as compiling data and generating reports from those systems for the other core offices.

After the upload by the data owners, the SUDS edit check summaries require further review for exceptions and necessary comments. This was an iterative process between the data owners, IT and the OIPR to address any significant exceptions in the summaries and formalize comments for the noted exceptions. The OIPR then performed a final review to evaluate the data accuracy. The file was approved and submitted by the DA or designee, and the BOG continued their series of reviews. At any point the university may be asked by the BOG to address additional exceptions requiring further review, explanation, or resubmission of the file.

Attachment D is a flowchart summarizing the data and process flows from extraction through the BOG approval.

Prior Audit Comments

An internal control audit of Performance Based Funding – Data Integrity was performed as of September 30, 2016, with audit report UF-17-689-07 issued November 2, 2016. The audit results included no comments in regards to the university's data submission process.

Overall Conclusion

To identify and evaluate the controls in place relative to the university's data submissions in support of the PBF metrics, we conducted employee interviews, performed analytical reviews, evaluated risks related to each metric, reviewed program codes, performed process walkthroughs, and tested reported values to source data.

Based on the results of our audit procedures, we concluded that controls over the university's data submission process were adequate to promote the completeness, accuracy, and timeliness of submitted data relative to the BOG's PBF initiative. Conclusions relative to specific data owners and other comments on the data submission process, including audit procedures employed, are described below.

A management letter was issued in concurrence with the audit report to communicate other comments and observations that did not warrant inclusion in the report due to lack of significance or relation to the scope of the audit.

DATA ADMINISTRATOR (DA)

BOG Regulation 3.007(2) states that each university president shall appoint an institutional DA to certify and manage the submission of data to the SUS management information system. The director of the OIPR has been officially designated as the DA for the university. We observed a letter of formal appointment by the president which identified the director's role as DA for the university. The director's job description clearly defined her role as the DA. The DA and her staff were responsible for ensuring that the university provided accurate data to the management information system established and maintained by the BOG Office.

Specific responsibilities included:

- Ensuring the data was complete and in the correct format, and met the specifications and criteria established by the BOG Data Committee.
- Prior to submission, test the file's consistency with established criteria using application/processes provided by the BOG Information Resource Management (IRM) Office. Submission must include a written explanation of critical errors.
- Timely submission of the file to the director of IRM, or designee, pursuant to the established schedule.
- Certify that the file/data represented the position of the university for the term being reported.
- Preparation and timely submission of a revised data file when the BOG rejected the original file.

Within the last year, the DA in coordination with other Florida university data administrators formed a Council of Data Administrators (CODA). The CODA's vision statement asserts that the CODA exists to promote and ensure that reliable and consistent data are used and reported by SUS institutions for current and future information-based decisions. The DA's role in this group can also help to improve communication or find solutions to issues that the SUS institutions consistently must address related to the BOG data collection systems and problems like false flags on error reports or bad matches on file to file comparisons.

OIPR Review and Edit Procedures

BOG Regulation 3.007(5)(a) required that the DA shall prepare and submit the data file to the director of IRM, or the director's designee. The BOG has reorganized and the SUS submissions are now managed by the office of Data Analytics. Pursuant to the schedule set forth in the submissions section of the specification for each file, the BOG developed a calendar of due dates for each submission and provided this information in the annual Higher Education Summit/SUS Data Workshops and on the SUDS submission screens.

Extensive procedures were performed by the data owners during their data extraction and review, and by the OIPR during their data review and submission. Consistent communication between the OIPR and the data owners was critical to coordinate these procedures to meet the required deadlines. A Data Request System (DRS) was developed by the OIPR to facilitate communication, documentation and monitoring of data requests-

The OIPR has implemented a Data Owner Certification Statement whereby each Data Owner summarized the work performed, verified support was maintained, and certified the file was ready for submission. A Review Status Form identified review steps performed by OIPR staff and captured staff sign-off that the review had been completed, including documentation of concerns if needed. In addition, the OIPR provided an annual letter to the president summarizing their due diligence to promote assurance the submissions were timely, accurate and complete. The OIPR created a cloud based drive (President's Portal) to enhance documentation of review procedures and correspondence concerning the submission of files related to the BOG Performance Based Funding Metrics.

We noted that comprehensive written procedures were in place to document the OIPR's submission process including work initiation, work in progress, quality control and data release procedures. We performed walk-throughs of the quality control processes for the SIF and SIFD files by reviewing supporting documentation contained within the President's Portal, and emails between the OIPR, data owners and the BOG. We noted certifications, checklists and the president's letter were in place for these submissions during our audit period.

The OIPR also added Data Quality Review summaries for each BOG submission which identifies specific issues in business processes, data coding, missing data, and errors in the logic used to create the file. This process is used to identify follow-up activities for the university and the BOG to correct or prevent the issues for subsequent submissions.

We tested the timeliness of ten submissions related to PBF from October 1, 2016 through September 30, 2017. All submissions were timely, submitted by the appropriate staff, included explanations of any errors, and were accepted by the BOG.

Based on the results of our review, we concluded that the OIPR employed adequate review and edit processes, including appropriate documentation of their procedures.

DATA OWNERS

To understand the requirements for complete and accurate submissions, we reviewed the SUDS Data Dictionary, documentation from SUS data workshops, and BOG methodology and procedures applicable to the PBF submissions. The BOG issued annual notices communicating updates for institutional reporting of certain data based on the results of SUS data workshops. Depending on the required changes, the university may need to modify program code. An example of a BOG change might be that budget carryforward was required to be included in the calculations where it was not included in previous years.

After gaining an understanding of the submission requirements, we reviewed key procedures for each data owner related to the extraction, compilation, and review of their data to ensure completeness and accuracy of the submission. We performed a risk analysis of the applicable metrics, taking into consideration changes in internal procedures for extraction, review, and submission processes. We also considered staffing changes, the significant changes in reporting requirements between years, variances in the data reported, and points received. The university initiated a large-scale three-year project in January 2016 to implement a new student information system by August 2018. Key offices will need to be involved in the project to ensure the BOG reporting requirements are adequately addressed.

The following is a summary of our review and conclusions for each data owner:

Office of University Registrar (OUR)

The Student Records System is the authoritative system of record (master data) for the SIF, SIFP, SIFD, and HTD. Metric submissions generated from these records involve graduation, retention, academic progress, and information regarding the programs of strategic emphasis (STEM programs).

The OUR had developed automated quality control checks that determined whether the data was within the BOG-expected parameters and allowed them to review the student data on a daily basis and make corrections, as necessary, prior to the SUDS submission. Data from the Student Records System was provided to the OIPR nightly. The OIPR used this data to develop a daily enrollment tracking system used by administrators across campus, which provided the ability for daily review and communication of student information so that corrections could be identified and made in a timely manner.

We reviewed the OURs documented procedures for data extraction, review and upload, noting no significant changes since the prior audit in staffing, procedures, or BOG reporting requirements. The written procedures specifically addressed change management controls, processing and review of ad hoc reports, production jobs, and uploads.

The documented procedures indicated that controls for program change management were in place for both production scheduled jobs and the ad hoc generated reports. Access to production libraries were limited to personnel who were authorized to make changes. The SUDS submissions log identified the initiator for each upload and submission. This limited the risk of an improper submission and maintained accountability for changes and submissions.

The OUR office employed automated continuous monitoring procedures as well as separate layering of reviews to help assure the student data was accurate. We observed conscientious staff performing adequate quality control procedures prior to the final review by the DA.

We tested a random sample of 100 student records from the SIF and SIFD Spring 2017 submissions by tracing them to the system of record to verify the accuracy of key elements identified in the various PBF metrics. We found no exceptions for the sampled data elements.

Based on the results of our review, we concluded that the OUR's processes were adequate for extraction, review and upload of student data to the SUDS.

Office of Undergraduate Affairs (OUA)

The "Hours to Degree" (HTD) file consists of students who graduated with their first baccalaureate degree but not more than one degree or a combined degree (BS/MS). Additionally, the submission contains a table of courses for each student that were used to satisfy their degree and any additional courses that were considered unused or excess hours.

OUA staff used the Student Academic Support System (SASS) to produce the data to build the HTD file. To build the HTD file, the IT staff had developed a batch job that runs and pulls all the data together from the Student Records System and combines that with the degree audits to create the submission file. The HTD file creation process was in place and well-established prior to the use of HTD data for Metric 3.

We also noted the OUR staff coordinated with OUA and assisted with checking the count of students on the HTD file with the prior SIFD submissions to compare the expected number of records.

We also performed our own data analytics review for data consistency and integrity testing between the HTD and SIFD files. We found no significant errors with the HTD file and, based on our audit procedures, concluded that the HTD file submission appeared complete and accurate.

Based on the results of our review, we concluded that the OUA's processes were adequate for extraction, review and upload of student data to the SUDS.

Student Financial Affairs (SFA)

The primary role of SFA is to provide financial resources to students who would otherwise be unable to receive post-secondary education. The PBF Metric 7, University Access Rate, was defined as the percent of undergraduates with a Pell grant. In November 2016, the BOG changed Metric 3 to utilize the amount of grants and scholarships student received to calculate the Cost to the Student.

We reviewed SFA's documented procedures for data extraction, review and upload, noting no significant changes since the prior audit in staffing, procedures, or BOG reporting requirements.

We judgmentally selected seven awards and verified the amount reported to the BOG for the 2015 Fall and 2016 Spring semesters agreed with the source documentation in the SFA Funds Management system. All amounts reported were in agreement with the SFA Funds Management system of record.

Based on the results of our review, we concluded that SFA employed adequate processes to ensure data accuracy, completeness, and timely creation of the load file.

Center for Measuring University Performance (the Center)

The Center utilizes staff and advisors from various universities, including UF, to compile data for universities through their Annual Report of Top American Research Universities (TARU). The data for Metric 9b, Number of Faculty Awards, was compiled by the BOG from the TARU to calculate the Metric.

We interviewed the UF staff member who served as a volunteer of the Center and was responsible for compiling some data used in the TARU. Based on this interview and information provided by the Center, the number of faculty awards was compiled by utilizing web-based directories of awarding institutions and agencies. The volunteer was responsible for gathering and compiling the award information from some of the grant and fellowship programs including National Institute of Health MERIT and National Science Foundation CAREER awards. We noted that the process to compile the data had not changed from the previous year.

The data collected was placed by the volunteer in a shared drive and compiled by the research director and staff at the University of Buffalo. The remaining processes performed to create the TARU was considered an independent report with objective data for which we determined no further work was necessary.

Office of Technology Licensing

The Office of Technology Licensing (OTL) is responsible for working to find commercial partners for the faculty generating new discoveries. The OTL was responsible for reporting licenses (patents, copyrights, and trademarks) to the Association of University Technology Managers (AUTM) in their annual Licensing Survey. The data in this survey was used by the BOG to identify the total number of licenses and options for Metric 10f. There were a total of 261 licenses reported to the AUTM and reflected in Section 6A of the 2015-2016 Annual Accountability Report.

OTL maintained a spreadsheet to track license agreements for the university. We judgmentally selected 26 licenses to verify that there were signed (executed) licenses with external entities, and that the effective dates were within the fiscal year. We noted no exceptions.

Based on our review, the processes to compile and report the licensing information were generally adequate to promote that the licenses were accurately reported for the 2015-2016 AUTM report.

OTHER COMMENTS

Resubmissions

When the BOG rejects a data submission, BOG Regulation 3.007(5)(c) requires that the DA shall prepare and submit a revised data file within the time period specified by the SUS DA. Resubmissions are typically an iterative process between the BOG, the DA and the data owners to correct data errors or anomalies identified by the SUDS edit process. Resubmissions may also be necessary in the event the university finds errors in its reporting system or the BOG does not agree with the comments on errors identified in the SUDS review process.

We reviewed the DA's data resubmissions to the BOG to ensure these resubmissions were necessary, authorized, and were not indicative of any inherent problems in the submission process. The DA provided all resubmissions for the past year and we evaluated all resubmissions that pertained to the PBF metrics through the SUDS system.

Based on the results of our review, resubmissions initiated by the BOG were limited to the 2015-2016 HTD file due to the omission of personal hardships credit hours. The two SIF files for summer and fall 2016 were resubmitted due to OIPR's detection of minor differences in student classification for online students. Resubmissions were performed within a reasonable time after the request. The need for the resubmissions at the university did not appear to be a systematic problem and generally consisted of individual data changes that would have no impact on the PBF metrics.

SUDS System Access Control

Data upload and submissions to the BOG were performed through a secure website. The DA was assigned the role of Data Administrator for the SUDS System by the BOG System Administrator. The DA's role was the highest level assignable at the institution and was assigned to only one individual at each SUS institution.

As of September 2017, there were 48 people with SUDS role access. The DA and four other OIPR staff were the only individuals authorized to process submissions. In addition, the DA and two OIPR staff were the only individuals with the Security Manager role that provided the ability to create end-user roles and grant access to those that will process their data.

Procedures required a formal written request for access signed by the supervisor of the requestor. The DA reviews and approves the access request granting appropriate access in the SUDS system. Monitoring was performed monthly by comparing changes in university personnel records to the list of users. We reviewed the August 2017 monitoring report and

correspondence between the OIPR staff over the approval and monitoring process. Based on our review, we concluded that adequate controls were in place over authorization and monitoring of SUDS access.

General Comment

We wish to express our appreciation to the management and staff of the Office of Institutional Planning and Research, Enterprise Systems, the Office of the University Registrar, the Office for Student Financial Affairs and Office of Technology and Licensing for the courtesy and cooperation extended to us during this review.

Audit Supervised by: Joe Cannella

Audit Conducted by: Craig Reed
Jeff Capehart
Lily Ly
Choi Choi
Parvaneh Fazeli



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: _____

INSTRUCTIONS: Please respond “Yes” or “No” for each representation below. Explain any “No” responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|--------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
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| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input type="checkbox"/> | <input type="checkbox"/> | |
| | | | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: _____ Date _____</p> <p style="text-align: center;">President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: _____ Date _____</p> <p style="text-align: center;">Board of Trustees Chair</p> | | | |

PERFORMANCE BASED FUNDING 2017 METRIC DEFINITIONS

Attachment B

| | |
|--|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) <i>in the U.S. One Year After Graduation</i> | <p>This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.</p> <p>Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p> |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | <p>This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.</p> <p>Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p> |
| 3. Cost to the Student <i>Net Tuition & Fees per 120 credit hours</i> | <p>This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to students. Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.</p> |
| 4. Six Year FTIC Graduation Rate | <p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).</p> |
| 5. Academic Progress Rate <i>2nd Year Retention with GPA Above 2.0</i> | <p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).</p> |
| 6. Bachelor's Degrees within Programs of Strategic Emphasis | <p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included).</p> <p>Source: Accountability Report (Table 4H).</p> |
| 7. University Access Rate <i>Percent of Undergraduates with a Pell-grant</i> | <p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).</p> |
| 8a. Graduate Degrees within Programs of Strategic Emphasis | <p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included).</p> <p>Source: Accountability Report (Table 5C).</p> |
| 8b. Freshmen in Top 10% of High School Class NCF | <p>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.</p> <p>Source: New College of Florida as reported to the Common Data Set (C10).</p> |

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

Attachment B

BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours

FAMU, FAU, FGCU, FIU,
UCF, UNF, USF, UWF

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Additional Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (eg, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: Accountability Report (Table 4J), State University Database System (SUDS).

9b. Number of Faculty Awards

FSU, UF

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards.
Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

9c. National Ranking for University

NCF

This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review: Top 50 Colleges That Pay You Back, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.
Source: Board of Governors staff review.

PERFORMANCE BASED FUNDING METRIC DEFINITIONS

Attachment B

BOT Choice Metrics

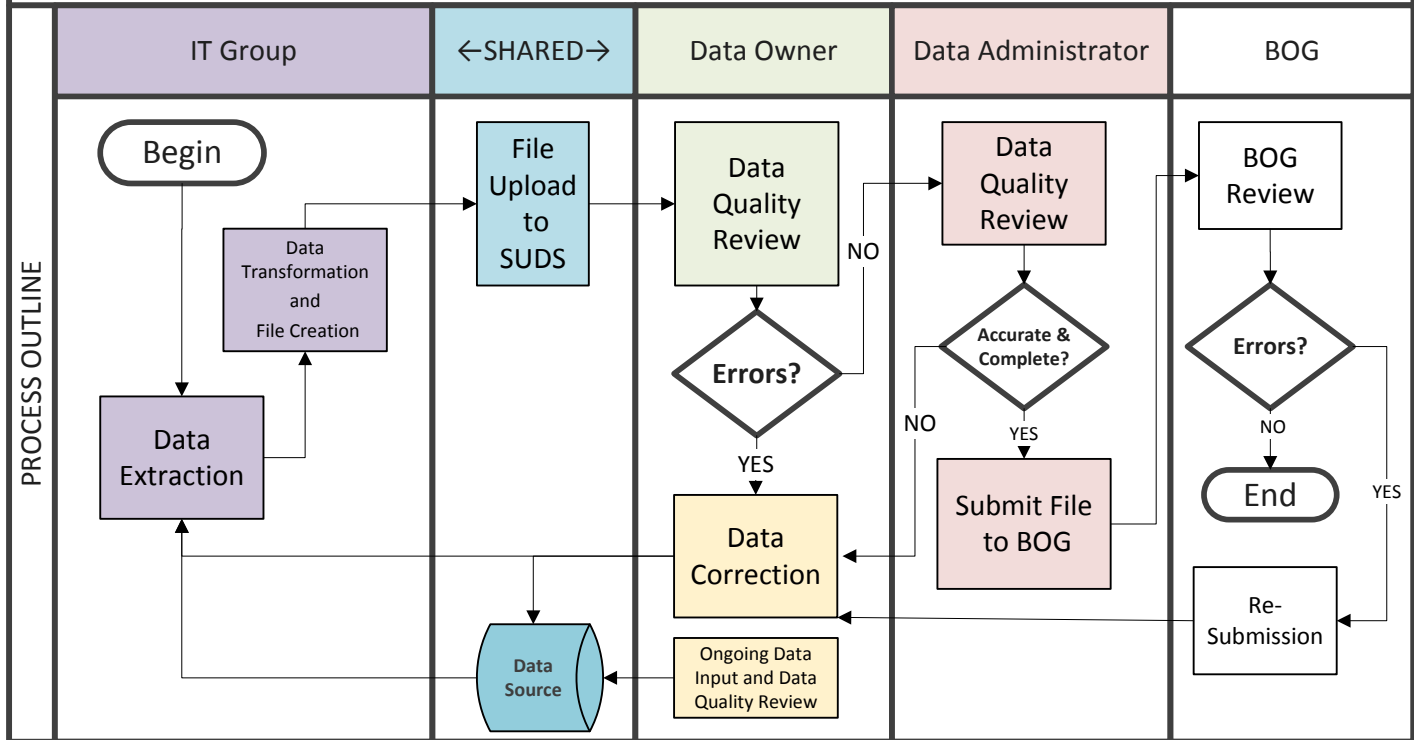
| | |
|--|---|
| 10a. Percent of R&D Expenditures Funded from External Sources FAMU | <p>This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources.</p> <p>Source: Accountability Report (Table 6A), National Science Foundation annual survey of Higher Education Research and Development (HERD).</p> |
| 10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU | <p>This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.</p> <p>Source: Accountability Report (Table 4I), State University Database System (SUDS).</p> |
| 10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU | <p>This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.</p> <p>Source: US News and World Report's annual National University rankings.</p> |
| 10d. Percent of Undergraduate Seniors Participating in a Research Course NCF | <p>This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.</p> <p>Source: New College of Florida.</p> |
| 10e. Number of Bachelor Degrees Awarded Annually UCF | <p>This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once.</p> <p>Source: Accountability Report (Table 4G), State University Database System (SUDS).</p> |
| 10f. Number of Licenses/Options Executed Annually UF | <p>This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.</p> |
| 10g. Percent of Undergraduate FTE in Online Courses UNF | <p>This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).</p> |
| 10h. Number of Postdoctoral Appointees USF | <p>This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.</p> <p>Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</p> |
| 10i. Percentage of Adult Undergraduates Enrolled UWF | <p>This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are unclassified (not degree-seeking) students.</p> <p>Source: State University Database System (SUDS).</p> |

Performance Based Funding Metric Scores

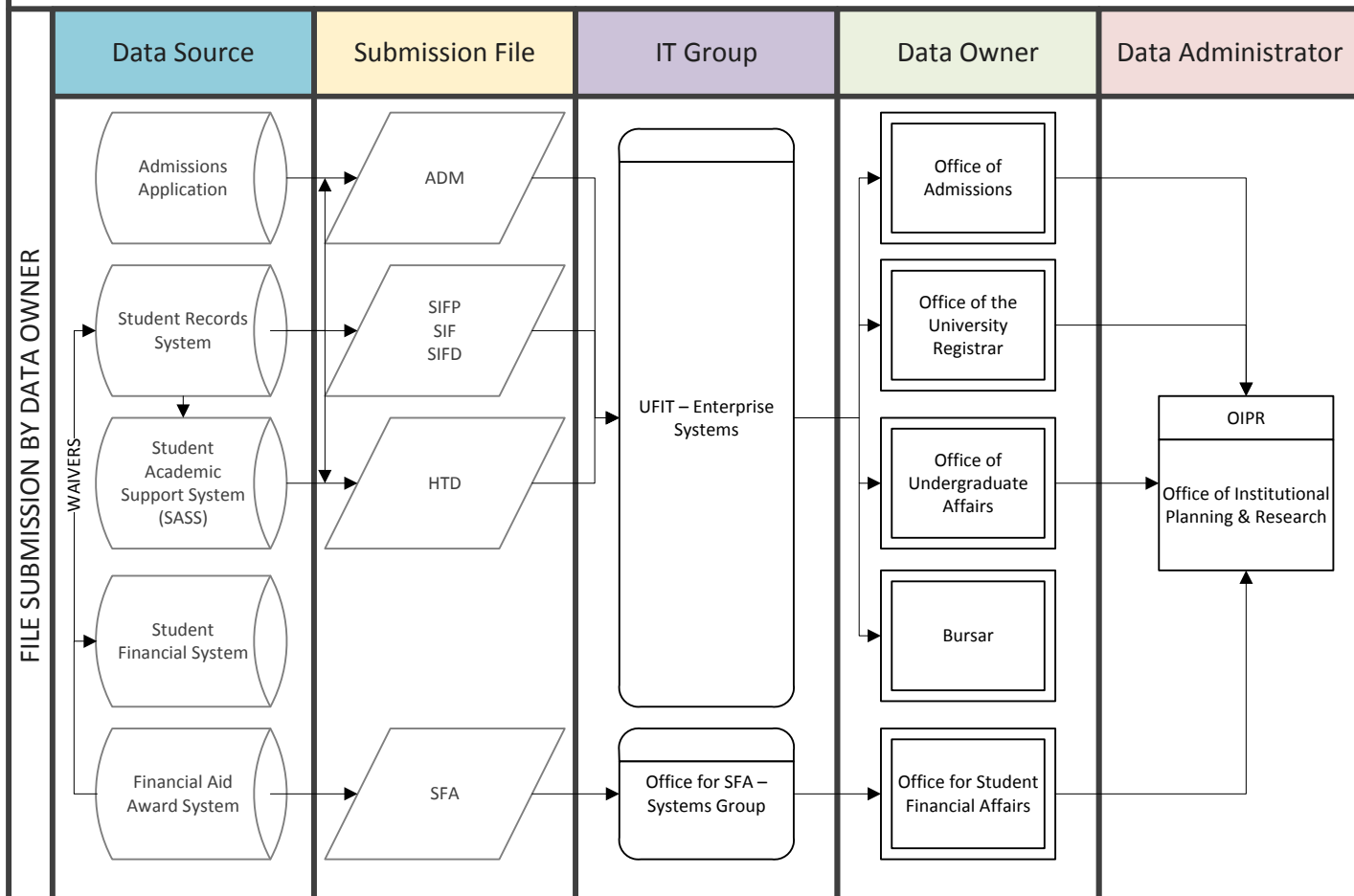
Attachment C

| Metric # | Metric Description | Points | Funding Model Year | | | |
|----------|---|-----------------------|--------------------|-----------|-----------|-----------|
| | | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| 1 | Percent of Bachelor's Graduates Enrolled or Employed (earning at least \$25,000) - <i>in the U.S. One Year After Graduation</i> | Points Received | 2 | 5 | 6 | 8 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 40% | 100% | 60% | 80% |
| 2 | Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | Points Received | 5 | 5 | 8 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 100% | 80% | 100% |
| 3 | Cost to the Student - Net Tuition and Fees per 120 credit hours | Points Received | 3 | 3 | 6 | 8 |
| | Metric change in 2017-2018 from Average Cost per Bachelor's Degree - Instructional costs to the university | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 60% | 60% | 60% | 80% |
| 4 | Six Year FTIC Graduation Rate - Percent of first-time-In-college students who graduate within six years | Points Received | 5 | 5 | 10 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 100% | 100% | 100% |
| 5 | Academic Progress Rate - 2nd Year Retention with GPA Above 2.0 | Points Received | 5 | 5 | 10 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 100% | 100% | 100% |
| 6 | Bachelor's Degrees Awarded within Programs of Strategic Emphasis - as designated by the Board of Governors | Points Received | 4 | 5 | 10 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 80% | 100% | 100% | 100% |
| 7 | University Access Rate - Percent of Undergraduates with a Pell-grant | Points Received | 5 | 5 | 10 | 9 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 100% | 100% | 90% |
| 8a | Graduate Degrees Awarded within Programs of Strategic Emphasis - as designated by the Board of Governors | Points Received | 5 | 5 | 10 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 100% | 100% | 100% |
| 9b | Number of Faculty Awards: applies to UF and FSU only | Points Received | 3 | 3 | 5 | 10 |
| | | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 60% | 60% | 50% | 100% |
| 10f | Number of Licenses/Options Executued Annually: applies to UF only | Points Received | 5 | 3 | 7 | 10 |
| | Metric change in 2017-2018 from Total Research Expenditures: applies to UF only | Maximum Points | 5 | 5 | 10 | 10 |
| | | Percent of Maximum | 100% | 60% | 70% | 100% |
| Note: | Points in red are based on improvement scoring | Total Points Received | 42 | 44 | 82 | 95 |
| | Scale change from a maximum of 50 points to 100 points occurred in 2016-2017 | Maximum Points | 50 | 50 | 100 | 100 |
| | | Percent of Maximum | 84% | 88% | 82% | 95% |

Overview of the University SUDS Submission Data & Process Flows



Data Flow by Owner





Office of the Provost and Senior Vice President

235 Tigert Hall
PO Box 113175
Gainesville, FL 32611-3175
352-392-2404 Tel
352-392-8735 Fax

November 17, 2017

Audit Committee
University of Florida Board of Trustees
903 W. University Avenue, Room 217
CAMPUS

Dear BOT Audit Committee Members:

I am writing to indicate my concurrence with the *Performance Based Funding-Data Integrity* audit report as of September 30, 2017. I have reviewed the substance of that report in a meeting with Brian Mikell and the audit staff in an exit meeting on November 16, 2017.

I would like to thank Brian and his staff for the substantial amount of work they put into this audit review in support of the university's Performance Funding effort.

Sincerely yours,

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

Joseph Glover
Provost and Senior Vice President for Academic Affairs



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: University of Florida


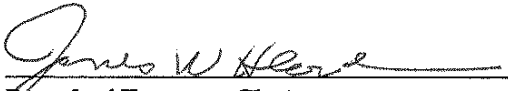
INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
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| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
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Performance Based Funding Data Integrity Certification

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Performance Based Funding Data Integrity Certification

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| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: <u></u> Date <u>NOV. 18, 2017</u> President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: <u></u> Date <u>12/18/17</u> Board of Trustees Chair</p> | | | |

Wednesday, February 7, 2018

Final Internal Audit Report 2018.02 FY18 Performance Based Funding Data Integrity



Issued to:

UNF Board of Trustees
Chair: Kevin Hyde

President: John Delaney

Vice Presidents: Pamela Chally,
Shari Shuman, Tom Serwatka,
Associate Provost: Jay Coleman

Office of Institutional Research
Director: Abby Willcox

Issued By:

Julia Hann, Director of Internal Auditing

Lead Auditor:

Robb Hartman, Senior Internal Auditor

IT Auditor:

Khareem Gordon, IT Auditor



OFFICE OF THE PRESIDENT
Office of Internal Auditing

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OFFICE OF THE PRESIDENT
Office of Internal Auditing

The Swoop

Executive Summary

The University of North Florida (UNF), established in 1972, has gained national recognition for its quality, service and signature emphasis on *Transformational Learning Opportunities* for students. The student population has grown to over 16,000, and the University now has six colleges: Education and Human Services; Business; Health; Arts & Sciences; Honors; and Computing, Engineering, and Construction. The University is overseen by an appointed Board of Trustees which reports to the Florida Board of Governors.

Among its many responsibilities, the State University System (SUS) of Florida's Board of Governors (BOG) monitors activity and awards funding using the results of 10 performance based funding (PBF) metrics. The PBF metrics' calculations are derived by the BOG, partially from data submitted by the universities and partially from other sources. The BOG requests each university perform an audit of the processes to ensure the completeness, accuracy, and timeliness of data submissions.

In keeping with this request, this audit gathered information and tested controls to support the University's signing of the Data Integrity Certification Form which is to be signed by the Chair of the UNF Board of Trustees and the University President. We found the University has key internal controls in place to adequately protect the data integrity of files submitted to the BOG and can provide assurances to the UNF Chair of the Board of Trustees and University President to sign the Data Integrity Certification Representation Form.

We categorized the overall residual risk ranking to be **low**. The collective issues identified are considered minor opportunities for improvement (as defined in [Appendix I](#)). The Office of Internal Auditing would like to note that the staff who took part in the audit were knowledgeable of their area, responded quickly to questions, and showed patience throughout the review. Their cooperation was greatly appreciated.

Summary of Recommendations

The Office of Internal Auditing's (OIA) mission is to provide independent, objective assurances and consulting activities which add value and help to improve operations. This audit included tests to validate key internal controls that support data integrity and gathered information regarding the University's data governance policies, information systems, data administrator's responsibilities, submission and resubmission procedures, and business continuity for data planning.

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In these areas, we identified four (4) *Osprey Opportunities* to further enhance the data control environment to address minor risks. OIA defines a *minor* risk rating as a nominal violation to policies and/or procedures that may warrant additional controls to decrease risks. These *Osprey Opportunities* will add best practices to further strengthen the existing controls. The rating scale is described in more detail in [Appendix I](#). These items are discussed in detail in the **Observations and Recommendations** section of the report.

We recommend:

1. The University formalize the data governance structure.
2. IR develop written office procedures.
3. IR document user access reviews to shared network folders.
4. IR review auditable activities for shared network folders and determine those which may arise to a materiality to track with logs.



Background, Objectives, and Scope

The Performance Based Funding Data Integrity audit was requested by the BOG and is part of the fiscal year 2017-2018 risk-based audit plan approved by the University President and the UNF Board of Trustees. The purpose of the audit was to assess the effectiveness of processes designed to ensure the completeness, accuracy, and timeliness of data submissions to the BOG. For each metric, institutions are evaluated on either Excellence (a raw score) or Improvement (the percentage change from the prior year). Performance is based on data from one academic year. The BOG uses data to perform calculations from the files provided by the Office of Institutional Research (IR). The University is not involved in the calculations made by the BOG. Therefore, those additional calculations are not included in the scope of this audit. [Appendix II](#) states each metric and the data files used by the BOG for calculations. [Appendix III](#) defines the ten metrics and their corresponding data elements.

The scope of this audit included interviews with Institutional Research, Academic Affairs, Information Technology Services, and Enrollment Services. The audit period emphasis was for fiscal year 2017. In addition, detailed information from a select sample of file submissions were reviewed to gain assurances on data submission procedures. The principal audit objectives were to:

- ✓ Determine whether the University has adequate controls in place to ensure the completeness, accuracy and timeliness of data submissions to the BOG, which support the calculation of Performance Based Funding Metrics.
- ✓ Provide an objective basis of support for the President and Chair of the Board of Trustees to sign the required representations in the Performance Based Funding - Data Integrity Certification which will be filed with the BOG on or before March 1, 2018.
- ✓ Follow-up on implementation of corrective action plans reported in the prior audit.

The Office of Institutional Research has the responsibility for meeting data file submission deadlines to the BOG. IR is staffed with seven employees. The office has a director, an assistant director, a senior analyst, two analysts, a programmer analyst, and an office manager. The director was appointed as the data administrator contact by the University President. The director and other IR staff take active roles participating on many campus-wide committees to ensure data captured by departments is accurately defined within Banner, UNF's financial and student records system. These committees include the Student Records Committee, Advising Steering Committee, and the Compliance and Risks Discussion Forum.

Since hiring a new director last year, IR has focused on process efficiencies and data accuracies. Internal Audit's emphasis was to test data files used in the metrics' calculations. This year we focused detail testing with two data files (HTD, RET) and traced to UNF's system of record, Banner. There was a change of methodology in the hours-to-degree file, and we noted no issues in the changes. The change included prioritizing the student's native earned hours over transfer hours to meet the total hours needed for the program requirements.

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Within the scope of this audit, we also reviewed the University's process for data governance and the responsibilities that functional users, also referred to as data stewards, share with IR to ensure the completeness, accuracy, and timeliness of data entered into Banner. Noted in Appendix II, we described the 10 PBF metrics, the corresponding file that contains the data used for the metric calculation, and the functional data user. IR has also implemented functional level reviews by these data stewards before all file submissions.

The audit fieldwork was from September 19, 2017 to January 19, 2018. We conducted the audit in accordance with the International Standards for the Professional Practices of Internal Auditing as promulgated by The Institute of Internal Auditors. We relied on UNF Policies and Regulations, State of Florida Board of Governors Regulations and best business practices to support strong internal controls to guide recommendations. We also relied on COBIT 4.1 framework (Control Objectives for Information and Related Technology) and NIST 800-53 security controls and assessment procedures (National Institute of Standards and Technology) for IT governance and standards. The following section of this report, titled **Observations and Recommendations**, discusses in greater detail the recommendations resulting from this audit engagement.



Observations and Recommendations

Osprey Opportunity #1: Data Governance Standards

Minor Risk

Observation:

This observation is a follow-up item from prior year's audit. The University has identified persons to oversee access and integrity of data in critical areas, such as financial aid, student records, personnel, and financial transactions. These persons are referred to as the data stewards or data owners. Roles and responsibilities, standards, and processes for the data stewards have not been formally identified in a university-wide data governance plan. The IR Director, with active participation from the Office of the CIO, has developed data governance plans. In the last year, IR and the CIO have partnered to implement a data dictionary which defines data and information workflow. The manufacturer for the data dictionary platform, iData, plans to provide a consulting report on specific data governance frameworks.

Criteria:

Sound business practices suggest a data governance structure be established with data stewards and responsibilities identified. EDUCAUSE, a nonprofit association for the purpose of advancing IT in Higher Education, states that "data stewards' responsibilities can be grouped into four main areas: operational oversight; data quality; privacy, security, and risk management; and policies and procedures".

Cause:

The University's planning for a formalized data governance structure is a three year plan which includes implementing a data dictionary within the first year.

Risk/Effect:

Failure to formalize an organization's data governance structure which includes defining the roles and responsibilities of data stewards may increase risks of poor data quality and security. Formalizing a framework for data stewards will improve controls for integrity and security of data submitted to the BOG and used in the PBF metrics.

Recommendation:

We recommend IR continue to partner with others on campus to formalize a data governance structure with written roles and responsibilities for the various levels within the framework.

Management Response:

We concur. Implementing a formalized Data Governance structure will be a multi-year undertaking. Institutional Research and Information Technology Services have already started the process with a ground up approach by implementing a university data dictionary, utilizing Data Cookbook, by iData, to provide us with an assessment of our current data practices as well as recommendations for Data Governance implementation. The iData report is forthcoming.



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As part of the data dictionary implementation, data stewards have been identified, a workflow for definition approvals has been built, and university standards have been determined for data definitions. We are also working with the data stewards to identify individual goals for hydrating the data dictionary such as devoting specific time per week or defining the definitions used in their top ten reports.

We have identified the next step in formalizing our Data Governance structure as the formal development of a Data Governance Committee to be composed of university Data Stewards, relevant Information Technology personnel, and led by Institutional Research. The first meeting of this group is scheduled for March 1st. Beyond that we are proposing the development of a higher level Data Governance Council to be composed of Data Trustees that will be responsible for planning and policy making decisions around data.

Osprey Opportunity #2: Departmental Procedures

Minor Risk

Observation:

This observation is a follow-up item from the prior year's audit. IR had limited written departmental procedures. The department maintains SQL code for file submissions, however, written operational steps were not available. Written procedures are important due to the complexities of data submissions, small staff size, and tight deadlines the office maintains for file submissions to the BOG. As written procedures are prioritized, we encourage the office to include a disaster recovery and business continuity plan for critical files and procedures.

Criteria:

Sound business practices suggest the establishment of written procedures to ensure consistent communication and practices so decisions taken will be in accordance with University policies, state, and other applicable guidelines.

Cause:

The director stated that detailed written procedures were delayed due to staff limitations but a process has already begun to document departmental steps.

Risk/Effect:

Failure to ensure written procedures could lead to miscommunication and uncertainty for departmental expectations. Further, without written procedures, the University may be susceptible to increased risks of untimely decisions and follow-up.

Recommendation:

We recommend IR begin developing a written operational handbook for prioritized procedures.

Management Response:

We agree. Currently, Institutional Research will continue to document the processes for running the code within the SQL as instructional text preceding the actual code per sections.



Additionally, any changes made to the code whether those changes are directed by the Board of Governors or those changes are necessary due to changes in local data processes will also be documented in the SQL as text with documentation. Over the last year, we have focused on accuracy in reporting our state submissions and made adjustments as needed to ensure that what we are reporting most accurately aligns with UNF's processes and procedures. We have relied heavily on Board of Governors staff for guidance, as there is little formal documentation published for these submissions.

As we move forward toward our long term goal of reporting the state submissions out of UNF's enterprise data warehouse (EDW), we are building formal specifications to include departmental procedures, local and BOG definitions, and the technical details (i.e. where is this information in Banner, EDW, etc.) within the Data Cookbook.

Osprey Opportunity #3: User Access Reviews

Minor Risk

Observation:

Internal Audit noted documented user access reviews did not occur for IR's shared network folder with ITS and other users. During fieldwork, the IR director reviewed users and made edits so those only with responsibilities within the files were granted an appropriate level of access.

Criteria:

COBIT 4.1 framework provides a business framework to support governance and the management of enterprise information technology. Specifically, COBIT Deliver and Support (DS) 5.4 *User Account Management* recommends performing regular reviews of all accounts. Similarly, the Account Management Access control activities in the NIST Special Publication 800-53 Titled *Account Management* states, in part, the organization reviews the privileges assigned and reassigns or removes privileges, if necessary, to correctly reflect the organizational mission/business needs.

Cause:

The IR director stated access reviews to shared network folders were overlooked and a review was conducted immediately.

Risk/Effect:

Failure to complete consistent, documented user access reviews increases risks of unauthorized access which does not support assigning privileges on the least restrictive need.

Recommendation:

We recommend that IR develop written procedures to complete consistent, documented access reviews.

**Management Response:**

We concur, and we have taken the appropriate steps to fix the issues we found after the Office of Internal Auditing shared the list of users who had access to Q:\BOR. We worked closely with the IT Security team and now assign access to Q:\BOR based on the Institutional Research Active Directory Group. By changing to this process, when individuals leave the institution, their access will automatically be removed. If an individual changes departments, their access will change dependent on their new role and they will no longer have access to Institutional Research folders. Additionally, the Director of Institutional Research will conduct quarterly reviews of the access list. Beginning in April 2018, the access list will be requested from IT Security on the first of the month in January, April, July, and October.

Osprey Opportunity #4: Audit Logs**Minor Risk****Observation:**

We noted that audit logs to track the individuals accessing shared network folders were not enabled. We found multiple individuals outside of IR may have a business need to access IR's shared network folders. IR's shared network folders contain sensitive and critical data for the BOG file submissions. It may prove beneficial to enable an audit trail for certain activities.

Criteria:

NIST SP 800-53 standards state in the *Audit and Accountability* control activities that the organization should identify user activities that need to be tracked, provide rationale for why the auditable events are deemed to be adequate to support after-the-fact investigations of security incidents; and protect against individuals having performed an action.

Cause:

The information security director stated it is not a standard practice to enable audit logs without protocol for review due to the vast amount of information it can produce. The IR director stated it was not previously considered.

Risk/Effect:

Failure to consider auditable events which could be logged, increases risks of unknown persons accessing critical data.

Recommendation:

We recommend IR review auditable events for their shared network folders and determine those which may arise to a materiality to track with audit logs.

Management Response:

Institutional Research is working with the IT Security team and the CIO to have audit logs turned on for the state submission folders within Q:\BOR that are related to the PBF metrics: ADF, SDF, SFA, HTD, and Retention. The audit logs will be retained for 12 months.



Appendix I

Report and Item Ranking Scale

Overall Report Residual Risk Ranking

- **Low**
 - The internal control system scoped within the audit is functioning satisfactorily and remaining operating risks are low.
 - The collective audit issues are considered minor deficiencies.
 - Related corrective action need only be addressed to improve current operations.
- **Moderate**
 - The internal control system scoped within the audit is functioning in a manner that provides reasonable assurance that most major risks will be mitigated.
 - Corrective action to address the audit issues may not be critical to the university's business operations as a whole but should be addressed to minimize financial, reputational, operational and strategic risks.
- **High**
 - The internal control system scoped within the audit needs major improvement.
 - The deficiencies identified could significantly impair operations.
 - If corrective action is not implemented timely, issues may escalate to cause critical financial, reputational, operational or strategic risks.
 - Corrective action plans should be given a priority.

Reportable Item Ranking Scale

- **Minor Risk [*Osprey Opportunity*]**
 - Observation reportable to address a nominal risk.
 - Recommendations provide opportunities for improvement.
 - Minor violations of procedures, rules, or regulations.
 - Routine administration attention requested.
 - Corrective action strongly recommended to improve quality or processes of area being audited.
- **Notable Risk**
 - Significant observation reportable to address an increased risk.
 - Multiple violations of policies and procedures, and/or weak internal controls.
 - Important opportunity to improve effectiveness and efficiency.
 - Corrective action required.
- **Critical Risk**
 - Major observation reportable due to a critical risk to the university.
 - Material violation of policies/procedures/laws, and/or unacceptable internal controls, and/or high risk for fraud/waste/abuse, and/or major opportunity to improve effectiveness and efficiency.
 - Material risk identified.
 - Immediate corrective action required.



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Appendix II

Metric Sources

| Metric | Description | Submitted Data File Name | Data Used/Created by BOG | Functional Data User |
|--------|---|--------------------------|--|--------------------------|
| 1 | Percent of Bachelor's Graduates Employed Full-Time in Florida or Continuing Education in U.S. one year after Graduation | SIFP, SIF, SIFD | Accountability Report (table 4O), National Student Clearinghouse (NSC), Florida Education and Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2), and Federal Employment Data Exchange (FEDES) | Registrar |
| 2 | Median Wages of Bachelor's Graduates Employed Full-Time in Florida one year after Graduation | SIFP, SIF, SIFD | Accountability Report (table 4O), FETPIP, WRIS2, FEDES, and NSC | Registrar |
| 3 | Cost to the Student: Net Tuition & Fees per 120 Credit Hours | HTD, SFA, SIF | Accountability Report (Table 1D) | Registrar |
| 4 | Six Year Graduation Rate FTIC (first time in college) Students | SIF, SIFP, SIFD, RET | Accountability Report (Table 4D) | Registrar |
| 5 | Academic Progress Rate | SIF, RET | Accountability Report (Table 4B) | Registrar |
| 6 | Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) | SIFD | Accountability Report (Table 4H) | Registrar |
| 7 | University Access Rate | SFA, SIF | Accountability Report (Table 3E) | Financial Aid, Registrar |
| 8 | Graduate Degrees Awarded in Areas of Strategic Emphasis (includes Stem) | SIFD | Accountability Report (Table 5C) | Registrar |
| 9 | BOG Choice: Percent of Bachelor's Degrees Without Excess Hours | HTD | Accountability Report (Table 4J) | Registrar |
| 10 | BOT Choice: Undergraduate FTE Enrollments in Online Courses | SIF | Accountability Report (Table 3C) | Registrar |

SIFP = Student Instruction File – Preliminary
SIF = Student Instruction File
SIFD = Student Instruction File – Degrees Awarded
HTD = Hours to Degree

RET = Retention File
SFA = Student Financial Aid



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Appendix III

Metric Definitions,

Source: BOG, March 14, 2017

| | | |
|---|--|--|
| 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) in the U.S. One Year After Graduation | This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 40). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). | |
| 2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation | This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 40). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC). | |
| Data Elements for Metrics #1 & #2 | 1. Term degree granted 2. Degree level granted 3. Major indicator 4. Degree program fraction of degree granted 5. Person name-last | 6. Person name-first 7. Date of birth 8. Person name – middle initial 9. Person name- middle |
| 3. Cost to the Student <i>Net Tuition & Fees per 120 credit hours</i> | This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to students. Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS. | |
| Data Elements for Metrics #3 | 1. Fee classification-residency 2. Student class level 3. Financial aid award program identifier 4. Student section credit 5. Student section funding flag | 6. Fee waiver kind/3 rd party kind 7. Award payment term 8. Term amount 9. Demo time frame |



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| | | |
|--|---|--|
| 4. Six Year FTIC Graduation Rate | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D). | |
| 5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0 | This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B). | |
| Data Elements for Metrics #4 & #5 | 1. Student class level 2. Degree highest held 3. Fee Classification kind 4. Date most recent admission 5. Reporting time frame 6. Cohort type 7. Type of student at time of most recent admission 8. Type of student at date of entry 9. Degree highest held 10. Last institutional code | 11. Institution granting highest degree 12. Student right to know flag 13. Full-time / part-time indicator 14. Current term course load 15. Cohort adjustment flag 16. Degree level sought 17. GPA institutional grade points 18. GPA term grade points 19. GPA institutional hours 20. GPA term credit hours |
| 6. Bachelor's Degrees within Programs of Strategic Emphasis | This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included). Source: Accountability Report (Table 4H). | |
| Data Elements for Metrics #6 & #8 | 1. Degree program category 2. Degree program fraction of degree granted 3. Reporting institution | 4. Term degree granted 5. Degree level granted 6. Major indicator |
| 7. University Access Rate Percent of Undergraduates with a Pell-grant | This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E). | |
| Data Elements for Metrics #7 | 1. Financial aid award program identifier 2. Award payment term 3. Non-resident alien flag | 4. Student class level 5. Type of student at time of most recent admission |
| 8a. Graduate Degrees within Programs of Strategic Emphasis | This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (e.g., double-majors are included). Source: Accountability Report (Table 5C). | |



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BOG Choice Metrics

9a. Percent of Bachelor's Degrees Without Excess Hours

FAMU, FAU, FGCU, FIU, UCF, **UNF**, USF, UWF

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Additional Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (eg, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: Accountability Report (Table 4J), State University Database System (SUDS).

Data Elements for Metrics #9 (and used with #3)

- | | |
|--------------------------------|---|
| 1. Course system code | 8. Type of student at time of most recent admission |
| 2. Course grouping code | 9. Degree highest held |
| 3. Credit hour usage indicator | 10. Last institutional code |
| 4. Section credit | 11. Institution granting highest degree |
| 5. Credit hour testing method | 12. Catalog term |
| 6. Course section type | 13. Program length is based on academic program inventory |
| 7. Excess hours exclusion | |

BOT Choice Metrics

10g. Percent of Undergraduate FTE in Online Courses UNF

This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: **University of North Florida**



INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/ processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |


Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> | | | |
| <p>Certification:  Date <u>2-9-18</u></p> <p style="text-align: center;">President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> | | | |
| <p>Certification:  Date <u>2-9-18</u></p> <p style="text-align: center;">Board of Trustees Chair</p> | | | |



MEMORANDUM

TO: Dr. Ralph Wilcox, Provost & Executive Vice President of Academic Affairs
Dr. Terry Chisolm, Vice Provost for Strategic Planning, Performance & Accountability

FROM: Virginia Kalil, CIA, CISA, CFE, CRISC
Executive Director/Chief Internal Auditor 

DATE: February 1, 2018

SUBJECT: 18-010 Performance-Based Funding Data Integrity Audit

USF System Audit (Audit) performed an audit of the internal controls that ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors (BOG). These data submissions are relied upon by the board in preparing the measures used in the performance-based funding process. This audit will also provide an objective basis of support for the President and Board of Trustees (BOT) Chair to sign the representations included in the Performance-Based Funding Data Integrity Certification to be filed with the BOG by March 1, 2018. This project is part of the approved 2017-2018 Work Plan.

Measures One through Nine were based on data submitted through the State University Database System (SUDS) utilizing a state-wide data submission process for BOG files. Measure Ten was based on data submitted to the National Science Foundation/National Institutes of Health through their annual survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). This data is published annually by The National Center for Science and Engineering Statistics. For additional information on data files included in this audit, see [Appendix A](#).

Audit's overall conclusion was that there was an adequate system of internal controls in place to meet our audit objectives, assuming corrective actions are taken timely to address the two medium-priority risks communicated separately in our management letter. **No impact to the performance measures was identified.**

| OVERALL CONCLUSION | |
|---|--|
| <input type="checkbox"/> Adequate System of Internal Control | Findings indicate that, as a whole, controls are adequate. Identified risks, if any, were low-priority requiring timely management attention within 90 days. |
| <input checked="" type="checkbox"/> Adequate System of Internal Control – with reservations | Medium-priority risks are present requiring urgent management attention within 60 days. |
| <input type="checkbox"/> Inadequate System of Internal Control | High-priority risks are present requiring immediate management attention within 30 days. |

We received outstanding cooperation throughout this audit. Please contact us at 974-2705 if you have any questions.

cc: President Judy Genshaft, USF System

Chair Brian D. Lamb, USF Board of Trustees

John Long, Senior Vice President, Business and Finance and Chief Operating Officer

Dr. Charles Lockwood, Senior Vice President, USF Health

Dr. Paul Sanberg, Senior Vice President, Research, Innovation & Knowledge Enterprise

Dr. Martin Tadlock, Interim Regional Chancellor, USF St. Petersburg

Dr. Karen Holbrook, Regional Chancellor, USF Sarasota-Manatee

Dr. Paul Dosal, Vice President for Student Affairs and Student Success

Nick Trivunovich, Vice President, Business and Finance and Chief Financial Officer

Sidney Fernandes, Vice President, Information Technology and Chief Information Officer

Dr. Paul Atchley, Dean, Undergraduate Studies

BACKGROUND

In 2014, the Board of Governors (BOG) implemented the Performance-Based Funding (PBF) Model which includes 10 metrics intended to evaluate Florida institutions on a range of issues (e.g., graduation and retention rates, average student costs). Eight of the metrics are common to all institutions, while the remaining two vary by institution and focus on areas of improvement or the specific mission of the university.

The metric calculation for Measures One through Nine are based on data submitted through the State University Database System (SUDS) utilizing a state-wide data submission process for BOG files. Measure Ten is based on data submitted to the National Science Foundation/National Institutes of Health through their annual survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

In order to ensure the integrity of the data being submitted to the BOG to support the calculation of the metrics, USF has established specific file generation, review, certification, and submission processes.

File Generation Process

USF utilizes an automated process, Application Manager, to extract data files from the original systems of record and reformat and redefine data to meet the BOG data definition standards. The only data file that can be impacted outside the Application Manager process is the Hours to Degree submission. (See Hours to Degree Verification Process below.)

This Application Manager process includes the following key controls:

- ✓ The Application Manager jobs can only be launched by authorized Data Stewards; however, individuals responsible for the collection and validation of the data have no ability to modify the Application Manager jobs.
- ✓ The Retention File generated by the BOG is downloaded from the BOG SUDS portal to HubMart by Resource Management & Analysis (RMA). The Data Stewards and Sub-certifiers cannot change the files.
- ✓ Corrections are made to the original systems of record and the Application Manager job is re-run until the file is free of material errors.
- ✓ Any changes to the data derivations, data elements, or table layouts in the Application Manager jobs are tightly controlled by RMA and Information Technology (IT) utilizing a formal change management process.
- ✓ There are IT controls designed to ensure that changes to the Application Manager jobs are approved via the standard USF change management process and that access to BOG submission-related data at rest or in transit is appropriately controlled.

Hours to Degree File Generation Process

The Hours to Degree file submission has two primary tables: 1) Hours to Degree (HTD) that contains information regarding the students and the degrees issued and 2) Courses to Degree (CTD) that includes information regarding the courses taken and utilization of the courses to degree. The

HTD file is derived based on data in HubMart (Degrees_Submitted_Vw) and data from the Student Records System (OASIS, a Banner product). The CTD file is generated from a combination of OASIS data and data obtained from the degree certification and advising system (DegreeWorks).

While an Application Manager process is used to create the HTD file, the process utilizes a series of complex scripts to select the population, normalize the data fields to meet BOG data definition standards, and populate course attributes used by the BOG to identify excess hours exemptions. This includes deriving whether courses are “used to degree” or “not used to degree” from DegreeWorks.

The systematically-identified HTD population and CTD file are loaded into two custom Banner reporting tables for validation. Any necessary corrections are made manually by the Data Steward utilizing custom Banner forms.

BOG File Review and Certification Process

USF utilizes a formal review process for all BOG file submissions which is managed by RMA. The review and certification process includes the following key controls:

- ✓ Data Stewards, Sub-certifiers and Executive Reviewers who had operational and/or administrative responsibility for the institutional data are assigned key roles and responsibilities. The [RMA website](#) defines each of these roles.
- ✓ A central repository (DocMart) contains detailed information regarding data elements for each BOG SUDS file.
- ✓ A secured file storage location (HubMart) provides read-only access and functionality to the data collected and extracted into the Data Warehouse from transactional source systems in order to allow Data Stewards and Sub-certifiers to review and validate data.
- ✓ A formal sub-certification and executive review process is in place to ensure that institutional data submitted to the BOG accurately reflects the data contained in the primary systems of record. No BOG file is submitted to the BOG by the Data Administrator until the Executive Reviewer(s) approves the file.
- ✓ A formal process for requesting and approving resubmissions includes a second executive review process.

BOG File Submission Process

Once all data integrity steps are performed and the file is ready for upload to the SUDS portal, a secure transmission process is used by RMA to ensure data cannot be changed prior to submission.

Key controls within this process include:

- ✓ A dedicated transfer server is used to transmit the BOG SUDS files. Only RMA and IT server administrators have access to the transfer server.
- ✓ Only RMA staff can upload a file from the transfer server to SUDS, edit submissions, generate available reports, or generate reports with re-editing.
- ✓ Only the Data Administrator and Back-up administrator can submit the final BOG file.

Measure Ten - Number of Postdoctoral Appointees

Measure Ten is based on data submitted to the National Science Foundation/National Institutes of Health through their annual survey of Graduate Students and Postdoctorates in Science and Engineering (GSS). This data is published annually by The National Center for Science and Engineering Statistics. Aggregated data is collected via a web survey for each SEH (Science, Engineering, and selected health fields) unit within an institution.

The individual responders from each SEH unit are responsible for the completeness and accuracy of the data they submitted in the survey. The SEH units submit rosters of reported postdocs to the primary Data Steward for verification. The primary Data Steward in the Office of Postdoctoral Affairs verifies the accuracy and completeness of the SEH-prepared rosters.

Prior to final submission of the GSS survey, the data goes through a Sub-certifier review process. The Data Steward will provide a master roster of reported postdocs, along with a report of the aggregated data contained in the GSS system. The Sub-certifier will verify that the roster data conforms to the criteria for postdoctoral appointees listed in the Guidelines for Reporting Postdocs and Non-Faculty Researchers. Measure Ten utilizes the same Executive Review process as the other nine measures.

SCOPE AND OBJECTIVES

Our audit focused on the internal controls established by the USF System as of September 30, 2017 to ensure the completeness, accuracy, and timeliness of data submissions to the BOG, which support the PBF measures.

The primary objectives of our audit were to:

- Determine whether the processes and internal controls established by the university ensure the completeness, accuracy, and timeliness of data submissions to the BOG which support the PBF measures.
- Provide an objective basis of support for the President and BOT Chair to sign the representations included in the Performance-Based Funding Data Integrity Certification, which will be submitted to the BOT and filed with the BOG by March 1, 2018.

The scope and objectives of the audit were set jointly by the BOT Chair, the BOT Audit & Compliance Committee Chair, and the university's Chief Audit Executive. USF System Audit (Audit) followed its standard risk assessment, audit program, and reporting protocols.

PROCEDURES PERFORMED

We followed a disciplined, systematic approach using the *International Standards for the Professional Practice of Internal Auditing*. The information system components of the audit were performed in accordance with the *ISACA (Information Systems Audit and Control Association) Standards and Guidelines*. The COSO (Committee of Sponsoring Organizations of the Treadway Commission) and COBIT

(Control Objectives for Information and Related Technologies) Control Frameworks were used to assess control structure effectiveness.

Testing of the control processes was performed on the most recent data file submissions as of September 30, 2017, for term-based submissions. For files submitted annually, the current year file was selected for testing if available by November 15, 2017. Our testing focused on the tables and data elements in the files which were utilized by the BOG to compute the performance measure. For additional information on the files included in this review see [Appendix A](#).

Minimum audit guidelines were established by the BOG in year one which outlined eight key objectives. These key audit objectives have been incorporated into our audit each subsequent year:

1. Verify the Data Administrator has been appointed by the university president and PBF responsibilities incorporated into their job duties.
2. Validate that processes and internal controls in place designed to ensure completeness, accuracy, and timeliness of data submissions.
3. Determine whether policies, procedures, and desk manuals are adequate to ensure integrity of submissions.
4. Evaluate the adequacy of system access controls.
5. Verify data accuracy through sample testing of key files and data elements.
6. Assess the consistency of Data Administrator's certification of data submissions.
7. Confirm the consistency of data submissions with the BOG data definitions (files and data elements).
8. Evaluate the necessity and authorization of data resubmissions.

In year one, a comprehensive review (Audit 15-010) of processes and controls was conducted followed by a risk assessment. In each subsequent year, system process documentation was updated to reflect any material changes that took place; a new risk assessment was performed based on the updated system documentation and processes; and a new work plan was developed based on the updated risk assessment. Fraud-related risks including the availability and appetite to manipulate data to produce more favorable results was included as part of the risk assessment.

This year's audit included:

1. Identifying and evaluating any changes to key processes used by the data administrator and data owners/custodians to ensure the completeness, accuracy, and timely submission of data to the BOG. This included verification of the new controls put into place to resolve deficiencies identified in the prior year.
2. Reviewing 2017 BOG SUDS workshop proceedings to identify any changes to data definitions used for the BOG PBF metrics.
3. Reviewing all User Service Requests (USRs) to modify data elements and/or file submission processes to ensure they followed the standard change management process and are consistent with BOG expectations.
4. Reviewing the Data Administrator's data resubmissions to the BOG from January 1, 2017 to December 31, 2017 to ensure these resubmissions were both necessary and authorized, as well as evaluating that controls were in place to minimize the need for data resubmissions and were functioning as designed.

5. Updating the prior year Risk Assessment and Fraud Risk Assessment to reflect changes identified.
6. Verifying reasonableness of the retention cohort change file.
7. Verifying accuracy, completeness, and consistency with BOG expectations of the data submitted to the BOG for Measure Nine - Percent of Bachelor's Degrees without Excess Hours, via the Hours to Degree file. This included verifying script changes did not impact the integrity, accuracy, and completeness of the Hours to Degree submission.
8. Reviewing logical access and server management to verify security of data and data transmissions.
9. Reviewing the data requirements of Measure Three - Cost to Student to assess the impact the measure had on the BOG submissions.

PRIOR AUDIT PROJECTS

In FY 2016-2017 an audit of the controls established by the university to ensure the completeness, accuracy, and timeliness of data submissions to the BOG which supported the PBF metrics (Audit 17-010, issued February 26, 2017) was performed. The two medium-priority risk recommendations were reported as implemented by management as of February 26, 2017.

Audit reviewed the new controls in place to ensure they were effectively mitigating the risks identified. Further enhancement is advised related to one of the recommendations. See recommendation #1 of our Management Letter.

APPENDIX A

PERFORMANCE MEASURES DATA SOURCES

| Measure | Description | BOG File | Data Used/Created by the BOG |
|---------|---|---|---|
| One | Percent of bachelor's graduates employed full-time in or continuing their education in the U.S. one year after graduation | SIFD | National Student Clearing house, Florida Education and Training Placement Information Program |
| Two | Median wages of bachelor's graduates employed full-time one year after graduation | SIFD | Unemployment Insurance wage data |
| Three | Cost to Student | SIF, SFA | |
| Four | Six year FTIC graduation rate | SIFP, SIF, SIFD, Retention Cohort Change File | BOG created Cohort and Retention File |
| Five | Academic progress rate | SIF | BOG created Cohort |
| Six | Bachelor's degrees awarded within programs of strategic emphasis | SIFD | |
| Seven | University access rate | SFA, SIF | |
| Eight | Graduate degrees awarded within programs of strategic emphasis | SIFD | |
| Nine | Percent of bachelor's degrees without excess hours | HTD | |
| Ten | Number of postdoctoral appointments in science and engineering | None ¹ | NSF/NIH Survey of Graduate Students and Postdoctorates in Science and Engineering |

¹Data is submitted by USF directly to the NSF/NIH via the NSF GSS Survey.


BOG FILES REVIEWED

| Submission | System of Record | Table | Submission Reviewed |
|---|---------------------|-----------------------------------|---------------------|
| Hours to Degree (HTD) | OASIS, Degree Works | Hours to Degree Courses to Degree | 2016-2017 |
| Student Financial Aid (SFA) | OASIS | Financial Aid Awards | 2016-2017 |
| Student Instructional File - Degree (SIFD) | OASIS | Degrees Awarded | Spring 2017 |
| Student Instructional File (SIF) | OASIS, GEMS | Person Demographics Enrollments | Spring 2017 |
| Student Instructional File - Preliminary (SIFP) | OASIS, GEMS | Person Demographics Enrollments | Fall 2017 |
| Retention File (RET) | BOG | Retention Cohort Change | 2015-2016 |



MEMORANDUM

TO: Dr. Ralph Wilcox, Provost & Executive Vice President of Academic Affairs
Dr. Terry Chisolm, Vice Provost for Strategic Planning, Performance & Accountability

FROM: Virginia Kalil, CIA, CISA, CFE, CRISC
Executive Director/Chief Internal Auditor 

DATE: February 1, 2018

SUBJECT: 18-010 Management Letter – Performance-Based Funding Data Integrity Audit

USF System Audit (Audit) performed an audit of the university's processes and internal controls that ensure the completeness, accuracy, and timeliness of data submissions to the Board of Governors (BOG). These data submissions are relied upon by the board in preparing the measures used in the performance-based funding process. An audit report was issued on February 1, 2018, which defined the scope and results of our audit.

Based on the review, Audit concluded that there was an adequate system of internal controls in place to meet the audit objectives, assuming timely corrective actions are taken for the two medium-priority risks included in this Management Letter.

As audit reports are focused only on high-priority risks, these medium-priority risks were not addressed in our audit report. Urgent management attention is required within 60 days. The two medium-priority risks identified for management attention are related to Measure Nine - Percent of Bachelor's Degrees without Excess Hours.

The risks identified had no impact on performance metrics.

Within ten business days, please provide your actions planned and expected implementation dates within the Team Central Follow-Up System for those recommendations not marked as resolved.

Please contact us at 974-2705 if you have any questions.

USF SYSTEM AUDIT
3702 Spectrum Blvd. Suite 180 • Tampa, FL 33612-9444
(813) 974-2705 • FAX (813) 974-3735

AUDIT 18-010

cc: President Judy Genshaft, USF System
Chair Brian D. Lamb, USF Board of Trustees
John Long, Senior Vice President, Business and Finance and Chief Operating Officer
Dr. Charles Lockwood, Senior Vice President, USF Health
Dr. Paul Sanberg, Senior Vice President, Research, Innovation & Knowledge Enterprise
Dr. Martin Tadlock, Interim Regional Chancellor, USF St. Petersburg
Dr. Karen Holbrook, Regional Chancellor, USF Sarasota-Manatee
Dr. Paul Dosal, Vice President for Student Affairs and Student Success
Nick Trivunovich, Vice President, Business and Finance and Chief Financial Officer
Sidney Fernandes, Vice President and Chief Information Officer, Information Technology
Dr. Paul Atchley, Dean, Undergraduate Studies

| MEDIUM PRIORITY RISKS | STATUS |
|--|---------------------------|
| <p>1. Monitoring and oversight of manual changes to the Hours to Degree and Courses to Degree files need to be enhanced.</p> <p>Manual changes to critical data must be captured and monitored to ensure these changes are reasonable, appropriate, and consistent with the Board of Governors (BOG) definitions. These changes should be independently reviewed and the review should be documented.</p> <p>During testing, Audit noted the Data Steward and three direct reports were able to make manual changes to the Hours to Degree (HTD) and Courses to Degree (CTD) populations. During our review period, only the Data Custodian made manual changes to the files.</p> <p>HTD Population Manual Adjustments</p> <p>An Application Manager job was used to identify the HTD population. The systematically-identified population was loaded into a custom Banner table for validation (SWBHGRP). The table only reflects the latest record for the student.</p> <p>Audit reviewed the controls over changes to the HTD population and noted:</p> <ul style="list-style-type: none"> • The Data Steward authorized corrections to the initial population (recorded in SWBHGRP) via this Banner form (SWAHGRP). There was no independent review or approval of the manual changes. These manual changes were made to less than 1% of the population. • When a student was deleted from the population by the Data Steward, the student was flagged as removed (activity indicator = "R") in the SWBHGRP table. The Activity indicator was then used by the Application Manager job to exclude the student from the HTD population. However, when a student was added, there was <u>no</u> flag in the SWBHGRP table to identify the manual addition. • When a student's record was manually changed via SWAHGRP, there was no tracking of the change in the SWBHGRP table or via an audit log. Only the last individual or process who made a change to the student record was recorded as the Activity User in SWBHGRP. <p>Despite these observations, Audit was able to reconcile the HTD population in SWAHGRP (utilizing the Hub Mart Degree Submitted file and Banner data) to the HTD population submitted to the BOG without exception.</p> <p>CTD Manual Adjustments</p> <p>An Application Manager job was also used to generate the CTD file, which includes all student coursework for the HTD population. The CTD file data elements were loaded into a second custom Banner table (SWRHCTD) for validation. The table only reflects the latest record for the student.</p> | <p>In Progress</p> |

| MEDIUM PRIORITY RISKS | STATUS |
|--|--------|
| <p>Audit reviewed the controls over manual changes to the file and noted:</p> <ul style="list-style-type: none"> • The Data Steward authorized corrections to the Course to Degree files (recorded in SWRHCTD) via the Banner forms SWAHCTD (HTD Coursework) and SWAHPBF (HTD Exemptions). There was no independent review or approval of the manual changes. These manual changes were made to less than 1% of the population. • The Data Steward relies heavily upon exception/edit reports which are generated during the file generation process. These edit reports were in MS EXCEL format. While the edit reports were retained, there was no indication of the action taken to resolve the issue identified. Therefore, there was no documentation retained to support the change. • When a data element was manually changed, there was no tracking of data elements changed on the SWRHCTD table. The logon identification of the individual who made the manual changes was entered as the Activity User. Since the SWRHCTD table was not effective-dated, multiple changes could have been made to the same student record and only the last user updating the record would have been captured. <p>Audit reviewed a total 1,171 student course records which were flagged with the Data Stewards logon identification as being manually changed (latest change only). In addition, we reviewed all coursework added by the Application Manager process for students manually added to the HTD population. The purpose of this review was to assess the reasonableness of the data changed and the impact, if any, on the excess hour's computation. Our review indicated the manual changes made had no impact on the calculated metric: percentage of students without excess hours.</p> <p>In addition, Audit reviewed the process for logging changes to the SWBHGRP or SWRHCTD and identified the following:</p> <ul style="list-style-type: none"> • Traditional audit logging was not utilized on the SWBHGRP or SWRHCTD table due to the impact on system performance. • While Oracle-level transaction logging occurred, these logs did not provide an efficient mechanism to allow an independent review and approval of the changes. Audit was unable to utilize the Oracle-level logs to identify all changes. <p>Recommendation: The Office of Student Affairs and Student Success should ensure there is proper oversight over manual changes to HTD and CTD files. At a minimum:</p> <ol style="list-style-type: none"> 1) Ensure all manual changes to the HTD and CTD tables (SWBHGRP, SWRHCTD) are tracked at the table level or through the use of audit logs. This tracking should record the change made and the individual responsible for the change. | |

| MEDIUM PRIORITY RISKS | STATUS |
|---|-------------|
| <p>2) Establish procedures which ensure all manual changes are supported and that an independent review and approval of changes occur.</p> <p>3) Cross train at least one other employee to serve as a Data Steward to ensure that the HTD and CTD files can be completed timely in the event the primary individual is not available.</p> <p>Management Attention Required: <input type="checkbox"/> Immediate <input checked="" type="checkbox"/> Urgent <input type="checkbox"/> Timely</p> <p>Resources/Effort Required: <input checked="" type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minimal</p> <p>Management's Response: The Office of Student Affairs and Student Success concurs with the recommendations and is working with Information Technology, as appropriate, to ensure appropriate actions are taken. Estimated implementation dates: 1) 7/31/18, 2) 4/1/18, and 3) 4/1/18. Validation of correction actions will occur when the file creation process begins in Fall 2018.</p> | |
| <p>2. Controls over the Transfer Articulation needs to be enhanced.</p> <p>The Transfer Articulation form (SHATEAQ) is used by the Office of Admissions and the various decentralized advising areas to associate a specific student's transfer courses with a USF equivalent course or degree requirement. Course attributes are also used to exclude a course from being used towards a degree requirement. When student course information is transferred from Banner to DegreeWorks, the course attributes are transferred along with other course information and used by DegreeWorks in the degree certification process.</p> <p>USF utilizes the SHATEAQ course attribute XTRN to flag transfer courses which should not be used towards a degree in DegreeWorks, even though the course would meet the degree requirements. This is done to optimize use of coursework which meets multiple degree requirements and to optimize use of USF coursework. Courses with the XTRN attribute are reflected in the CTD file as not used toward degree, unless an advisor manually applied the course to a specific degree requirement.</p> <p>DegreeWorks is a real-time system and any changes to course attributes after the degree has been certified impacts the integrity of the CTD file. As a result, the XTRN element should only be used by trained advisors and certifiers. Of the 434,625 course records in the CTD file, only 19,150 courses (4.4%) had the XTRN course attribute applied.</p> <p>Audit reviewed the controls over the Transfer Articulation Form and noted:</p> <ul style="list-style-type: none"> There were 313 Banner users who could enter or change course attributes using the SHATEAQ form; only 80 were also authorized to maintain advising records in DegreeWorks. The 313 employees with maintenance access included: 16 terminated employees, 41 student workers, 7 graduate assistants, and 11 temporary | In Progress |

| MEDIUM PRIORITY RISKS | STATUS |
|---|--------|
| <p>employees. Additionally, the primary Data Steward responsible for the accuracy and completeness of the CTD table had maintenance access.</p> <ul style="list-style-type: none"> As the students' coursework is updated, only the user who last updated the students' transfer courses was recorded within the Banner system's audit tables. <p>Recommendation: The Office of Student Affairs and Student Success should ensure there is proper oversight over the use of the XTRN course attribute.</p> <ol style="list-style-type: none"> Review all 313 employees with access to the Transfer Articulation form to ensure access is appropriate and based on a business need. Ensure the utilization of the XTRN course attribute is properly monitored and tracked. This tracking should record the change made, when the change was made, and the individual responsible for the change. <p>Management Attention Required: <input type="checkbox"/> Immediate <input checked="" type="checkbox"/> Urgent <input type="checkbox"/> Timely</p> <p>Resources/Effort Required: <input type="checkbox"/> Significant <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Minimal</p> <p>Management's Response: The Office of Student Affairs and Student Success concurs with the recommendations and is working with Information Technology, as appropriate, to ensure appropriate actions are taken. Estimated implementation date for both actions is 4/1/18. Validation of the corrective actions will occur in Spring 2018.</p> | |



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: University of South Florida



INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations – from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | | | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> | | | |
| <p>Certification: <u></u> Date <u>2/13/18</u> <div style="display: flex; justify-content: space-between; width: 100%;"> President </div> </p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> | | | |
| <p>Certification: <u></u> Date <u>2/13/18</u> <div style="display: flex; justify-content: space-between; width: 100%;"> Board of Trustees Chair </div> </p> | | | |



Internal Auditing & Compliance
Audit: Performance Funding Data Integrity - 2017
Report #: UWF17-18_004
Date: January 23, 2018

EXECUTIVE SUMMARY

We audited Performance Funding Data Integrity as of September 30, 2017. This audit was part of our approved 2017/18 audit work plan, conducted in accordance with a Board of Governors (BOG) directive to audit university processes that ensure the completeness, accuracy, and timeliness of data submissions. Our specific objectives were to:

- Verify the appointment of the Data Administrator by the UWF President.
- Evaluate (by testing data accuracy) the processes and controls used by the Data Administrator and data custodians to ensure the completeness and accuracy of data submitted to the Board of Governors.
- Verify timely submissions of data files to the BOG.
- Assess the consistency of data submissions with BOG data definitions and guidance.
- Confirm the reporting to the BOG of all critical data errors.

Audit fieldwork began on September 21, 2017, and ended on November 2, 2017. Our audit was conducted in accordance with the Institute of Internal Auditors *International Standards for the Professional Practice of Internal Auditing* and generally accepted auditing standards.

BACKGROUND

The BOG has broad governance responsibilities affecting administrative and budgetary matters for Florida's 12 public universities. Beginning in fiscal year 2013-14, the BOG instituted a performance funding program that is based on 10 performance metrics. These metrics are used to evaluate the institutions on a range of issues including graduation rates, job placement, cost per degree, and retention rates, among other things.

Key components of the model:

- Institutions will be evaluated on either "Excellence" or "Improvement" for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors' 2025 System Strategic Plan goals and analyses of relevant data trends, whereas the

benchmarks for Improvement were determined after reviewing data trends for each metric.

- The Florida Legislature and Governor determine the amount of new state funding and an amount of institutional funding that would come from each university's recurring state base appropriation.

The results of this audit provide a basis for the University President and the Chairman of the Board of Trustees to complete the BOG "Data Integrity Certification," which is used to certify that all data submitted are reliable, accurate, and complete.

Notable Strengths

The Institutional Research department and the Lead Scientific Analyst from Academic Affairs collaborate to ensure that data for files submitted to the BOG are pulled correctly and accurately from the database. Reports are created, reviewed for errors, and corrected before submission to the BOG. During the past year, the two offices began running data reports more frequently and earlier in order to identify errors sooner in the process, make corrections timely, and prevent late report submissions. This also assisted the data functional users by providing more time to complete data updates.

Email reminders are generated automatically and sent to data functional leaders at 30, 10, and 5 days prior to submissions deadlines. This is a new process to assist data owners with planning and to minimize the risk of late or erroneous reporting of data files.

KEY OBSERVATIONS

We found that in general internal controls were strong, yet we make the following observations:

1. BOG Regulation 3.007 "State University System Management Information System" describes the appointment of an Institutional Data Administrator, who certifies and manages the submission of data to the State University System management information system (including data used in the Performance Based Funding Metrics calculations). This person is to be formally appointed by the



Internal Auditing & Compliance
Audit: Performance Funding Data Integrity - 2017
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Date: January 23, 2018

University President. We found that the most current appointment was made by letter to the BOG from the former UWF president in September 2014. With the transition to a new President in January 2017, this document might not be sufficient to demonstrate compliance with the BOG Regulation.

2. A departmental business continuity plan is a critical component of disaster recovery planning. We found that ITS had developed an ITS Disaster Recovery Plan that addressed many of the essential elements. A key component of a departmental business continuity plan is for trustees of critical data to ensure that data recovery is properly prioritized in the event of a disaster by defining recovery time and recovery point objectives for their systems. In our discussions with the Offices of Admissions, Registrar, and Financial Aid, it was noted that this information had not been developed and communicated to ITS. This process would be facilitated if a standard Business Continuity Plan template existed to aid in the development of department plans, but we found such a tool had not been developed by ITS.

Recommended Management Actions

1. In order to ensure compliance with BOG Regulation 3.007, the current President should formalize in writing her appointment of the Institutional Data Administrator.
2. We recommend that ITS coordinate the creation and dissemination of a standard Department Business Continuity Template. This template should be used to formalize the plans in writing and to facilitate coordination with the appropriate department representatives regarding the expectations of these plans. We also recommend that the offices of Admissions, Registrar, and Financial Aid, each develop Departmental Business Continuity Plans, to augment the ITS University Disaster Recovery plan by completing the template developed by ITS.

We appreciate the cooperation, professionalism, and responsiveness of the employees who were involved in the audit.

Respectfully submitted,

Cindy Talbert

Cindy Talbert, CIA, CICA, CPA
Interim Internal Audit Director



Internal Auditing & Compliance
Audit: Performance Funding Data Integrity - 2017
Report #: UWF17-18_004
Date: January 23, 2018

REPORT PROVIDED TO THE FOLLOWING:

Dr. Martha Saunders, President
Mort O'Sullivan, Chair BOT
Bob Jones, Chair Audit & Compliance Committee
Dick Baker, Audit & Compliance Committee
Dr. George Ellenberg, Provost/Sr. Vice President
Dr. Joffrey Gaymon, Vice President
Betsy Bowers, Interim Vice President
Pamela Langham, General Counsel
Melanie Haveard, ITS Executive Director/CTO
Keith King, Institutional Research Director
Colleen Asmus, Associate Vice President
Shelly Blake, AVP Budgets & Financial Planning
Kelly Brundage, Registrar
Shana Gore, Financial Aid Director
Katie Condon, Admissions Director
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Joe Maleszewski, BOG Chief Inspector General
Lori Clark, BOG Compliance and Audit Specialist
Rebecca Luntsford, BOT Liaison



Internal Auditing & Compliance
Audit: Performance Funding Data Integrity - 2017
Report #: UWF17-18_004
Date: January 23, 2018

MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation #1

Management Response:

The President will sign a new letter appointing a Data Base Administrator (DBA).

Responsible Party:

Dr. George Ellenberg, Executive Vice President and Provost

Targeted Implementation Date:

January 23, 2018

Recommendation #2

Management Response:

ITS will coordinate the creation and dissemination of a standard Department Business Continuity Template. The offices of Admissions, Registrar, and Financial Aid will each develop Departmental Business Continuity Plans using the standard Department Business Continuity Template and post them within the Business Process Library.

Responsible Parties:

Dr. Joffrey Gaymon, Vice President, Enrollment and Student Affairs

Melanie Haveard, Executive Director and CTO

Targeted Implementation Date:

March 30, 2018

**UNIVERSITY of
WEST FLORIDA**

Internal Auditing & Compliance

February 27, 2018

Mr. Joe Maleszewski
Inspector General, State University System of Florida
Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

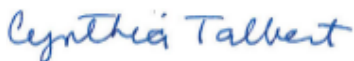
Re: Data Integrity Certification Process and Audit

Dear Mr. Maleszewski:

We have completed an internal audit of Performance Funding Data Integrity, as instructed by Board of Governors' Chair Tom Kuntz in his letter to our Chairman of the Board of Trustees and President, dated June 30, 2017. The audit report was approved by the Board of Trustees on February 15, 2018. A copy of the audit report is attached.

The Data Integrity Certification attached to Chair Kuntz's letter dated June 30, 2017 was reviewed and approved by the Board of Trustees on February 15, 2018. It was signed by Chairman of the Board of Trustees Mort O'Sullivan and President Martha Saunders. A copy of the signed certification is attached.

Sincerely,



Cynthia Talbert
Interim Internal Audit Director

Attachments (2)

cc:
BOT Chairman Mort O'Sullivan
President Martha Saunders
Provost/Sr. Vice President George Ellenberg

*11000 University Parkway, Building 20W
Pensacola, FL 32514
850-474-2636*



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Performance Based Funding

March 2018 Data Integrity Certification

Name of University: University of West Florida

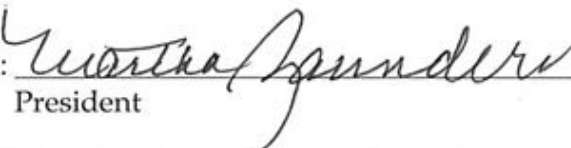

INSTRUCTIONS: Please respond "Yes" or "No" for each representation below. Explain any "No" responses to ensure clarity of the representation you are making to the Board of Governors. Modify representations to reflect any noted audit findings.

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| 1. I am responsible for establishing and maintaining, and have established and maintained, effective internal controls and monitoring over my university's collection and reporting of data submitted to the Board of Governors Office which will be used by the Board of Governors in Performance Based Funding decision-making. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 2. These internal controls and monitoring activities include, but are not limited to, reliable processes, controls, and procedures designed to ensure that data required in reports filed with my Board of Trustees and the Board of Governors are recorded, processed, summarized, and reported in a manner which ensures its accuracy and completeness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 3. In accordance with Board of Governors Regulation 1.001(3)(f), my Board of Trustees has required that I maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 4. In accordance with Board of Governors Regulation 3.007, my university shall provide accurate data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 5. In accordance with Board of Governors Regulation 3.007, I have appointed a Data Administrator to certify and manage the submission of data to the Board of Governors Office. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 6. In accordance with Board of Governors Regulation 3.007, I have tasked | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|---|-------------------------------------|--------------------------|---------------------|
| Representations | Yes | No | Comment / Reference |
| my Data Administrator to ensure the data file (prior to submission) is consistent with the criteria established by the Board of Governors Data Committee. The due diligence includes performing tests on the file using applications/processes provided by the Board Office. | | | |
| 7. When critical errors have been identified, through the processes identified in item #6, a written explanation of the critical errors was included with the file submission. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 8. In accordance with Board of Governors Regulation 3.007, my Data Administrator has submitted data files to the Board of Governors Office in accordance with the specified schedule. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 9. In accordance with Board of Governors Regulation 3.007, my Data Administrator electronically certifies data submissions in the State University Data System by acknowledging the following statement, "Ready to submit: Pressing Submit for Approval represents electronic certification of this data per Board of Governors Regulation 3.007." | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 10. I am responsible for taking timely and appropriate preventive / corrective actions for deficiencies noted through reviews, audits, and investigations. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| 11. I recognize that the Board's Performance Based Funding initiative will drive university policy on a wide range of university operations - from admissions through graduation. I certify that university policy changes and decisions impacting this initiative have been made to bring the university's operations and practices in line with State University System Strategic Plan goals and have not been made for the purposes of artificially inflating performance metrics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| I certify that all information provided as part of the Board of Governors Performance Based Funding Data Integrity | | | |

Performance Based Funding Data Integrity Certification

| Performance Based Funding Data Integrity Certification Representations | | | |
|--|-----|----|---------------------|
| Representations | Yes | No | Comment / Reference |
| <p>Certification is true and correct to the best of my knowledge; and I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements render this certification void. My signature below acknowledges that I have read and understand these statements. I certify that this information will be reported to the board of trustees and the Board of Governors.</p> <p>Certification: <u></u> Date <u>2.26.18</u></p> <p style="margin-left: 150px;">President</p> | | | |
| <p>I certify that this Board of Governors Performance Based Funding Data Integrity Certification has been approved by the university board of trustees and is true and correct to the best of my knowledge.</p> <p>Certification: <u></u> Date <u>2/15/18</u></p> <p style="margin-left: 150px;">Board of Trustees Chair</p> | | | |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 29, 2018**

SUBJECT: Florida A&M University Intercollegiate Athletics Cash Deficit

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Joe Maleszewski, will update the Committee on the status of Florida A&M University's Intercollegiate Athletics cash deficit reduction plans.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
March 29, 2018**

SUBJECT: OIGC Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Inspector General Maleszewski will provide Committee members with an update of his office's recent activities.

Supporting Documentation Included: None

Facilitators/Presenters: Mr. Joseph Maleszewski



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Nomination and Governance Committee

Ballroom, 3rd Floor, West Building

Student Union Complex

University of North Florida

1 UNF Drive

Jacksonville, Florida 32224

March 29, 2018

9:00 a.m. – 9:15 a.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Ned Lautenbach; Vice Chair: Mr. Syd Kitson

Members: Levine, Tripp

- | | | |
|----|--|-------------------------|
| 1. | Call to Order and Opening Remarks | Governor Ned Lautenbach |
| | | |
| 2. | Minutes of Committee Meeting Minutes, January 25, 2018 | Governor Lautenbach |
| | | |
| 3. | Recommendation of Candidate to fill Trustee Vacancy and Reports on Applicant Interviews | Governor Lautenbach |
| | | |
| 4. | Concluding Remarks and Adjournment | Governor Lautenbach |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
March 29, 2018**

SUBJECT: Minutes of Committee Meeting held January 25, 2018

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on January 25, 2018, at Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on January 25, 2018 at Florida State University.

Supporting Documentation Included: Minutes: January 25, 2018

Facilitators/Presenters: Governor Ned Lautenbach

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
NOMINATION AND GOVERNANCE COMMITTEE
GRAND BALLROOM
FAIRWINDS ALUMNI CENTER
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 25, 2018

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Chair Lautenbach convened the meeting of the Nomination and Governance Committee of the Board of Governors on January 25 at 10:45 a.m., with the following members present: Sydney Kitson, Alan Levine, and Norman Tripp.

1. Approval of Minutes of Meeting held November 9, 2017

Mr. Kitson moved approval of the Minutes of the meeting held November 9, 2017, as presented. Mr. Levine seconded the motion, and members of the Committee concurred.

2. Recommendations of Candidates to fill Trustee Vacancies and Reports on Applicant Interviews

Chair Lautenbach said there were trustee vacancies for the University of Florida and the University of South Florida. In accordance with the Board of Governors process, sub-committees reviewed the applications and interviewed potential candidates. He thanked the Committee members for their time well spent. He noted that this is an extremely important function given the significant responsibilities a trustee has to his or her university.

Chair Lautenbach advised the Committee would be taking up a trustee vacancy at University of Florida. He noted Mr. Levine and himself were responsible for vetting the applicants.

Mr. Levine noted that he had the privilege of speaking with Mr. Daniel O'Keefe and based on their conversation he enthusiastically recommended to the Committee Mr. O'Keefe. He has been a partner at Shutts and Bowen since 2003. He received his Bachelors in Business Administration and Juris Doctorate from the University of Florida. He is a past chair of the South Florida Water Management District. He served as a past board member and current member of the West Orange Chamber of

MINUTES: NOMINATION AND GOVERNANCE COMMITTEE

January 25, 2018

Commerce. He is a past board member of the East Florida Regional Planning Council. Mr. Levine shared that Mr. O'Keefe's philosophy on governance is in line with the Board of Governors and he is passionate about the mission of the university. Mr. Levine noted that he thought Mr. O'Keefe would make a great addition to the University of Florida Board of Trustees.

Mr. Levine recommended the appointment of Mr. Daniel O'Keefe to the University of Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit for a term beginning January 25, 2018.

Mr. Tripp seconded the motion, and all members of the Committee concurred.

Chair Lautenbach said the Committee would be taking up a trustee vacancy at the University of South Florida. He noted Mr. Tripp, Mr. Levine and himself were responsible for vetting the applicants.

Mr. Tripp advised that Mr. Oscar Horton is the President and CEO of Sun State International Trucks from 2000 to present day. He serves as a board member and chair of the investments committee for the University of South Florida Foundation from 2007 to present. He is the board chair of Academy Prep Centers of Tampa and a board member of the Bank of Tampa. He previously served as a board member for the Boys and Girls Club of Tampa Bay from 2008 - 2012. Mr. Tripp noted that he spoke with Mr. Horton for about an hour and shared he is an outgoing, knowledgeable individual and he thinks he will make a fine trustee. He is dedicated to the area and will dedicate his time to the University of South Florida.

Mr. Tripp recommended the appointment of Mr. Oscar Horton to the University of South Florida Board of Trustees subject to Senate confirmation and attending an orientation session and annual Trustee Summit for a term beginning January 25, 2018.

Mr. Kitson seconded the motion, and members of the Committee concurred unanimously.

3. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10: 50 a.m. January 25, 2018.

Vikki Shirley
Corporate Secretary

Ned Lautenbach, Chair

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Nomination and Governance Committee
March 29, 2018**

SUBJECT: Appointment of University Trustee

PROPOSED COMMITTEE ACTION

Appointment of University Trustee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, the following university has a trustee vacancy for the remainder of a five-year term ending July 15, 2020:

1. Florida Polytechnic University

This vacancy was posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. Subcommittee members will recommend candidates for review and consideration by the full Committee.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Ned Lautenbach



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Board of Governors Meeting
Ballroom, 3rd Floor, West Building
Student Union Complex
University of North Florida
1 UNF Drive
Jacksonville, Florida 32224
March 29, 2018
9:15 a.m. – 12:15 p.m.
or
Upon Adjournment of Previous Meetings

- | | | |
|----|--|---|
| 1. | Call to Order and Pledge of Allegiance | Chair Ned C. Lautenbach |
| 2. | Chair's Report | Chair Lautenbach |
| 3. | Minutes of Board of Governors Meeting | Chair Lautenbach |
| | • Minutes, January 25, 2018 | |
| 4. | Chancellor's Report | Chancellor Marshall M. Criser III |
| 5. | Think Florida | Chair Lautenbach |
| 6. | Public Comment | Chair Lautenbach |
| 7. | Confirmation of Reappointment of the President for the University of South Florida | Chair Lautenbach Chair Brian Lamb <i>USF Board of Trustees</i> |
| 8. | Confirmation of Appointment of the President for the University of Central Florida | Chair Lautenbach Chair Marcos Marchena <i>UCF Board of Trustees</i> |

Break

9. **Confirmation of Appointment of the President for the University of North Florida** **Chair Lautenbach**
Chair Kevin Hyde
UNF Board of Trustees
10. **Recognition of President John A. Delaney, University of North Florida** **Chair Lautenbach**
The Honorable Clay Yarborough
Florida House of Representatives
11. **Drugs, Alcohol and Mental Health Committee Report** **Governor Fernando Valverde**
12. **Innovation and Online Committee Report** **Governor Edward Morton**
 - SUS 2017 Annual Report for Online Education
13. **Academic and Student Affairs Committee Report** **Governor Norman Tripp**
 - Public Notice of Intent to Approve Board of Governors Regulation 8.006 Civic Literacy
 - Limited Access Status Request for Bachelor of Science in Professional Communication CIP 09.0900, Florida State University
 - Limited Access Status Request for Bachelor of Science in Retail Merchandising/Product Development CIP 19.0901, Florida State University
 - Limited Access Status Request for Bachelor of Science in Neuroscience CIP 25.1501, Florida State University
 - Termination Request for PhD in Engineering Sciences CIP 14.0101, the University of South Florida
14. **Academic and Research Excellence Committee Report** **Governor Alan Levine**
 - Committee Two-Year Work Plan
15. **Two + Two Articulation Committee Report** **Governor Wendy Link**
16. **Budget and Finance Committee Report** **Governor Syd Kitson**
 - Auxiliary Facilities that have Bond Covenants Requiring Approval of Estimated 2018-2019 Operating Budgets
 - Public Notice of Intent to Amend Board of Governors Regulation 3.007 State University System (SUS) Management Information System
 - Public Notice of Intent to Amend Board of Governors Regulation 3.0075 Security of Data and Related Information Technology
 - Public Notice of Intent to Repeal Board of Governors Regulation 3.0076 State University System (SUS) Data Requests

- | | | |
|------------|---|--|
| 17. | Facilities Committee Report <ul style="list-style-type: none">• Florida State University Educational Plant Survey Validation | Governor H. Wayne Huizenga, Jr. |
| 18. | Audit and Compliance Committee Report | Governor Link |
| 19. | Legislative Affairs Committee Report | Chair Lautenbach |
| 20. | Nomination and Governance Committee Report <ul style="list-style-type: none">• Appointment of University Trustees | Chair Lautenbach |
| 21. | Concluding Remarks and Adjournment | Chair Lautenbach |

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)



I pledge allegiance
to the flag
of the **United States** of America
and to the Republic
for which it stands,
one Nation under God,
indivisible,
with liberty and justice for all.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Chair's Report

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Ned Lautenbach, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Minutes of Board of Governors Meeting held January 25, 2018

PROPOSED BOARD ACTION

Approval of minutes of the Board of Governors meeting held on January 25, 2018 at Florida State University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Board of Governors meeting held on January 25, 2018 at Florida State University.

Supporting Documentation Included: Minutes: January 25, 2018

Facilitators/Presenters: Chair Ned Lautenbach

MINUTES: FLORIDA BOARD OF GOVERNORS

JANUARY 25, 2018

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ROOM 208
TURNBULL CONFERENCE CENTER
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 25, 2018

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

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MINUTES: FLORIDA BOARD OF GOVERNORS

JANUARY 25, 2018

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ROOM 208
TURNBULL CONFERENCE CENTER
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA
JANUARY 25, 2018

1. Call to Order and Pledge of Allegiance

Chair Ned C. Lautenbach convened the meeting at 10:50 a.m., on January 25, 2018, with the following members present: Vice Chair Sydney Kitson; Timothy M. Cerio; Thomas G. Kuntz; Alan Levine; Wendy Link; Edward Morton; Jay S. Patel; Kishane Patel; Norman Tripp; Dr. Gary Tyson; Dr. Fernando Valverde; and Dr. Zach Zachariah. Patricia Frost participated by phone. Members stood for the Pledge of Allegiance.

2. Chair's Report to the Board of Governors and Remarks on the State of the System

Chair Lautenbach thanked President John Thrasher and Chair Ed Burr for hosting the meeting. President Thrasher welcomed everyone to Florida State University and played a video of the university's highlights over the last year. He said they are proud to have jumped ten spaces in the U.S. News and World Report rankings and congratulated the University of Florida for being in the top 10 public university rankings.

Chair Lautenbach then delivered the State of the System address. A copy of the address is attached to the minutes.

3. Visit from the Honorable Joe Negron, President of the Florida Senate and the Honorable Richard Corcoran, Speaker of the Florida House of Representatives

Chair Lautenbach welcomed the Honorable Joe Negron, President of the Senate, and the Honorable Richard Corcoran, Speaker of the House of Representatives and thanked them for their support and leadership. President Negron expressed his appreciation to Chair Lautenbach and outgoing chair, Thomas G. Kuntz, for their supportive collaboration and entrepreneurial spirit. He explained his goal is to make Florida universities into destination universities like the University of North Carolina at Chapel Hill and the University of Michigan and commented on the enormous progress made the last few years toward that goal. He pointed to the significant increase in employers on university campuses actively recruiting students and the increase in the number of internships.

MINUTES: FLORIDA BOARD OF GOVERNORS

JANUARY 25, 2018

He congratulated universities on embracing a four-year graduation rate and actively working with their students to help them graduate in four years. He stated they have increased need-based financial aid by over 80% because financial insecurity is a barrier to students graduating on time. He also pointed to the significant increase in National Merit Scholars. Florida now ranks third in the number of National Merit Scholars and if Senate Bill 4 passes, universities will be able to recruit additional National Merit Scholars from out-of-state.

President Negrón next spoke about block tuition and the importance of closing the financial gap between a student's ability to take 15 credit hours when they can only afford to take 12 credit hours. He learned from talking with students on university campuses that many would take 15 credit hours but cannot do so because of the additional cost. He thanked universities for developing proposals to close that financial gap through tuition assistance.

President Negrón thanked Speaker Corcoran for his support in increasing funding in areas that will make the universities stronger and for helping to take the System to the next level. He also thanked Governor Scott for focusing on the amount it costs to delay finishing in four years and for focusing on the importance of students getting jobs.

In closing, President Negrón pointed to the increasing number of university students being admitted to prestigious law, medical and graduate schools due to the strong academic reputation of their undergraduate education. He thanked members for working with him but emphasized the work is not yet done.

Speaker Corcoran said it was an honor to be here and thanked President Negrón for his vision and perseverance on promoting higher education initiatives, stating there has been no better friend to higher education than Senator Negrón. He turned next to performance funding, acknowledging that performance funding is working and the results are astounding. He indicated the House would like to work with the Board on extending performance funding to the other 90% of the university budgets since it is working so well for the current 10% of the budget.

He expressed support for the World Class Faculty and Scholars program, noting that research follows faculty. He recognizes faculty produce patents and incubators, which spawn businesses that diversify Florida's economy. He supports \$100 million in performance funding as well as funding the World Class Faculty and Scholars program. He views both programs as mechanisms to help diversify Florida's economy.

Speaker Corcoran explained it is his personal belief that all of the world is moved by a philosophy. And that the point of education is to create critical thinkers who can synthesize large volumes of information and use that information to make good

MINUTES: FLORIDA BOARD OF GOVERNORS

JANUARY 25, 2018

decisions. He observed those are the graduates who will always find a job. He referenced a survey of over 1500 chief executive officers who identified creativity as the number one attribute they are looking for in a new graduate. He urged members to consider the importance of a liberal arts degree as it goes about its work.

Finally, he thanked former Governors Dean Colson and Mori Hosseini and Governor Kuntz and Chair Lautenbach for their contributions. He applauded the work of the entire Board since 2013, stating it has the full faith and confidence of the Florida House of Representatives.

Chair Lautenbach thanked President Negron and Speaker Corcoran for their remarks.

4. Recognition of Outgoing Chair Thomas G. Kuntz and Governor Richard "Dick" Beard

Chair Lautenbach acknowledged the tremendous strides made by the State University System and the Board over the last two years. He said Tom Kuntz challenged the Board and the boards of trustees to step up for the betterment of the students and he presented an overview of Mr. Kuntz' top priorities when he became chair in January 2016. These priorities included: (1) aligning degrees to match high-skilled workforce needs; (2) elevating the research profile of the system; and (3) increasing access to higher education and keeping it affordable for students. As a result of his leadership, there has been an increase in the number of degrees being produced in areas of strategic emphasis for the state; the development of a dashboard for measuring research productivity; and new strategies to make it easier than ever before for students to obtain a postsecondary degree. He also acknowledged Mr. Kuntz as the architect of performance-based funding, which has had the most impact of any initiative on improving student outcomes. He presented a commemorative gavel to Mr. Kuntz honoring his term of service as chair and then asked Ms. Shirley to read the Board's resolution into the record.

Following the reading of the resolution, Chair Lautenbach called President Hitt to the podium to announce that the University of Central Florida will bestow an Honorary Doctorate on Mr. Kuntz at its Spring commencement. Mr. Kuntz was then presented with a hood to mark that achievement. Mr. Kuntz stated it is an immense honor to receive an Honorary Doctorate and is looking forward to that. He remarked on the incredible progress that has been made, but said all of the credit rests with the Board members. In his view, the Board has become the most important appointed board in the State of Florida, and credited former chairs Dean Colson and Mori Hosseini with changing how the Board is viewed by others. He also reminded members there is still much to be done and with Chair Lautenbach and Vice Chair Kitson at the helm, he is confident the accomplishments over the next two years will dwarf those of the past. In

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closing, he said whatever accomplishments he made over the course of his professional life, he is more proud of the accomplishments of this Board.

Chair Lautenbach next recognized the achievements of former Governor Richard “Dick” Beard, who was unable to attend the meeting. He asked Ms. Shirley to read the resolution in to the record.

Following the reading of the resolution, Mr. Tripp moved to adopt resolutions honoring Thomas G. Kuntz and Richard “Dick” Beard. Ms. Link seconded the motion, and the members concurred unanimously.

5. Minutes of Board of Governors Meeting

A. Board of Governors Meeting held November 9, 2017

Mr. Kitson moved approval of the Minutes of the meeting held November 9, 2017, as presented. Mr. Cerio seconded the motion, and the members concurred unanimously.

6. Chancellor’s Report

Chancellor Criser walked members through some highlights from the House and Senate budgets, which (depending upon the chamber) includes \$20 million for preeminence; \$14.3 million for plant, operations and maintenance; \$100 million for performance-based funding; \$23.8 million for grants for programs of excellence; \$22.5 million for regional universities; \$20 million for World Class Scholars, and \$3.6 million for New College of Florida.

He next provided an overview of significant policy issues moving through the Legislature in the form of Senate Bill 4 and House Bill 423. Both bills show significant legislative support for enhancing student success, academic rigor, accountability and transparency. Proposals include expanding Bright Futures scholarships, the First Generation matching program, Benacquisto National Merit scholarships, and a new scholarship fund for Florida farmworkers. He reported there is continued support for preeminence and performance funding, although both bills propose changes to the current performance-based funding plan, some of which have been the subject of Board discussions.

Chancellor Criser indicated discussions on block tuition would continue with the Legislature and he took note of President Negrón’s earlier comments on this topic. He explained there is additional language in the bills around the accountability and transparency of direct support organizations, which is an area the universities have made significant progress in, particularly with enhanced oversight by boards of trustees.

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He stated there is a new proposal to require the University of South Florida to develop a plan to phase out the separate accreditation of its branch campuses by July 1, 2020. He mentioned President Genshaft sent a letter to Board members and the USF community that addressed the issue favorably and with assurance that USF could complete this process in a manner that ensures the best outcomes for its students, administration and community.

Mr. Kitson said he feels the unification of the USF System is an important topic that deserves some discussion by Board members. He observed President Genshaft has indicated unification will be good for the students and the USF system and he wanted to know if there was Board support. Ms. Link stated she agrees with the concept which makes sense from the standpoint of performance-based funding. Mr. Tripp noted the campuses were split as a result of the political process, but agreed it is important to bring everyone back together again. Mr. Levine commented that if the USF Board of Trustees has evaluated consolidation then he is comfortable deferring to their opinion, but he also cautioned members to be sensitive to the concerns of the St. Petersburg and Sarasota-Manatee communities because both communities have a lot of pride in their local institutions. Mr. Kuntz observed that the Board has not paid as much attention to the two branch campuses and if the legislation doesn't pass, the Board should spend more time understanding the performance of the two campuses. Governor Kitson then made a motion to support the accreditation consolidation of the University of South Florida System in Tampa, St. Petersburg, and Sarasota-Manatee. Mr. Morton seconded the motion and the members concurred unanimously.

7. Think Florida

Chair Lautenbach introduced Dr. Susan Fiorito, the Founding Director of the Jim Moran School of Entrepreneurship at Florida State University, and Mr. Ricardo Schneider, the President of Danfoss Turbocor Compressors, Inc. He then turned to President Thrasher for opening remarks. President Thrasher said there are many ways industry can work with academic institutions and the panel will talk about the progression of building a dynamic business climate from education to workforce. He proudly noted the Jim Moran School of Entrepreneurship was started with the largest donation the university has ever received and is the first stand-alone entrepreneurship school at a public university. He then turned the presentation over to Dr. Fiorito.

In addition to being the first stand-alone school, Dr. Fiorito emphasized the fact the school is interdisciplinary. They have faculty members in every college on campus and offer a pipeline starting with a summer camp for high school students, to a freshman living-learning community, and then junior and senior majors. The school has three majors: commercial, social and retail entrepreneurship, and started with 600 students this past fall. The school also offers a minor in STEM Entrepreneurship with a robotics

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class and a course at the National High Magnetic Field Lab. She explained they offer micro-grants to students from all over campus as well as incubator space. They also require every student to complete an internship. Recently, the Tallahassee Chamber of Commerce offered free membership in the chamber to their students. Chair Lautenbach asked about student demand for the program. She said the program is in high demand, but that for the next three years it is a limited access program.

President Thrasher next introduced Mr. Ricardo Schneider. Mr. Schneider described Danfoss Turbocor as a large company focused on technology to deal with issues related to energy productivity and climate change across the globe. Formed in 2006 in Canada as a start-up company, he said the company soon looked to relocate near a technology center vital to its business, especially magnetic technology. Mr. Schneider said they relocated to Tallahassee to take advantage of the opportunity to work with FSU, FAMU and Tallahassee Community College in developing its workforce. The company is growing at 20-25% per year and 24% of their workforce comes as a result of senior design programs with the FAMU-FSU College of Engineering. The senior design programs challenge teams of students to resolve real-world problems related to their business. His company also created internships where students work on dedicated projects designed to find solutions to specific problems. He said another key aspect of this relationship is research and stressed that innovation and creativity cannot occur without multidisciplinary approaches, which is best achieved through industry partnerships with academia. In his experience, the research capabilities offered by American universities is unbeatable and it's important to bring the boundaries down if we are going to address the enormous challenges facing the world today.

Governor Link inquired further about his company's relationship with the FAMU-FSU College of Engineering. Mr. Schneider said the whole manufacturing industry is in a transformational stage where more engineers with multidisciplinary skills are needed, especially in the field of mega-data management. Working with the College of Engineering, they are developing future engineers with the skills the manufacturing industry is moving toward. Mr. Morton asked from the perspective of an employer, what can the State University System do better. Mr. Schneider replied it is sometimes hard to find out how to collaborate. He recommended each university look at its community and work to break down silos. He said from the outside, it's hard to see what skills and competencies are available inside a university. He urged universities to make it transparent to the private sector.

Mr. Kitson asked Dr. Fiorito how they introduce the private perspective to their students. She responded there are several ways, one of which is the Chamber of Commerce membership; another is "mentor night" where they will invite business leaders from the medical, insurance and other fields to talk to students in a relaxed setting about what they do. They will also have students shadowing businesses and they require students to complete internships. President Thrasher asked both panelists

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to talk about the skills that employers are looking for. Mr. Schneider said his business is looking for people who can think innovatively to increase the rate of innovation. They also are looking for people with multidisciplinary skills who can think outside of the box and create things. Dr. Fiorito stressed good communication skills and the ability to learn from their mistakes so students understand it is okay to fail and how to navigate road blocks.

8. Public Comment

Chair Lautenbach asked Ms. Shirley if there were any requests for public comment for items on the Board's agenda. Ms. Shirley stated no requests for public comment had been received.

9. Consideration of Amendments to Board of Governors Operating Procedures

Chair Lautenbach asked Ms. Shirley to explain the amendments to the Board's Operating Procedures. She stated the Operating Procedures are being amended to reflect the addition of a new standing committee on Academic and Research Excellence and to establish the Select Committee on 2+2 Articulation as a new standing committee.

Mr. Morton moved to approve the amendments to the Board of Governors Operating Procedures as presented. Mr. Kitson seconded the motion, and the members concurred unanimously.

10. Confirmation of Appointment of the President for Florida Agricultural & Mechanical University

Chair Lautenbach introduced the next item and called on Mr. Kelvin Lawson, the Chair of the Florida Agricultural and Mechanical University Board of Trustees, to present Dr. Larry Robinson for confirmation as the next President of the university.

Chair Lawson explained in September 2016, the Florida A&M University Board of Trustees created a Presidential Review and Leadership Committee for the purpose of determining the structure for selecting the university's next president. They pulled together high-caliber individuals to facilitate the process to create a leadership profile. This committee held faculty, staff and alumni forums in April and May 2017 to receive input from stakeholders. They also engaged a leading human resources firm to assist with the process. In September 2017, they worked with the Board of Governors to receive a waiver of the requirement to conduct a presidential search. At the conclusion of all of this work, the Florida A&M University Board of Trustees determined their current Interim President, Dr. Larry Robinson, matched up extremely well with the leadership profile that exemplified the effective qualities of a university president. On November 30, 2017, the Florida A&M University Board of Trustees unanimously

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selected Dr. Larry Robinson to serve as the 12th president. Chair Lawson then briefly reviewed the major provisions in the proposed employment agreement and requested the Board confirm Dr. Robinson as the 12th president of Florida A&M University.

Chair Lautenbach called on Dr. Robinson for his comments. Dr. Robinson thanked his board for their vote of confidence and thanked the Board of Governors for their support of the university over the years. He stated if confirmed, he will build on the positive relationship that has existed through his tenure as Interim President of the university and continue his commitment to make the university a productive member of an outstanding university system. Dr. Robinson stated he will work hard to make the university an institution of first choice for students across the country.

As president, he will focus on increasing graduation rates, improving licensure passage rates, enhancing the overall student experience, and preparing students for the world of work so when they leave the university, they will possess the skills they need to succeed. He is also working to increase access routes to the university as evidenced by the seven agreements they have entered into with colleges; he wants to improve housing facilities for students and enhance overall accountability by recruiting the best leadership team possible. As Interim President, he has had the opportunity to witness the strengths, challenges and opportunities of the university and as president, he will have the unique perspective on how to exploit those opportunities and address the challenges.

Dr. Robinson emphasized his primary focus is on student success. He emphasized that all of their efforts are designed to fulfill the university's mission and long-term vision of becoming a premier land grant doctoral research institution that produces globally competitive graduates. As the 12th president, he will continue to ignite excitement and unlock the potential for change. He noted the university recently celebrated 130 years of excellence and caring, but believes the best years are still to come.

Dr. Tyson moved to confirm the appointment of Dr. Larry Robinson as President of Florida A&M University and Ms. Link seconded the motion. The members then concurred unanimously in the vote to confirm Dr. Robinson's reappointment.

11. Strategic Planning Committee Report

Chair Kuntz called on Mr. Morton for the Strategic Planning Committee report. Mr. Morton reported the committee took up four items, two for information and two for action. The informational items included a presentation on the latest Baccalaureate Follow-up Study that looked at employment and educational outcomes five and ten years after graduation as compared to year one outcomes; and a presentation by Dr. Jan Ignash, Vice Chancellor of Academic and Student Affairs, regarding the merger of the Annual Accountability Report and the university work plans into one planning

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document in order to enhance long-range planning. The action items included consideration of the University of Florida and Florida Gulf Coast University Strategic Plans.

A. University of Florida Strategic Plan

Mr. Morton moved approval of the University of Florida Strategic Plan. Mr. Kuntz seconded the motion, and the members concurred unanimously.

B. Florida Gulf Coast University Strategic Plan

Mr. Morton moved approval of the Florida Gulf Coast University Strategic Plan. Dr. Tyson seconded the motion, and the members concurred unanimously.

12. Academic and Student Affairs Committee Report

Chair Lautenbach recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported the committee heard a presentation by Dr. Corey King, the Chair of the Council for Student Affairs, regarding counselor and advisor staffing levels. The committee also received an update from President Thrasher on the status of the suspension of all fraternity and sorority activities and the alcohol ban on campus. Finally, Dr. King and Mr. Kishane Patel reported on the highlights of a "Health and Wellness Campus Community Summit" held at Florida State University on January 23, 2018.

A. Public Notice of Intent to Create Board of Governors Regulation 8.006
Civic Literacy

Mr. Tripp moved approval of public notice of intent to create Board of Governors Regulation 8.006 Civic Literacy. Ms. Link seconded the motion, and the members concurred unanimously.

13. Innovation and Online Committee Report

Chair Lautenbach recognized Mr. Morton for the Innovation and Online Committee report. Mr. Morton reported the committee heard a presentation from the Director of UF Online, Ms. Evie Cummings, on the 2016-17 UF Online Annual Report and also approved recommendations resulting from reports on the work of the Task Force on STEM Labs for Online Education and the work of the Infrastructure Workgroup on the Technology Scorecard.

A. Task Force on STEM Labs for Online Education

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Mr. Morton made a motion for the Task Force to continue its work, specifically to have a conference for faculty who teach online and to launch a system-wide pilot for chemistry labs. Mr. Tripp seconded the motion, and the members concurred unanimously.

B. Technology Scorecard

The report on the Technology Scorecard resulted in two recommendations. First, Mr. Morton made a motion for the Infrastructure Workgroup to administer the Technology Scorecard annually and provide guidance to institutions that may score “Insufficient” in any category. Mr. Tripp seconded the motion, and the members concurred unanimously. Second, Mr. Morton moved to require each university, as part of the Technology Scorecard evaluation, to assure that access to the data collected complies with laws that protect the privacy of such data. Mr. Tripp seconded the motion and the members concurred unanimously.

14. Audit and Compliance Committee Report

Chair Lautenbach called on Ms. Link for the Audit and Compliance Committee report. Ms. Link reported the committee entertained one action item and heard three informational reports. Mr. Maleszewski provided information about university risk management practices and the benefit of using enterprise risk management techniques; an update on the status of corrective actions taken by Florida Gulf Coast University in response to the March 2017 investigative report; and a status report on each university’s progress toward implementing an effective compliance and ethics program by November 2018.

A. Charter Revisions

Ms. Link stated the committee also took up amendments to the Board of Governors Audit and Compliance Committee Charter and the Office of Inspector General and Director of Compliance Charter. Ms. Link moved approval of the revisions to the charters. Ms. Frost seconded the motion, and the members concurred unanimously.

15. Nomination and Governance Committee Report

Chair Lautenbach stated the committee recommended the following persons to fill trustee vacancies at the following universities for terms that run from January 25, 2018 to January 6, 2023.

A. Appointment of University Trustees

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Chair Lautenbach moved approval of the appointment of Daniel O'Keefe to the University of Florida Board of Trustees; and Oscar Horton to the University of South Florida Board of Trustees, subject to confirmation by the Florida Senate and attending an orientation session and annual Trustee Summits. Mr. Tripp seconded the motion, and the members concurred unanimously.

16. Presidential Search Report

A. University of North Florida

Chair Lautenbach recognized Ms. Link for a report on the presidential search at the University of North Florida. Ms. Link stated the Search Committee has been very active and is receiving monthly updates from the search consultant, Parker Executive Search. Currently, there are 28 applicants but they expect more persons to apply closer to the end of the application period.

The Search Committee will meet on February 1, 2018, to screen the applicants and select eight to ten candidates for interviews on February 6 and 7. On February 7, the Search Committee will select three to four candidates for final interviews with the University of North Florida Board of Trustees to be conducted on February 11-15. On February 16, the board of trustees will select the next president to be presented to the Board of Governors for confirmation at the March meeting. Chair Lautenbach asked Mr. Kevin Hyde, the Chair of the University of North Florida Board of Trustees, if he would like to add anything. Mr. Hyde stated there is strong community leadership and engagement by the trustees on the committee and they are expecting an additional twelve to fifteen applicants.

B. University of Central Florida

Chair Lautenbach recognized Mr. Kitson for a report on the presidential search at the University of Central Florida. Mr. Kitson said the University of Central Florida Board of Trustees created a very inclusive search committee on November 3, 2017 and the committee selected Parker Executive Search as the search consultant from a pool of six applicants. In addition to the work of the search consultant, the university has promoted the position in the Chronicle of Higher Education, Inside Higher Education, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education, Florida Trend and many other publications. Mr. Kitson reported the university had also undertaken a third party compensation study.

The Search Committee most recently met on January 10, 2018 where Parker reported there is strong interest from around the country. He expects the search to conclude this spring but the goal is to select the best president for the future of UCF. The university has hosted four listening sessions on campus to solicit feedback about the search in

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addition to offering an online survey that generated over 1400 responses. All of the information is posted to the website created for the search.

The next meeting of the Search Committee is February 5. Once the field of applicants is established, the Search Committee will narrow the field to eight to ten semi-finalists who will be interviewed by the committee. The Search Committee will then recommend three to four finalists for the University of Central Florida Board of Trustees to consider. The interviews for the finalists will be live-streamed from the presidential search website after which the board of trustees will make its final selection. The candidate will then be presented to the Board of Governors for confirmation. Chair Lautenbach asked Mr. Marcos Marchena, the Chair of the University of Central Florida Board of Trustees, if he wanted to comment. Mr. Marchena noted whoever succeeds President Hitt will be “standing on the shoulders of a giant” but indicated he is thrilled with the process so far and has great expectations for an outstanding outcome.

17. Concluding Remarks and Adjournment

Chair Lautenbach said the next meeting will be held on March 28-29, 2018, at the University of North Florida and if necessary, a telephone conference of the Board will be held on February 22, 2018.

Having no further business, the meeting was adjourned at 12:52 p.m. on January 25, 2018.

Ned C. Lautenbach, Chair

Vikki Shirley,
Corporate Secretary

**Board of Governors, State University System
State of the System Address
Chair Ned Lautenbach
January 25, 2018**

I'd like to thank my fellow Board members for the opportunity to lead the Board and continue with the good work to make this the best system of higher education in the country. I'm humbled by your confidence in me and pledge to work hard to ensure that confidence is well-placed.

I'd also like to express my gratitude and appreciation to our outgoing chair, Governor Tom Kuntz, for his leadership, support, and the advances we've made over the last two years. These advances are due, in large part, to the course he set to make Florida a preeminent destination for students looking for a high-quality education. It's been a privilege to serve with Tom and he exemplifies the type of leader we should all aspire to be. So, please join me in recognizing Governor Kuntz for his tireless dedication to the success of our students over the past two years. We'll have more to say when we recognize Tom's achievements shortly.

As incoming chair, I want to build on that strong foundation. Our overarching goal is student success. Everything we do should lead to student success. Let me describe some of the priorities we need to tackle as a System to enhance student outcomes.

Affordability

A top priority is to keep our universities affordable for students and their families. According to the College Board, Florida ranks 49th in the country for the 2017-2018 resident undergraduate tuition rate for public colleges and universities. Thanks to Governor Scott and the Florida Legislature, we're keeping tuition low and have not seen a tuition increase since 2013. But there are other components that factor into the cost equation. Textbooks and time to degree are cost drivers because the longer a student stays in school, the more it's going to cost. Each year, the trustees are looking at ways to reduce the costs of textbooks. That needs to be a continuing focus in our Academic and Student Affairs Committee led by Governor Norman Tripp.

Recently, the Board revised Metric 3 in the performance-based funding model to focus on the net tuition and fee cost to the student. This metric incentivizes universities to –

- keep fees low
- reduce the cost of textbooks,
- ensure students only take the courses they need to complete a baccalaureate degree,

- increase the level of institutional financial aid to reduce the cost to the student, and
- counsel students to graduate in four years.

During the next two years, I want the Budget and Finance and Academic and Student Affairs Committees to keep affordability at the top of their agendas so we can build on the excellent foundation that's already been laid. Vice Chair Syd Kitson will chair the Budget and Finance Committee.

Graduation Rates

Hand-in-hand with affordability is improving our four-year first-time-in-college (FTIC) graduation rate. The Board's 2025 *Strategic Plan* calls for a 50% four-year FTIC graduation rate and a 70% six-year graduation rate. At 66.4%, the universities are doing a good job graduating students in six years and we're on track to meet the 70% goal. At 45%, we're also on track to meet the 50% goal for four-year graduation rates. While these are the goals in our *Strategic Plan*, I think we can do better. Also, there's much variability among our universities, with 67% of FTIC students graduating at our leading university as compared to only 18% graduating within four years at the lowest one.

For universities with graduation rates under 50%, we need to develop targeted initiatives to help students graduate in four years. I'd like to see those universities with four-year graduation rates that exceed 50% share their best practices system-wide to help those universities with lower graduation rates improve. Also, if it takes more academic counselors, tutors, or better student tracking systems to help students graduate in four years, the university boards of trustees should prioritize those initiatives in their annual work plans. I'd like to charge the Strategic Planning Committee to work with university leadership on ways we can improve the four-year graduation rate. We'll also have a workshop this year to focus on graduation rates.

Academic and Research Excellence

Two years ago, Governor Kuntz laid the groundwork for raising the research stature of the System. We formed a Task Force on Research and met with the university Vice Presidents for Research to discuss how to amplify research activity at our universities. We learned research follows faculty and to increase the level of research activity, we had to attract talented faculty. We also learned attracting the best and brightest faculty requires state-of-the-art research space. Implementing both of these tactics requires an infusion of capital. So we approved a legislative budget request that gained traction with our state's leadership. Last year, the Legislature appropriated and Governor Scott approved over \$214 million for additional faculty and STEM-related facilities. We're grateful for their support to enhance our research profile and create a world-class system of higher education in Florida.

Because it's critical to build on that foundation, I'm forming a new committee to focus on Academic and Research Excellence and have asked Governor Levine to serve as chair and Governor Tripp to serve as vice chair. This new committee will subsume the work of the Task Force and take on the broader charge of developing system-level initiatives to enhance the national prominence of all twelve universities –

- through the promotion of academic programs of distinction,
- by increasing university research and research opportunities for students and faculty, and
- through the development of world class faculty and scholars.

In addition, the committee will support the System's efforts to translate research into economic development and strengthen the return on investment.

We'll be looking to the experts, the university Provosts and Vice Presidents for Research, as well as the Chancellor and Dr. Ignash, to assist the committee with its work. We're also focusing on academic excellence at every university. We want each university to have an academic program they excel at – programs that are recognized on a national or regional basis for their excellence. For example, Florida State University's School of Dance is ranked 2d in the nation. USF has been designated as a National Center of Academic Excellence in Information Assurance and Cybersecurity. Florida Gulf Coast has a top-notch PGA Golf Management Program. And FAU recently announced a new Honors Program in partnership with Max Planck that will provide one-of-a-kind study and research opportunities for students.

These are the types of programs of distinction that should be developed at each university so Florida becomes the destination state for students seeking a truly world-class educational experience. And I'm confident that this committee, working collaboratively with the universities, can help us get there.

2+2 Articulation

It's also vital to student access that we continue the work of the Select Committee on 2+2. The committee developed a work plan that encourages universities to improve and expand existing local 2+2 enhancement programs and identify key components of effective programs. UCF and USF have developed strong partnerships with local colleges and we need a network of those same types of programs across the state. This will ensure students have ample access and opportunity to pursue a postsecondary degree.

Special Task Force: Drugs, Alcohol and Mental Health

Drugs and alcohol abuse are major problems across the country and in Florida. I'm creating a Special Task Force to focus on mental health and the ongoing challenges of drugs and alcohol on our campuses. I've asked Dr. Valverde to lead this effort,

working in conjunction with all 12 universities, to ensure that we're doing all we can to address these issues. As President Thrasher said recently, it's time to create a "new normal" code of responsible behavior on our campuses. It's also time to step up so students receive the assistance they need to deal with mental health issues. These challenges aren't Florida specific, but are occurring on campuses nationwide. But we can, and should be, addressing these challenges head on so that Florida serves as a model for other states!

I would like the Special Task Force to engage with the chairs and/or vice chairs of the boards of trustees since this is first and foremost a local challenge they are dealing with on their campuses. As a System, we have a lot of resources that could be brought to bear on this and we need to marshal those resources to achieve a positive and lasting result. This approach should be similar to what we did with the presidential search and selection process and the delegation task force where we worked as a team to develop guidelines that the entire System can use. In addition, the Governor is creating a special focus around the opioid crisis and we'll want to tap into this effort.

Working with Businesses and Business Leaders

We also need to continue to work with businesses and business leaders to develop internships, partnerships and cooperative programs. These activities will help our students find jobs and enter the workforce with the skills they need to be successful. We've been working with businesses and business leaders through our Think Florida initiative and the Board's Workforce Education and Economic Development staff, and with university career centers. We need to reinforce these efforts by working with the Florida Chamber to create a public dashboard that will educate students, parents, employers and policymakers on the jobs of tomorrow and the best pathway to get there. When Mark Wilson, the President of the Chamber, spoke to the Board last March, this was an exercise he flagged as essential to Florida's efforts to "back plan" now to meet the job needs of 2030. Every university needs to develop partnerships with businesses. Not only does it help students find jobs, but it also ensures our universities are responsive to employer needs in Florida.

Continuing to be a Leader in Online Education

The State University System must continue to be a leader in online education. Through the efforts of the Innovation and Online Committee, Florida has positioned itself at the forefront of expanding access to quality postsecondary courses through an online platform. We're the first system to develop a strategic plan for online education, and implementation of the strategies and tactics in the plan is in full swing. Many of these initiatives support the work of other committees: increasing the availability of open educational resources and e-textbooks will make education more affordable for students; sharing online services and resources will help institutions avoid costs that will, in turn, keep costs down for students; increasing the availability and quality of

online courses will help improve graduation rates and student success; and increasing the number of online programs will improve access for students, wherever they live.

Online education is the wave of the future; it allows students to access courses on demand and in place. A recent Wall Street Journal poll found that by 2020, 38% of students will be over the age of 24. Online education is very important for this group.

I'm turning the leadership reins to the committee over to Governor Morton with full confidence that he will bring the same careful and considered approach to making sure we get this right for future generations to come.

Continue Collaborative Efforts with State Leadership

Finally, critical to the success of our System is the continued support of Governor Scott and the Florida Legislature. They've been strong proponents of the performance metrics and dedicated over \$690 million in new state funds to the performance funding model over the life of the program. This year, we are requesting an additional \$100 million in state investment and an additional \$70 million in the institutional investment, which if appropriated, would equalize the level of the state's and institutional investments. We're seeking additional funding because tying funding to performance has demonstrably improved student outcomes.

We are also seeking more funding for the operation and maintenance of university facilities. We have a responsibility as a Board to be good stewards of the vast infrastructure needs across the System and the state's investment in those facilities. This year, we are asking for much needed funding to meet the maintenance needs of the System, which continue to grow as our infrastructure ages and as new facilities come on line. We've asked the university boards of trustees and presidents to partner with us in seeking support from the state's leadership to help us keep our facilities in good repair and keep the lights on for our students.

Conclusion

I want to recognize Governor Syd Kitson. This is his first meeting as Vice Chair, and I'm sure he already senses he has a lot of work cut out for him. Governor Kitson has impressed us all with his infectious enthusiasm, his commitment to higher education, and the knowledge he brings to the table. As our new Chair of the Budget and Finance Committee and the Vice Chair of the new Drug, Alcohol and Mental Health Task Force, he'll be a key partner as we work to implement the initiatives I've outlined today. We're fortunate to have him at the helm and I look forward to working with him.

In fact, I want to recognize and thank all of my fellow members and the Chancellor and his staff. The Board of Governors spends a great deal of time and effort to make our universities great. Most importantly as I said at the outset, for our students to succeed.

This is why we are here.

This is why I am here!

I look forward to working with all of you.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Chancellor Marshall M. Criser III will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Marshall M. Criser III

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Think Florida

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Background Information: As part of the *Think Florida: A Higher Degree for Business* campaign, Board members regularly have the opportunity to hear from universities and the business community about the latest synergies regarding talent, research and partnerships.

Today's feature will discuss UNF's adaptive toy program, which customizes toys for children with disabilities and has received national attention for its partnership with Brooks Rehabilitation Center.

Supporting Documentation Included: None

Facilitators/Presenters: UNF Representatives

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 286.0114, Florida Statutes; Article V, Section H, Board of Governors Operating Procedures

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Ned Lautenbach

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Confirmation of Reappointment of the President for the University of South Florida

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Judy Genshaft as the president of the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 1.001(5)(c); Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Board Regulation 1.001(5)(c) requires renewals of presidential employment agreements to be confirmed by the Board of Governors.

On March 6, 2018, the Board of Trustees of the University of South Florida approved an amendment to Dr. Genshaft's employment contract, unanimously reappointing Dr. Genshaft to serve as the president of the University of South Florida. The reappointment extends the term of Dr. Genshaft's contract through June 30, 2019. Chair Brian Lamb is requesting confirmation of Dr. Genshaft's reappointment by the Board of Governors.

Highlights of Dr. Genshaft's leadership of the University of South Florida are included in the Board materials.

Supporting Documentation Included:

1. Letter from the University of South Florida Board of Trustees Chair
2. Leadership Highlights/ Summary of Key Contract Terms

Facilitators/Presenters:

Ned Lautenbach, Chair, Board of Governors
Brian Lamb, Chair, University of South Florida Board of Trustees



UNIVERSITY OF SOUTH FLORIDA
Board of Trustees

March 6, 2018

Ned Lautenbach, Chair
Florida Board of Governors
State University System of Florida
325 W. Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Re: University of South Florida President, Dr. Judy Genshaft

Dear Chair Lautenbach:

Dr. Judy Genshaft has served as President of the University of South Florida (the "University") since July 1, 2000. The Florida Board of Governors ratified her earlier appointment and reappointments as president. Her current term of employment expires on June 30, 2018.

Dr. Genshaft's performance and dedication as the University's president has been outstanding. At its March 6, 2018 meeting, the University's Board of Trustees unanimously approved the attached "Presidential Contract" (the "Contract"), providing for her reappointment for a one year period commencing on July 1, 2018 and ending on June 30, 2019 on the terms and conditions described therein.

Pursuant to Section 1001.706(6)(a), Florida Statutes, the effectiveness of the Contract is subject to confirmation by the Board of Governors of President Genshaft's reappointment. Accordingly, on behalf of the University's Board of Trustees, I respectfully request that the Board of Governors confirm President Genshaft's reappointment.

Please do not hesitate to contact me or the University's Office of General Counsel if you have any questions or desire further information concerning this matter.

Sincerely

A handwritten signature in black ink, appearing to read "B. Lamb", with a stylized flourish extending to the right.

Brian Lamb, Chair
University of South Florida Board of Trustees

cc: Dr. Judy Genshaft

University of South Florida System Success Under Dr. Judy Genshaft's Leadership

July 1, 2017 marked the beginning of President Genshaft's 18th year serving as the USF System President and CEO. Extraordinary! Is how the USF Board of Trustees (USF Board) Governance Committee Chair described the past year during President Genshaft's annual evaluation presentation before the USF Board at the December 14, 2017 meeting and again at the March 6, 2018 meeting to review her contract.

| <u>Data</u> | <u>2000</u> | <u>2017</u> |
|-----------------------------|---------------|-------------------|
| Enrollment | 35,700+ | 50,577 |
| Research Expenditure | \$186 million | \$515 million |
| Research Grants & Contracts | \$171 million | \$475 million |
| Endowment | \$187 million | \$441 million |
| Budget | \$873 million | \$1.8 billion |
| Annual Giving | <\$45 million | \$80 million |
| Retention | <75% | 88% (90% Tampa) |
| Average SAT | 1072 | 1266 (1280 Tampa) |
| 6-year Graduation Rate | 46% | 68% |
| National Academy Members | 3 | 9 |

Since 2000, USF has transformed into a major force in higher education...

- USF surpassed its 1 billion dollar goal for its Unstoppable Campaign (one of three public institutions founded since 1950 in the Nation who has achieved 1 billion dollar goal);
- USF was recognized as an Emerging Preeminent State Research University by the Florida Board of Governors and Legislature;
- USF is ranked 5th nationally and 11th worldwide in patents; NOTE: in the top 10 for public universities in the U.S. for the past 7 years (NAI/IPO);
- Top quartile for Foundation investments (NACUBO);
- Moody and S&P rating consistent at Aa2 (one of the highest in SUS);
- USF has had \$1.2 billion plus in construction across the USF System, including a 135 million dollar public-private partnership for a new residential village. Phase 1 opened Fall 2017 along with The Hub (dining facility) and The Fit (fitness center) with Phase 2 opening Fall 2018;
- USF has repeatedly been in the Top Tier for SUS Performance Based Funding;
- USF ranks #1 as a Producer of Fulbright Scholars;
- USF named as a Best College for Veterans (*Military Times*);
- USF Morsani College of Medicine first year students once again had the highest average on the MCAT exam for all Florida universities, public and private;

- USF was selected to host the *Times Higher Education* Young Universities Global Summit (1st time in the U.S.);
- USF ranks #6 in the country and #1 in Florida by The Education Trust for eliminating the achievement gap between students based on race or family income (USF's accomplishment is now a national best practice and was selected to be a National Mentor to other universities to enhance student success);
- Continues to be the #1 highest funded principal investigator (Dr. Krischer) in the world for NIH-funded research totaling more than \$64 million (BRIMR);
- USF ranks again as a "Top Producer" for graduates (#3) volunteering with Peace Corp;
- Athletics had a record-setting 86% in the Graduation Success Rate for scholarship student-athletes and recorded a cumulative 3.034 GPA for the 2016-2017 academic year.

Has helped raise the national profile and has given USF a voice in setting national policies through her active participation on those Boards that have influence on the national educational agenda including:

- In 2016, she was invited to join the Association of American Colleges and Universities Presidents' Trust;
- American Council on Education (a past chair);
- Association of Public Land-grant Universities (Executive Committee);
- NCAA (1st woman to Chair). She is also a past chair of the Big East Council of Presidents & American Athletic Conference Presidents Council.

Recognizing the importance USF has on the Region

- Has strengthened USF's ties to the business community and made it a catalyst for innovation and investment;
- Chaired the Tampa Bay Partnership, Tampa Chamber of Commerce, and the Council of 100 (*now known as Hillsborough Economic Development Council which she is in line to chair again during the 2018-2019 contract period*). She is the first University President in the region to chair all three and continues to be extremely active in each;
- Continues to play a leading role in recruiting major national and international companies to expand to the Tampa Bay region;
- USF's economic impact has risen over \$4.4 billion for the Tampa Bay region.

Lauded by professional and community organizations

One of the Region's most well-respected women leaders...a few honors include:

- Tampa Bay Business Hall of Fame;
- Tampa Bay Business Journal Business Woman of the Year and Educator of the Year;
- Greater Tampa Chamber of Commerce Dottie Berger MacKinnon Woman of Influence Award;
- Gulf Ridge Council Boy Scouts of America Distinguished Citizen Award (1st woman recipient);

- Florida Economic Council McLaughlin Award;
- Betty Castor Lifetime Achievement Award, World Trade Center, Tampa Bay;
- Five Fabulous Females Award;
- Ellsworth G. Simmons Good Government Award;
- JA Spirit of Achievement Award;
- TB Regional Planning Council Herman Goldner Award for Regional Leadership;
- Amiga Award;
- Sports Commission Leader of the Year.

Nationally and Globally:

She continues to be recognized for enhancing USF's global impact and profile.

- American Council on Education Donna Shavlik Award;
- APLU CII Michael P. Malone International Leadership Award;
- NACWAA Dr. Claire Van Ummersen Presidential Leadership Award;
- First woman to receive an honorary degree - Yeungnam University in South Korea;
- 2016 honorary degree from Saint Ignatius of Loyola University in Peru;
- Global Leadership Award presented by Her Royal Highness Princess Sirindhorn in Thailand;
- Captain of Education Award from Hadassah College in Israel.

President Genshaft's Proposed 2018-2019 Contract:

On March 6, 2018, the University of South Florida Board of Trustees unanimously voted to appoint President Genshaft to an additional one year term based on the following points.

- The current contract expires on June 30, 2018. The new contract would be effective July 1, 2018 with no break in service.
- The new contract is for one year subject to annual evaluation by the USF Board and reappointment by the USF Board and ratification by the Board of Governors.
- The annual evaluation process in the contract provides for review and approval of the President's goals and objectives by the full USF Board in a public meeting; the full USF Board also sets and approves the President's compensation in a public meeting.
- The contract places approximately 37% of the President's annual compensation at risk.
- Consistent with Florida Statutes, the maximum amount of the President's compensation funded from state funds is capped at \$200,000.00. Compensation beyond the cap is funded by non-state funds.
- There are no substantive changes including compensation between President Genshaft's 2017-2018 contract and the proposed 2018-2019 contract.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Confirmation of President for the University of Central Florida

PROPOSED BOARD ACTION

Confirm appointment of Dr. Dale Whittaker as the president of the University of Central Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties; Section 7, Article IX, Florida Constitution.

BACKGROUND INFORMATION

On March 9, 2018, the Board of Trustees of the University of Central Florida selected Dr. Dale Whittaker to serve as the fifth president of the university. University of Central Florida Board of Trustees Chair Marcos Marchena requested confirmation of the appointment by the Board of Governors and provided a written description of the selection process and search criteria, the Curriculum Vitae of Dr. Dale Whittaker, and the proposed Employment Agreement.

Supporting Documentation Included:

1. Letter from University of Central Florida Board of Trustees Chair Marcos Marchena
2. Selection Process and Search Criteria
3. Curriculum Vitae of Dr. Dale Whittaker
4. Proposed Employment Agreement

Facilitators/Presenters:

Chair Ned Lautenbach
Mr. Marcos Marchena, Chair, University of Central Florida Board of Trustees

UNIVERSITY OF CENTRAL FLORIDA



FIFTH
PRESIDENT

UNIVERSITY OF CENTRAL FLORIDA



SUMMARY OF PRESIDENTIAL SEARCH PROCESS

CONDUCTED FOR THE
FLORIDA BOARD OF GOVERNORS
MARCH 14, 2018



March 14, 2018

Dear Chancellor Criser:

Per the Florida Board of Governors' presidential search requirements, please accept this summary of our presidential search process. Specifically, we are required to "submit a written description of the selection process and criteria, the president-elect's qualifications, and the employment contract to the Board of Governors for the confirmation process."

I began this process by saying that finding President John C. Hitt's successor would be one of the most important tasks in UCF's history. I said that only an inclusive search, conducted in the sunshine, would produce the best result.

After you review this summary, I hope that you'll agree our search did exactly that. Following a competitive, national search, the UCF Board of Trustees unanimously selected President-elect Dale Whittaker on March 9. Our campus and Central Florida community have embraced the selection.

The university looks forward to seeking Board of Governors' approval for President-elect Whittaker on March 29. In the interim, I am happy to answer any questions you have about our process.

Sincerely,

A handwritten signature in blue ink, appearing to read "Marcos R. Marchena", is written over a light blue horizontal line.

Marcos R. Marchena

Chairman, UCF Board of Trustees

cc: The Honorable Ned Lautenbach, Chair of the Florida Board of Governors

The Honorable Sydney Kitson, Vice Chair of the Florida Board of Governors and member of the UCF Presidential Search Committee
UCF President-elect Dale Whittaker

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SECTION 1

Summary of Presidential Search Process and Timeline

UNIVERSITY OF CENTRAL FLORIDA

Summary of Presidential Search Process and Timeline

On October 24, 2017, University of Central Florida President John C. Hitt announced he would retire from the presidency after 26 years in office, effective June 30, 2018.

UCF Board of Trustees Chairman Marcos Marchena immediately formed a presidential search committee and promised to conduct a “comprehensive, transparent and inclusive search.”

On November 3, 2017, the Board of Trustees voted unanimously to confirm the search committee. The 15-member committee included representatives from the faculty, staff, student body, alumni, trustees, Florida Board of Governors and Central Florida community.

The committee members were:

| | |
|---|---|
| Trustee David Walsh, Chair | Sara Bernard, UCF Alumni Board and Alumna |
| Trustee Beverly Seay, Vice Chair | |
| Trustee William Yeargin | Conrad Santiago, Former UCF Trustee |
| Sydney Kitson, Vice Chair, Florida Board of Governors | Michael Manglardi, UCF Foundation and Alumnus |
| Dr. Manoj Chopra, Faculty | Rick Walsh, Board of Trustees Chair Emeritus and Alumnus |
| Dr. Falecia Williams, Valencia College and Alumna | Dr. Linda Walters, Faculty |
| Cristina Barreto, Student Government Association | Ken Robinson, President, Dr. Phillips Inc. and The Dr. P. Phillips Foundation |
| Dr. Gordon Chavis, Staff | Mayor Buddy Dyer, City of Orlando |

The committee met seven times from November 2017 through February 2018. In addition, the committee hosted four campus and community “listening sessions” in January 2018 to solicit advice from stakeholders about the search.

UCF also created an online survey about the search that generated more than 1,400 responses about what was most important in the presidential candidates.

All search meetings and listening sessions were open to the public, and many meetings were streamed live on the UCF website. Search committee resources — including meeting dates, minutes, videos, search policies, candidate information and more — were posted to UCF’s specially created search website: www.ucf.edu/presidentsearch.

The committee selected Parker Executive Search to assist UCF in attracting the best candidates from around the country. Parker has a national reputation for conducting successful and inclusive searches, including recent presidential or chancellor searches at the University of Illinois, the University of Oregon, the University of Iowa and the University of Tennessee, among others.

In addition to Parker's work to attract candidates, the university advertised the position in *The Chronicle of Higher Education*, *Inside Higher Ed*, *Diverse Issues in Higher Ed*, *Hispanic Outlook on Education* and more. Parker's president called the UCF search the "most advertised search we've been a part of."

The search committee approved a marketing plan that, per Board of Governors' policy, was submitted to the UCF Board of Trustees.

The Board of Trustees annually updates its Presidential Leadership Statement, a list of attributes a new president must possess. The Board of Trustees most recently approved the Presidential Leadership Statement (below) on March 16, 2017.

The successful candidate will demonstrate the following characteristics:

- *A high level of integrity*
- *A strong personal and professional academic background*
- *A sense of commitment to undergraduate education, as well as a dedication to and understanding of graduate and professional education and research*
- *A respect and concern for students*
- *A commitment to inclusion and diversity*
- *A commitment to student success in all areas of the collegiate experience*
- *An understanding and respect for the roles and responsibilities of the faculty*
- *A demonstrated record of building, nurturing, and working with a high caliber leadership team*
- *A demonstrated record of partnership and spirit of entrepreneurship*
- *A willingness to make strategic choices, timely decisions, and responsive actions*
- *The ability to acquire resources from a variety of sources, including fundraising*
- *The ability to work with a variety of governmental agencies*
- *A keen understanding of the unique mission and the ability to lead a multisite metropolitan research university*
- *An appreciation for the significant role of intercollegiate athletics in the life of the university*

Per Board of Governors' policy, the search committee unanimously approved conducting an executive compensation analysis. An independent, third-party firm, Sibson Consulting, a leading expert in the field, conducted a study of the compensation of comparison, aspirational and State University System presidents.

The Board of Trustees unanimously approved the study on January 18, 2018.

More than 40 individuals applied for the position. On February 15, 2018, the search committee reviewed all candidates and invited eight to campus for semifinalist interviews with the committee.

Following interviews on February 22 and February 23, 2018, the committee unanimously voted to invite four finalists to campus for two-day visits with students, faculty, alumni, donors and community partners. Those finalists, in alphabetical order, were:

- Suresh Garimella, Ph.D., executive vice president for research and partnerships, Purdue University
- Mark Kennedy, MBA, president, University of North Dakota
- Dale Whittaker, Ph.D., provost and executive vice president, University of Central Florida
- Matthew Wilson, J.D., president, University of Akron

All finalists accepted the invitations and visited campus from February 28 through March 8, 2018. Each finalist presented in a session open to the public and broadcast live on the presidential search website.

UCF specifically sought advice from business and community leaders in this process. In addition to the meeting with the university stakeholders, each finalist met with:

- George Kalogridis, president, Walt Disney World Resort
- Olga Calvet, senior vice president and chief financial officer at Palmas Services, LLC, and Board of Trustees Chair Emerita
- Rick Walsh, chairman and CEO, Knob Hill Companies
- Tim Giuliani, president and CEO, Orlando Economic Partnership

On March 9, the Board of Trustees conducted individual interviews with each finalist. Before beginning deliberations, trustees reviewed comments submitted by students, faculty, staff, alumni and partners who interacted with each finalist.

The UCF Board of Trustees unanimously selected Dale Whittaker to become the fifth president in the university's 55-year history.

The Board's Nominating and Governance Committee approved an employment agreement with President-elect Whittaker on March 13. The Board of Trustees unanimously approved the agreement the same day.



SECTION 2

Employment Agreement with President-elect Dale Whittaker

UNIVERSITY OF CENTRAL FLORIDA

EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement"), is entered into by and between the University of Central Florida Board of Trustees (the "Board," or the "Board of Trustees"), and A. Dale Whittaker ("Dr. Whittaker") and shall become effective on July 1, 2018. The Board and Dr. Whittaker may hereinafter be collectively referred to as "the Parties."

RECITALS

WHEREAS, the Board of Trustees has conducted an extensive nationwide and public search for the next President of the University of Central Florida (UCF); and

WHEREAS, the Board has offered Dr. Whittaker the position of President of UCF and Dr. Whittaker has accepted such offer subject to execution of this agreement and ratification by the Florida Board of Governors; and

WHEREAS, the parties desire to memorialize the terms and conditions of Dr. Whittaker's employment as President of UCF in this agreement.

NOW, THEREFORE, in consideration of the mutual promises, covenants, and conditions contained herein, and other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

Section 1.0 Term. The Board shall employ Dr. Whittaker as its President for a term beginning on July 1, 2018 and ending on June 30, 2022. If this Agreement is not renewed, Dr. Whittaker shall be eligible for any incentive compensation awards earned in accordance with Section 4.3, subject to applicable withholding and employment taxes.

Section 2.0 Powers and Duties. Dr. Whittaker shall be the President of the University, subject to UCF regulations and policies, and supervision by the Board. Dr. Whittaker shall have the powers and duties reserved to the position of President by the Delegation of Authority to the President dated October 26, 2017 and as established from time to time by the Board (collectively, the "Duties").

Section 3.0 Goals/Evaluation.

Section 3.1 Goals. On or before November 1 of each year, Dr. Whittaker shall provide to the Chair of the Board of Trustees' Compensation and Labor Committee (the "Committee Chair") a list of proposed goals and objectives for the upcoming year, as well as the next 36 months. The Committee Chair and Dr. Whittaker shall discuss Dr. Whittaker's proposed goals and objectives, after which time the Board, or a committee

thereof, shall agree upon finalized goals and objectives for the upcoming year and the next thirty-six (36) month period.

Section 3.2 Evaluation. Dr. Whittaker shall initiate the annual evaluation process by submitting to the Committee Chair a summary his performance during the previous twelve (12) months. Dr. Whittaker will submit the summary by November 1 of each year. This appraisal shall address performance related to each of the goals and objectives established during the previous year. After Dr. Whittaker has submitted this summary, the Board shall evaluate his performance during the previous appraisal period based primarily on his achievement of the mutually agreed upon goals and objectives and to a lesser extent such other criteria as the Board deems appropriate.

Section 4.0 Compensation.

Section 4.1 Annual Base Salary. As compensation for the services to be performed by Dr. Whittaker pursuant to this Agreement, the Board shall pay Dr. Whittaker an initial annual base salary of \$ 506,000. No more of this amount than is allowed by Florida Statutes shall be paid from public funds. The base salary shall be payable according to the pay plan for administrative faculty employees at the University, with appropriate deductions for taxes and benefits. The Board shall review Dr. Whittaker's compensation in connection with the annual evaluation of his performance, as set forth in Section 3.2 of this Agreement.

Section 4.2 Deferred Compensation. While employed as University President, Dr. Whittaker shall receive annual deferred compensation equal to 20% of base salary, payable quarterly. To the maximum extent possible, this sum should be provided through qualified plans (e.g. 403(b), 457, etc.).

Section 4.3 Incentive Compensation. Dr. Whittaker shall be eligible for an annual incentive award, based on the accomplishment of the 36 month goals, established pursuant to section 3.0, for the just concluded three (3) year period in accordance with the Performance Unit Plan (PUP) approved by the Board. If such goals are attained, as determined by the Board, the Board shall pay to Dr. Whittaker a lump sum incentive award. This long-term incentive compensation may be revised for future three-year periods based solely on the discretion of the Board. Amounts earned under the PUP are payable after the conclusion of the three-year performance period and shall be paid in a lump sum (less applicable taxes and deductions) on or before December 31 following the completion of the performance period. As Dr. Whittaker is already a participant in the PUP, on July 1, 2018, Dr. Whittaker shall be awarded additional points under the PUP based upon his new compensation as President and distributions under the PUP shall thereafter be based upon the increased points.

Section 5.0 Benefits.

Section 5.1 Standard Benefits. While employed as University President, Dr. Whittaker shall be eligible to participate in all present and future benefit plans maintained by the University for administrative faculty employees. Such benefits shall include, without limitation, health care, disability and life insurance programs, retirement plans, tax-deferred savings plans, flexible spending accounts, and vacation and sick leave.

Section 5.2 Business/Travel Expenses. While employed as University President, the University shall cover the cost of Dr. Whittaker's reasonable business expenses, including professional dues, meetings, business travel, and entertainment.

Section 5.3 Automobile. While employed as University President, the University shall provide Dr. Whittaker with a monthly automobile allowance of \$800 which will be increased five percent per year.

Section 5.4 Relocation Expenses. The University shall reimburse Dr. Whittaker's reasonable relocation expense in connection with his employment as President of UCF.

Section 5.5 Executive Health and Wellness Program. Dr. Whittaker shall be entitled to participate in a Florida-based executive health and wellness program of his choice and shall be entitled to reimbursement of any amounts not covered by his current health insurance policy.

Section 6.0 Housing. For the benefit and convenience of the University in having the functions of the Office of President most efficiently discharged, while employed as University President, Dr. Whittaker shall be required to reside in the University-owned Burnett House, at the University's expense, during the term of this Agreement. The University shall provide staff with responsibilities for grounds-keeping, repairs, housekeeping services, and general maintenance of the Burnett House and cover all related expenses, including utilities.

For the convenience of the University, the Burnett House shall be available and shall be used for University-related business and entertainment on a regular and continuing basis. Costs associated with such University events shall be paid by the University. If it is not feasible to entertain at the Burnett House due to a large number of invited guests, the University shall provide Dr. Whittaker with another location suitable to host such events and will bear the costs.

Section 7.0 Outside Activities. Dr. Whittaker agrees to faithfully, industriously, and with maximum application of experience, ability, and talent, devote full-time attention and energies to his duties as President. The expenditure of reasonable amounts of time for personal or outside business, as well as charitable and professional development

activities, shall not be deemed a breach of this Agreement, provided such activities do not interfere with the Duties. Dr. Whittaker shall not engage in any activity that may be competitive with or adverse to the best interests of the Board and the University.

With prior approval from the Board, and subject to state statutes regarding conflicts of interest/commitment, Dr. Whittaker may serve on up to two (2) boards of directors of for-profit or corporations. Any and all income or other compensation earned by Dr. Whittaker in connection with board service shall be paid to and retained by him, and such income or other compensation shall have no effect on the amount of salary, compensation, and benefits (he/she) is otherwise entitled to receive hereunder. Dr. Whittaker shall use annual leave when attending to matters pertaining to such personal service if it is during normal work hours and requires a half day or more. Dr. Whittaker may also serve on any national, state or local boards which further the interests of UCF and such service shall not be deemed personal in nature.

Section 8.0 Tenure. Dr. Whittaker has previously been granted a tenured faculty appointment at the rank of professor in the College of Engineering with all rights and privileges associated with such appointment.

Section 9.0 Termination/Resignation

Section 9.1 Termination for Cause. The Board may terminate this Agreement and Dr. Whittaker's employment hereunder for Cause. Cause for this purpose shall mean any one or more of the following:

- A. Neglect or inattention by Dr. Whittaker to the duties of President of the University or Dr. Whittaker's refusal or unwillingness to perform such duties in good faith and to the best of Dr. Whittaker's abilities after reasonably specific written notice of such neglect or inattention has been given to Dr. Whittaker_ from the Chairman of the Board of Trustees and Dr. Whittaker has continued such neglect or inattention during a subsequent period specified by the Board of not less than ninety (90) days; or
- B. Material, significant or repetitive violation or breach by Dr. Whittaker of this Agreement; or
- C. Conviction, a plea of guilty, or a plea of nolo contendere by Dr. Whittaker to a felony, or to a misdemeanor involving moral turpitude; or
- D. Fraud or dishonesty of Dr. Whittaker_ in the performance of his duties or responsibilities hereunder; or

- E. Fraud or dishonesty of Dr. Whittaker in the preparation, falsification or alteration of documents or records; or
- F. Knowing failure by Dr. Whittaker to obtain prior approval for outside activities as required by law or this Agreement; or
- G. Commission of or participation in any act, situation, or occurrence by Dr. Whittaker which brings Dr. Whittaker into public disrepute, contempt, scandal or ridicule or failure by Dr. Whittaker_ to conform his personal conduct to conventional standards of good citizenship, with such conduct offending prevailing social mores and values and/or reflecting unfavorably upon University's reputation and overall primary mission and objectives, including but not limited to, acts of dishonesty, misrepresentation, fraud, or violence that may or may not rise to a level warranting criminal prosecution by the relevant authorities.

In the event the Board determines there are grounds to terminate Dr. Whittaker for cause pursuant to sub-paragraphs B through G, the Board may terminate Dr. Whittaker's employment in any capacity with UCF. and Dr. Whittaker shall no longer be entitled to receive any compensation under this agreement and shall forfeit any additional compensation accrued but not earned pursuant to paragraph 8.5. The Board may suspend Dr. Whittaker for a period not to exceed ninety (90) days for any one or more of the acts or omissions representing grounds for termination for cause under this sub-paragraph without waiving the right of termination. During a period of suspension under this sub-paragraph, Dr. Whittaker shall only be entitled to receive the base salary provided by section 4.1. If the Board terminates Dr. Whittaker's employment for Cause pursuant to sub-paragraph A, Dr. Whittaker may continue to be employed by UCF as a full professor with the compensation described in paragraph 9.3

Section 9.2 Termination Without Cause. The University may terminate this agreement without cause at any time for the convenience of the University upon thirty (30) days prior written notice to Dr. Whittaker. In that event, Dr. Whittaker shall be entitled to receive a lump sum payment equal to twenty weeks of base salary or return to faculty at a salary of 85% of base salary. Dr. Whittaker's death or permanent disability as defined in Section 9.4, shall not constitute termination without cause.

Section 9.3 Resignation as President. In the event Dr. Whittaker resigns his employment as President of the University in a timely manner that is acceptable to the Board, and elects to return to the tenured faculty in a teaching, research or service role, Dr. Whittaker shall be paid 85 % of his base salary and shall have the option of spending the first academic year (two semesters) immediately following his resignation on sabbatical, to prepare for his return to faculty, providing that such sabbatical is subject to

the terms and conditions of the University's sabbatical program, including, without limitation, Dr. Whittaker's agreement to repay the University any salary he receives while on sabbatical if he does not return to the University for at least two consecutive semesters (excluding summers) immediately following participation in the sabbatical program. No other benefits or compensation referenced in this Agreement shall continue. However, Dr. Whittaker shall be eligible for any incentive compensation awards heretofore granted in accordance with Section 4.3.

Section 9.4 Death/Permanent Disability. In the event Dr. Whittaker is unable to complete the term of this Agreement due to death or permanent disability as defined in section 409A of the Internal Revenue Code, (he/she) or his estate shall be entitled to receive an amount equal to one year of base salary (Section 4.1) due under the Agreement. In the case of disability, the one year period shall be calculated beginning with the initial date of disability, and payable on a bi-weekly basis. In the case of death, the payment shall be made within thirty (30) days of due notice by the proper estate authority.

In the event of Dr. Whittaker's death during his service as President, his spouse shall be entitled to remain in the University-owned residence for up to sixty (60) days after Dr. Whittaker's death. The Board, in its sole discretion, may extend this sixty (60) day period.

Section 10.0 Dispute Resolution. The Board and Dr. Whittaker agree that if any dispute arises concerning this Agreement they will first attempt in good faith to resolve the dispute to their mutual satisfaction. If they are unable to do so, the Board and Dr. Whittaker agree that they will submit the dispute to binding arbitration in Orlando, Florida, in accordance with the Commercial Arbitration Rules of the American Arbitration Association then in effect. The Board and Dr. Whittaker agree that an arbitrator may not be a University employee or have any material ongoing relationship with the University. The filing fee and all costs of the arbitration and the arbitrator(s) fees shall be divided equally between the parties. Each party shall bear their own costs of any legal fees associated with the dispute and the arbitration proceeding.

Section 11.0 Notice. Unless and until changed by a party giving written notice to the other, the addresses below shall be the addresses to which all notices required or allowed by this Agreement shall be sent to:

If to the University:
Chair, Board of Trustees
University of Central Florida

If to Dr. Whittaker:
Dr. A. Dale Whittaker, President
University of Central Florida

4365 Andromeda Loop N.
Suite 360
Orlando, FL 32816

4365 Andromeda Loop N.
Suite 360
Orlando, FL 32816

Section 12.0 Severability and Waiver. If any portion of this Agreement shall be held to be invalid, inoperative, or unenforceable, then, so far as possible, effect shall be given to the intent manifested by the portion held invalid, inoperative, or unenforceable, and the remainder of this Agreement shall remain in full force and effect. No waiver or failure to enforce any or all rights under this Agreement by either party on any occasion shall constitute a waiver of that party's right to assert the same or any other rights on that or any other occasion.

Section 13.0 Governing Law. This Agreement shall be interpreted and construed and the rights and obligations of the parties hereto shall be determined in accordance with the laws of the State of Florida, excluding its choice of law rules.

Section 14.0 Counterparts. This Agreement may be executed in counterparts, and by the parties on separate counterparts each of which, when so executed, shall constitute but one in the same instrument.

Section 15.0 Modification of Agreement. This Agreement represents the complete understanding of the parties and supersedes any previous or contemporaneous written or oral representations made by either party. There are no other promises, understanding, obligations, inducements, undertakings, or considerations between the parties or owed by either party to the other that are not set forth in this Agreement. This Agreement may be modified or amended only by mutual written consent of the parties.

Section 16.0 Personal Contract. The obligations and duties of Dr. Whittaker shall be personal and not assignable or delegable in any manner whatsoever. This Agreement shall be binding upon and inure to the benefit of Dr. Whittaker and his executors, administrators, heirs, successors, and permitted assigns, and upon the University and its successors and assigns.

Section 17.0 No Trust Fund. Nothing contained in this Agreement and no action taken pursuant to the provisions of this Agreement shall create or be construed to create a trust of any kind. To the extent that Dr. Whittaker acquires a right to receive payments from the University under this Agreement, the University's obligation to make such payments represents an unfunded promise or covenant to pay such amount running from the University to Dr. Whittaker.

Section 18.0 Understanding of the Agreement. Both parties represent that they have thoroughly read this Agreement, that they understand it to be a binding contract, that they understand each provision, term, and condition of this Agreement as

well as its legal effect, and that they have signed the Agreement voluntarily and of their own free will with the intention to comply with its terms.

Section 19.0 Disclosure of the Agreement. Both parties agree and acknowledge that this Agreement may be subject to the Florida public records law, Chapter 119, or other provisions, and may, therefore, be subject to disclosure by and in the manner provided for by law.

Section 20.0 Section 409A. The parties intend that benefits under this agreement are to be either exempt from, or comply with, the requirements of Section 409A of the Internal Revenue Code and the regulations issued thereunder ("Section 409A"), and this Agreement shall be interpreted and administered in accordance with the intent that Dr. Whittaker not be subject to tax under Section 409A. If any provision of the Agreement would otherwise conflict with or frustrate this intent, that provision will be interpreted and deemed amended so as to avoid the conflict. Any reference in this Agreement to "termination of employment", "separates from service" or similar phrase shall mean an event that constitutes a "separation from service" within the meaning of Section 409A. All reimbursements and in-kind benefits shall be provided in accordance with Treasury Regulation Section 1.409A-3(i)(iv).

Section 21.0 Miscellaneous. The headings in this Agreement are for convenience only and shall not be used in construing or interpreting this Agreement. The terms "Board," "Board of Trustees" and "University" as used herein, where applicable or appropriate, shall be deemed to include or refer to any duly authorized board, committee, or officer of said entity. Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely.

IN WITNESS WHEREOF, the President and the authorized representative of the Board of Trustees have executed this Agreement to be effective as of July 1, 2018.

University of Central Florida Board of
Trustees

By: _____
Marcos R. Marchena
Chairman

(Date)

By: _____
John R. Sprouls
Chair, Board of Trustees Compensation and Labor
Committee

(Date)

By: _____
A. Dale Whittaker

(Date)



SECTION 3

Presidential Compensation Market Analysis

UNIVERSITY OF CENTRAL FLORIDA



University of Central Florida

PRESIDENT MARKET COMPENSATION ASSESSMENT

January 8, 2018

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Introduction and Study Methodology

- The University of Central Florida (“UCF” or “the University”) engaged Sibson Consulting (“Sibson”) to conduct a market compensation assessment to prepare for the contract negotiations for the new President
- Data was gathered from The Chronicle of Higher Education Executive Compensation database (“the Chronicle”) for Fiscal Year 2015 – 2016
- Data for the State University System of Florida (SUS) is also provided and reflects the 2016 – 2017 Presidential Compensation Survey (as of June 30, 2017) conducted by the System
- Market data was aged to July 1, 2018 using a 2.7% annual update factor for base salary, incentives, other compensation, and retirement and deferred compensation, and an 8% update factor for non-taxable benefits¹

Key Compensation Terms Presented

- **Total Cash Compensation (TCC):** Reflects the sum of base salary and bonus/incentive compensation
- **Total Remuneration (TR):** Reflects the sum of total cash compensation, other taxable compensation, retirement and deferred compensation, and nontaxable benefits
- **Percentile:** Reflects a competitive position within the group. A percentile is a measurement indicating the relative positioning within a group of observations. For example:
 - The 20th percentile is the value below which 20% of the observations may be found
 - If a value is at the 86th percentile, it is higher than 86% of the data points

¹ Source: Sibson's Annual Compensation Planning Survey analyzing salary increase budgets by industry and job classification.

Introduction and Study Methodology *continued*

Data Sources and Definitions

| Compensation Component | Data Source: The Chronicle of Higher Education Compensation Database |
|--------------------------------------|--|
| Base Salary | Total base salary provided to the chief executive, including compensation from private university-related foundations |
| Bonus and Incentive Compensation | The value of all bonuses and incentive compensation paid out to the chief executive |
| Other Compensation (Taxable) | Miscellaneous pay and benefits, including, tax gross-ups (money an employer provides an employee for taxes paid on benefits), vacation leave cashed out, debt forgiveness, fellowships, employer-provided vehicles and parking, housing payments, travel, meals, moving expenses, entertainment, spending accounts, and club dues. May also include interest accrued on deferred compensation. |
| Retirement and Deferred Compensation | Payments made by the university on behalf of the chief executive to a retirement plan that is available to any university employee during the fiscal year. This can include 401(k) plans, state pension plans, and other retirement plans that are broadly available <i>plus</i> deferred compensation set aside in the fiscal year covered that is to be paid out in future years. This includes contributions to supplemental executive retirement plans and does not overlap with any compensation paid out in the reported year. |
| Nontaxable Benefits | Health and medical benefits, life insurance, housing provided by the employer, personal legal and financial services, dependent care, adoption assistance, tuition assistance, and cafeteria plans. |

Table of Contents

This report is organized into the following sections:

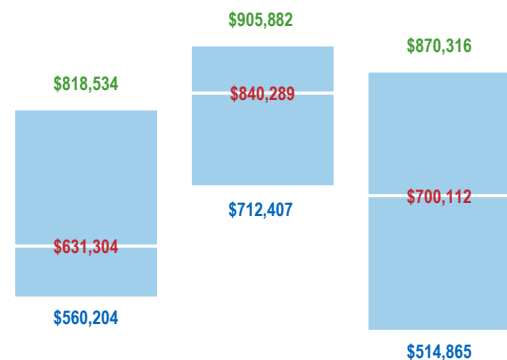
- 1. Market Assessment Results:** Details and summarizes market compensation levels for various pay components for the peer group as well as for the State University System of Florida; summarizes Presidential perquisites
- 2. Executive Compensation Practices and Governance in Higher Education:** High-level summary of additional trends within Higher Education related to executive compensation and description of effective and emerging governance practices; for informational purposes only

Market Assessment Results

Executive Summary

- **Total Remuneration:**^{1,2} Median total remuneration for the comparison peers is ~\$630,000. The median for the aspirational peers is ~\$840,000, approximately 30% higher. The median for SUS institutions is ~\$700,000
- **Bonus and Incentives:** Five comparison peers (45%) and three aspirational peers paid an incentive/bonus with an average value of ~\$75,000 and ~\$160,000, respectively. Bonus/incentives are significantly more prevalent at SUS institutions with all but four institutions paying an incentive/bonus with an average value of ~\$140,000
- **Retirement and Deferred Compensation:** Ten comparison peers (91%) and seven aspirational peers (88%) provided a retirement benefit at a median value of ~\$36,000. Seven comparison peers (64%) and three aspirational peers (38%) offered deferred compensation, at an average value of ~\$190,000 and ~\$180,000, respectively
- **Perquisites:** 82% of comparison peers provided a housing benefit and an automobile benefit, either provided by the institution or as an annual allowance. 75% of aspirational peers provided housing and 88% provided an automobile benefit. Additional perquisites provided include health or social club dues, personal services, cellular phone allowances, and executive life insurance. This is generally consistent with the SUS institutional practices

TOTAL REMUNERATION¹



Peer Group
(n=11)

Aspirant Group
(n=8)

State University²
System of Florida
(n=12)

75th Percentile
50th Percentile
25th Percentile

¹ Total Remuneration reflects the sum of base salary, bonus and incentive compensation, other taxable compensation, retirement and deferred compensation, and nontaxable benefits.

² SUS compensation data reflects the sum of base salary, bonus, other cash compensation, annuity, housing allowance, and car allowance.

Market Assessment Results

Executive Summary continued

| Criteria Evaluated | Comparison Peers (N=11) | Aspirational Peers (N=8) |
|---|--|--|
| Base Salary | <ul style="list-style-type: none"> Median: \$484,520 P25th – P75th: \$433,462 – \$541,399 P25th – P75th Range Spread: 25% | <ul style="list-style-type: none"> Median: \$566,748 P25th – P75th: \$529,015 – \$637,937 P25th – P75th Range Spread: 21% |
| Bonus & Incentive Compensation | <ul style="list-style-type: none"> Prevalence: 45% Average Value: \$73,752 Payout Range: \$791 to \$157,508 | <ul style="list-style-type: none"> Prevalence: 38% Average Value: \$158,473 Payout Range: \$105,473 to \$211,737 |
| Retirement & Deferred Compensation | <ul style="list-style-type: none"> Retirement Prevalence: 91% Median Value: \$36,214 per year (retirement only) Deferred Compensation: 64% offer deferred compensation, all but one in addition to retirement—average value of \$188,746 | <ul style="list-style-type: none"> Retirement Prevalence: 88% Median Value: \$36,134 per year (retirement only) Deferred Compensation: 38% offer deferred compensation in addition to retirement—average value of \$179,076 |
| Perquisites | <ul style="list-style-type: none"> Housing: 82% (either provided by the institution or an allowance) Automobile: 82% (either provided by the institution or an allowance) Other perquisites offered by both groups include personal services, health or social club membership, cellular phone allowances, and executive life insurance | <ul style="list-style-type: none"> Housing: 75% (either provided by the institution or an allowance) Automobile: 88% (either provided by the institution or an allowance) |
| Pay Mix | <ul style="list-style-type: none"> 76% cash¹ / 24% non-cash | <ul style="list-style-type: none"> 79% cash¹ / 21% non-cash |
| Total Remuneration² | <ul style="list-style-type: none"> Median: \$631,304 P25th – P75th: \$560,204 – \$818,534 P25th – P75th Range Spread: 46% Two institutions have total remuneration above \$1,000,000 | <ul style="list-style-type: none"> Median: \$840,289 P25th – P75th: \$712,407 – \$905,822 P25th – P75th Range Spread: 27% One institution has total remuneration above \$1,000,000 |

¹ Reflects the sum of base salary and bonus and incentive compensation.

² Total Remuneration reflects the sum of base salary, bonus and incentive compensation, other taxable compensation, retirement and deferred compensation, and nontaxable benefits.



1. Market Assessment Results

- 2. Executive Compensation Practices and Governance in Higher Education
- 3. Appendix



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Introduction to Market Assessment

The following pages presents the market results including the following analyses:

- 1. Total Remuneration Summary:** Market levels for all components of pay. Includes medians as well as other percentiles
- 2. Pay Mix:** Mix of cash and non-cash compensation in the market
- 3. Total Remuneration and Total Expenses Regression:** A regression showing the strength of the relationship between a President's total remuneration and the institution's total expenses. Since total expenses are a reflection of the institution's size and complexity, it often shows a relationship to compensation among the comparison group

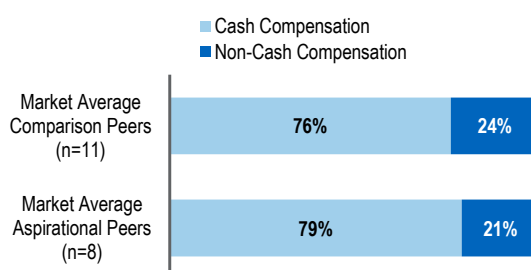
Market Assessment Summary

Comparison and Aspirational Peers

TOTAL REMUNERATION SUMMARY

| | | Base Salary | Bonus & Incentive Compensation | Total Cash Compensation | Other Compensation | Retirement & Deferred Compensation | Non-Taxable Benefits | Total Remuneration |
|-----------------------------|-----------------------------|----------------|--------------------------------|-------------------------|--------------------|------------------------------------|----------------------|--------------------|
| Comparison Peers (N=11) | 25 th Percentile | \$433,462 | \$0 | \$433,462 | \$0 | \$68,592 | \$5,971 | \$560,204 |
| | Median | 484,520 | 0 | 517,776 | 252 | 105,473 | 19,370 | 631,304 |
| | 75 th Percentile | 541,399 | 65,679 | 576,461 | 2,500 | 205,082 | 27,719 | 818,534 |
| | 90 th Percentile | 603,449 | 79,105 | 656,186 | 26,475 | 259,886 | 32,848 | 1,122,489 |
| Aspirational Peers (N=8) | 25 th Percentile | 529,015 | 0 | 529,015 | 0 | 29,221 | 4,799 | 712,407 |
| | Median | 566,748 | 0 | 566,748 | 0 | 93,059 | 10,979 | 840,289 |
| | 75 th Percentile | 637,937 | 118,657 | 801,269 | 0 | 180,907 | 16,242 | 905,822 |
| | 90 th Percentile | 744,717 | 174,268 | 896,585 | 174,030 | 246,864 | 75,198 | 1,203,158 |

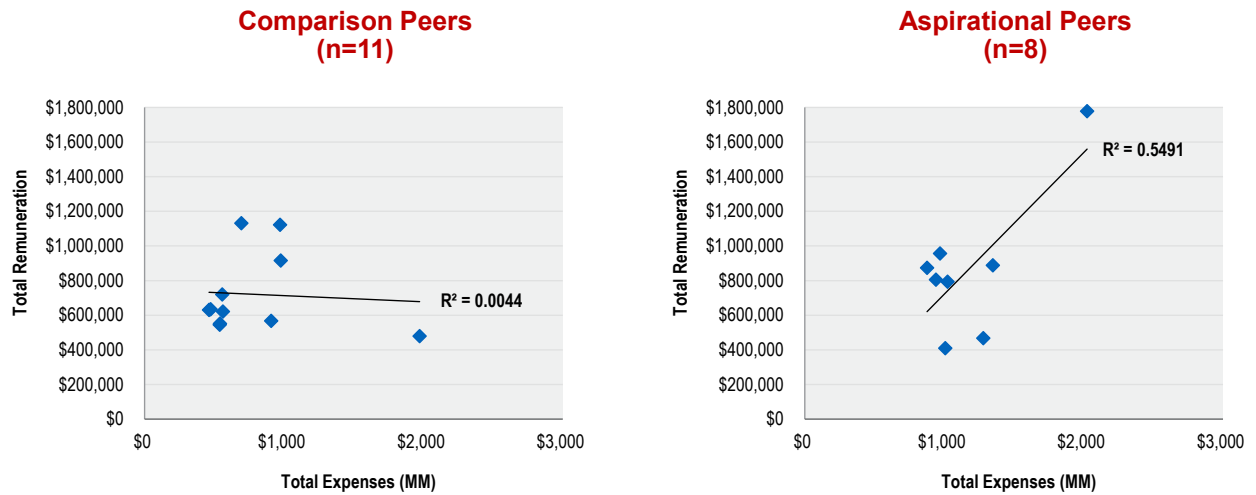
PAY MIX: CASH VS. NON-CASH



Market Assessment Summary *continued*

Comparison and Aspirational Peers

TOTAL REMUNERATION AND TOTAL EXPENSES REGRESSION



Market Compensation Details

Comparison Peers

TOTAL REMUNERATION DETAILS (n=11)

| Institution Name | Incumbent Name ¹ | Market Data | | | | | | |
|--|-----------------------------|-------------|--------------------------------|-------------------------|--------------------|------------------------------------|----------------------|--------------------|
| | | Base Salary | Bonus & Incentive Compensation | Total Cash Compensation | Other Compensation | Retirement & Deferred Compensation | Non-Taxable Benefits | Total Remuneration |
| Georgia State University | Mark P. Becker | \$565,023 | \$0 | \$565,023 | \$0 | \$553,191 | \$14,102 | \$1,132,315 |
| Kent State University | Beverly J. Warren | 484,520 | 79,105 | 563,625 | 0 | 126,717 | 30,653 | 720,995 |
| Portland State University | Marinus Wilhelmus Wievel | 423,685 | 0 | 423,685 | 3,911 | 181,231 | 22,478 | 631,304 |
| San Diego State University | Elliot L. Hirshman | 443,239 | 0 | 443,239 | 1,088 | 68,357 | 32,848 | 545,533 |
| University of Akron | Scott Scarborough | 517,776 | 0 | 517,776 | 0 | 92,049 | 24,786 | 634,611 |
| University of Delaware | Nancy Targett | 462,847 | 0 | 462,847 | 40,607 | 45,828 | 19,370 | 568,652 |
| University of Houston | Renu Khator | 735,039 | 157,508 | 892,548 | 1,008 | 228,933 | 0 | 1,122,489 |
| University of New Mexico | Robert G. Frank | 374,429 | 0 | 374,429 | 0 | 105,473 | 0 | 479,902 |
| University of North Carolina—Charlotte | Philip L. Dubois | 408,707 | 791 | 409,499 | 26,475 | 68,826 | 46,956 | 551,755 |
| University of Texas—Arlington | Vistasp Karbhari | 509,277 | 78,622 | 587,899 | 252 | 22,391 | 11,941 | 622,484 |
| Virginia Commonwealth University | Michael Rao | 603,449 | 52,736 | 656,186 | 0 | 259,886 | 0 | 916,072 |
| Comparison Peers (n=11) | 25 th Percentile | 433,462 | 0 | 433,462 | 0 | 68,592 | 5,971 | 560,204 |
| | Median | 484,520 | 0 | 517,776 | 252 | 105,473 | 19,370 | 631,304 |
| | 75 th Percentile | 541,399 | 65,679 | 576,461 | 2,500 | 205,082 | 27,719 | 818,534 |
| | 90 th Percentile | 603,449 | 79,105 | 656,186 | 26,475 | 259,886 | 32,848 | 1,122,489 |

¹ Reflects the incumbent at the time of data collection in The Chronicle of Higher Education survey.

Market Compensation Details

Aspirational Peers

TOTAL REMUNERATION DETAILS (n=8)

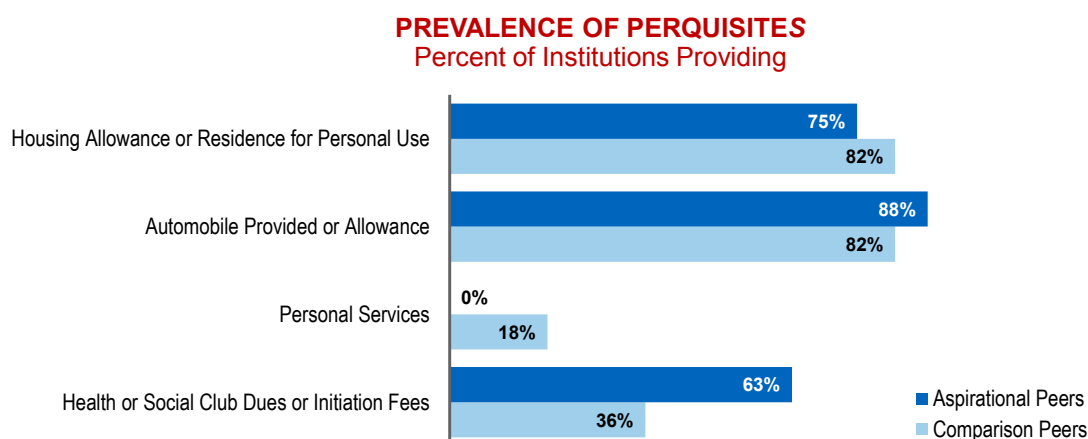
| Institution Name | Incumbent Name ¹ | Market Data | | | | | | |
|--|-----------------------------|-------------|--------------------------------|-------------------------|------------------------|------------------------------------|----------------------|--------------------|
| | | Base Salary | Bonus & Incentive Compensation | Total Cash Compensation | Other Compensation | Retirement & Deferred Compensation | Non-Taxable Benefits | Total Remuneration |
| Arizona State University | Michael M. Crow | \$884,346 | \$158,209 | \$1,042,555 | \$580,101 ² | \$137,642 | \$18,196 | \$1,778,494 |
| Auburn University | Jay Gogue | 567,449 | 0 | 567,449 | 0 | 298,066 | 8,505 | 874,020 |
| North Carolina State University | W. Randolph Woodson | 622,290 | 211,737 | 834,027 | 0 | 48,475 | 6,399 | 888,901 |
| Oregon State University | Edward J. Ray | 566,048 | 0 | 566,048 | 0 | 224,920 | 15,591 | 806,559 |
| University of Cincinnati | Santa J. Ono | 553,733 | 0 | 553,733 | 0 | 31,836 | 208,202 | 793,771 |
| University of Colorado at Boulder | Philip DiStefano | 454,863 | 0 | 454,863 | 0 | 0 | 13,453 | 468,317 |
| University of Nebraska at Lincoln | Harvey S. Perlman | 388,648 | 0 | 388,648 | 0 | 21,375 | 0 | 410,023 |
| University of South Carolina at Columbia | Harris Pastides | 684,877 | 105,473 | 790,350 | 0 | 166,236 | 0 | 956,585 |
| Aspirational Peers (n=8) | 25 th Percentile | 529,015 | 0 | 529,015 | 0 | 29,221 | 4,799 | 712,407 |
| | Median | 566,748 | 0 | 566,748 | 0 | 93,059 | 10,979 | 840,289 |
| | 75 th Percentile | 637,937 | 118,657 | 801,269 | 0 | 180,907 | 16,242 | 905,822 |
| | 90 th Percentile | 744,717 | 174,268 | 896,585 | 174,030 | 246,864 | 75,198 | 1,203,158 |

¹ Reflects the incumbent at the time of data collection in The Chronicle of Higher Education survey.

² Amount shown and reported reflects a 10-year retention bonus payout.

Perquisite Prevalence

Comparison and Aspirational Peers



- The perquisites reported above only include categories reported by The Chronicle of Higher Education. The value of these and other benefits and perquisites (both taxable and non-taxable) is now reported for the first time by the Chronicle, and is included as part of Total Remuneration in this report
- However, based on our review of the data and our experience conducting similar studies, we believe that many respondents are not reporting the value of these perquisites in their data submissions to the Chronicle. Specifically, while 82% of comparison institutions report providing housing and auto perquisites, approximately half have a value reported in other compensation

Market Compensation Details

State University System of Florida (SUS)

State University System of Florida 2016-17 PRESIDENTIAL COMPENSATION SURVEY (as of June 30, 2017)

| Institution Name | President | Total Salary ¹ | Bonus ² | Total Other ³ | Annuity ⁴ | Housing Allowance ⁵ | Car ⁶ | Total Compensation |
|--|-----------------------------------|---------------------------|--------------------|--------------------------|----------------------|--------------------------------|------------------|--------------------|
| Florida Agricultural and Mechanical University | Larry Robinson | \$385,000 | \$0 | \$0 | \$0 | \$43,867 | \$15,040 | \$443,907 |
| Florida Atlantic University | John William Kelly | 459,034 | 120,000 | 1,925 | 62,640 | Provided by University | Yes | 643,599 |
| Florida Gulf Coast University | Wilson Bradshaw | 425,823 | 145,000 | 1,985 | 63,717 | 50,000 | Yes | 686,525 |
| Florida International University | Mark B. Rosenberg | 502,578 | 100,000 | 99,620 | 0 | Provided by University | 11,500 | 713,698 |
| Florida Polytechnic University | Randy Avent | 411,622 | 79,695 | 0 | 37,000 | 0 | 10,200 | 538,517 |
| Florida State University | John Thrasher | 501,967 | 100,000 | 108,655 | 0 | Provided by University | 10,800 | 721,422 |
| New College of Florida | Donal O'Shea | 275,000 | 0 | 0 | 41,250 | 36,000 | 5,000 | 357,250 |
| University of Central Florida | John C. Hitt | 505,730 | 164,475 | 502,787 ⁷ | 101,146 | Provided by University | Yes | 1,274,138 |
| University of Florida | W. Kent Fuchs | 872,900 | 0 | 310,000 | 0 | Provided by University | 0 | 1,182,900 |
| University of South Florida | Judy Genshaft | 491,609 | 175,000 | 502,787 | 98,700 | 0 | 11,856 | 1,279,952 |
| University of West Florida | Martha Saunders | 334,769 | 0 | 1,950 | 58,196 | 24,000 | 14,000 | 432,915 |
| University of North Florida | John A Delaney | 397,490 | 218,500 | 9,188 | 79,804 | 53,366 | 7,773 | 766,121 |
| | 25th Percentile | 394,368 | 39,848 | 1,444 | 18,500 | 36,000 | 7,773 | 514,865 |
| | 50th Percentile | 442,429 | 100,000 | 5,587 | 58,196 | 43,867 | 10,800 | 700,112 |
| | 75th Percentile | 502,120 | 154,738 | 158,991 | 71,761 | 50,000 | 11,856 | 870,316 |
| | 90th Percentile | 505,415 | 175,000 | 483,508 | 98,700 | 52,020 | 14,208 | 1,265,014 |

¹ Annual contract salary, including salary increases for the specified year, paid from State funds plus the annual salary supplement, if any, paid from non-State funds.

² Actual amount of any bonuses provided during the fiscal year.

³ Amount of annual State contract compensation, if any, for items other than salary and housing (exclude fringe benefits) plus annual amount of all other compensation, if any, provided from non-State sources.

⁴ Annual amount contributed, if any, to an annuity.

⁵ Annual amount, if any, for housing allowance provided from other than State sources.

⁶ If funds are provided for a car, the annual amount provided.

⁷ Reflects retention incentive of \$491,000, which is equal to one year of additional base salary paid for FY 2013-2014 and paid out in July 2016 per the 5th Amended and Restated Employment Agreement, Section 8.5 with Dr. John Hitt.

1. Market Assessment Results

2. Executive Compensation Practices and Governance in Higher Education

3. Appendix



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Introduction

Changing Landscape of Executive Pay

Over the last two decades there has been significant change in the executive compensation landscape within Higher Education. This landscape has been defined by a host of factors, including volatile financial markets, external regulatory influences, and the evolution of management practices within the industry.

Drivers of Change

1. More complex leadership roles with greater demands and pressures
2. Financial constraints, including less state funding for public institutions
3. Intense media attention, especially concerning pay levels
4. Increasing regulatory scrutiny
5. Greater transparency and availability of pay information
6. The growing importance of fundraising efforts
7. An increasing number of executives and trustees coming from the private sector (with corresponding management perspectives)
8. Aging of the executive workforce and expectations for generational transition

The evolving landscape has produced trends and emerging executive compensation practices which are summarized on the following pages.

Trends in Higher Education Executive Compensation

Institutions are looking more strategically at executive compensation. Below are topics currently gaining traction within Higher Education Board rooms:

- 1. Competitive Market Intelligence:** There is an ever increasing demand for data and analysis frequency; many institutions are experiencing “survey fatigue” as peers continue to ask for more detailed information
- 2. Pay Levels:** Executive pay levels have been rising significantly, driven by competitive markets for talent, increased pay transparency,¹ and broader market practices in the private sector. Based on our client studies, we estimate that the total cost of executive compensation has increased at a rate of 4% – 7% annually since 2010.
- 3. Optics and Transparency of Pay:** As compensation levels have increased, there is a more vigilant focus on optics and how programs will be perceived, both within the institution and externally. Given intense media and public scrutiny over perceptions of excessive compensation, programs need to be unassailable with a defined rationale for decision-making.
- 4. Peer Groups:** The peer group development process is becoming more sophisticated. In addition to traditional criteria such as institutional size, as measured by operating budget and student FTE, consideration is being given to funding sources, endowment, retention rate, graduation rate, admission yield, student-to-faculty ratio, geography, etc. The number of institutions included in the peer group is also increasing to ensure sufficiency of data, and a representative sample of practices when compared over time (i.e., 20 – 30 institutions is recommended). Several institutions also examine an aspirational peer group of schools.

¹ While counterintuitive, greater transparency of compensation frequently leads to increasing pay levels across the market as leaders strive to be paid at or above the median. It is related to the Lake Wobegon Effect which is defined as a natural human tendency where all or nearly all of a group claim to be above average.

Trends in Higher Education Executive Compensation *continued*

5. **Prevalence of Incentives:** The use of incentive pay among executives has been increasing across Higher Education. Between 20% – 30% of institutions provide incentives broadly among the executive team. This has risen from 10% – 20% over the last ten years. Incentives are used more prevalently in private vs. public institutions. We expect this growth to continue because of the following:
 - Gradual transition to a traditional business-oriented management model
 - Financial constraints, competing interests for capital, and the need for efficiency calls for more pay-at-risk
 - An influx of executive talent from outside of Higher Education; these leaders are accustomed to variable pay
 - Boards of Trustees are also increasingly comfortable governing variable pay
 - A desire to increasingly differentiate compensation for the institutions' best performing executives
6. **Executive Benefits and Perquisites:** The variety of executive benefit and perquisite offerings is increasing, as are institutions' investments in such programs. Common programs include housing, car allowances, executive physicals, country club memberships, sports tickets/suites, first class travel, spousal travel, and financial/estate planning services. A recent survey of 40 prestigious public and private institutions conducted by Sibson found that 30% provided greater than \$10,000 in annual perquisite value to non-presidential executives (excluding housing). 50% of presidents receive more than \$25,000 in perquisites annually.
7. **Deferred Compensation Arrangements:** In addition to retirement plans provided to all employees, executives are increasingly provided supplemental executive compensation plans or deferred compensation arrangements as part of their compensation package. A survey conducted by Sibson found that between 40% – 60% of large universities provide select executives additional deferred compensation benefits above the qualified limits. Alternatives include 457(b) and 457(f) plans, executive life insurance arrangements, and cash retention arrangements.

Trends in Higher Education Executive Compensation *continued*

- 8. Executive Compensation Governance:** As the scrutiny over executive compensation has increased, Higher Education institutions have gradually been implementing changes in their governance practices and tools. In doing so, the most progressive institutions have looked to the corporate sector to adopt practices employed by public and private companies, and apply them within the unique environment of Higher Education. Compensation oversight practices should be based on sound governance principles, the institution's unique culture and operating dynamics, and the strength of the overall governance model. Emerging governance trends include:
- More explicit Compensation Committee charters
 - Formal annual calendars and standing agendas
 - Decision-rights matrices that define accountability for specific actions and decisions related to compensation
 - A rigorous Presidential assessment process
 - Competitive assessment analytics and other tools to guide decisions about how and how much to pay. These include tally sheets, total compensation statements, termination scenario analysis, etc.
- 9. Succession Planning:** There is a significant number of Presidents and other executive roles that are approaching retirement age. A recent study by the American Council on Education found that ~60% of Chancellors/Presidents are older than age 61; in 2007 it was only 49%.¹ As more executives approach retirement, it creates competition in the market, which makes it more difficult to find candidates and increases the cost of hire. While the vast majority of institutions have a predisposition to conduct external searches, many have begun exploring internal succession planning protocols, in an effort to develop talent from within, promote continuity, and ensure a smooth transition from one leader to the next.

¹ "On the Pathway to the Presidency 2013."

Executive Compensation Governance

As the scrutiny over executive compensation has increased, Higher Education institutions have gradually been implementing changes in their governance practices and tools. In doing so, the most progressive institutions have looked to the corporate sector to adopt practices employed by public and private companies, and apply them within the unique environment of Higher Education.

There are no universal boiler plate solutions for committees to adopt. Compensation oversight practices should be based on sound governance principles, the institution's unique culture and operating dynamics, and the strength of the overall governance model.

This section provides an overview of state of governance in Higher Education and includes the following:

1. Foundations of Effective Compensation Committees: Typical Role and Purview
2. Tools and Resources for Effective Compensation Governance:
 - Executive compensation philosophy
 - Compensation Committee charter/operating guidelines
 - Decision rights and responsibilities
 - Annual calendar
 - Tally sheets
 - Termination scenarios

Foundations of Effective Compensation Committees

Typical Role and Purview

Annual Responsibilities

- Review executive pay competitiveness and efficacy
- Presidential evaluation
- Presidential compensation recommendations and approval
- Review and approval of institution-wide merit budget
- Talent review and approval of compensation for key executives (led by President)
- Succession planning assessment

Ongoing Accountabilities

- Establish, review, and update compensation philosophy and peer institutions
- Approval of any executive contracts or renewals
- Review and approval of any changes to:
 - Executive incentive designs, benefits, perquisites, and deferred compensation
 - Institution-wide compensation and benefit programs (with broad cost implications)

Tools and Resources for Effective Compensation Governance

| Element | Effective Practices |
|--------------------|--|
| Best Practices | <ul style="list-style-type: none">• Executive compensation philosophy*• Compensation Committee charter/operating guidelines*• Decision rights and responsibilities*• Annual calendar* |
| Emerging Practices | <ul style="list-style-type: none">• Tally sheets*• Termination scenarios*• Committee member onboarding and education• Committee performance and self-evaluation |

*Additional details or illustrations of the above tools can be found on the following pages.

Elements of an Executive Compensation Philosophy

Below is Sibson Consulting's framework for an executive compensation philosophy for Higher Education institutions. This philosophy documents the institution's perspectives/strategy with regard to the following components:

| | |
|---|---|
| Institutional Alignment | <ul style="list-style-type: none"> How compensation supports and reinforces the strategic objectives of the institution and its values |
| Elements of Rewards | <ul style="list-style-type: none"> What rewards are used, the purpose for each, relative emphasis and executive eligibility |
| Comparison Markets | <ul style="list-style-type: none"> The criteria and rationale used for selecting comparator institutions to benchmark compensation The institutions selected, including any custom or unique views |
| Performance Measurement and Goal Setting | <ul style="list-style-type: none"> How to measure performance on an institutional and individual basis The vehicles and processes to use to measure and communicate performance and how they link to compensation outcomes |
| Compensation Prominence | <ul style="list-style-type: none"> The relative prominence of pay in the rewards model The role of pay in attracting and retaining talent versus other factors |
| Pay Positioning | <ul style="list-style-type: none"> The target pay positioning relative to the comparison markets (in aggregate and for certain roles if they differ) The factors influencing individual pay positioning and decision making |
| Program Administration | <ul style="list-style-type: none"> Decision-making roles and accountabilities of the Board (as a whole), Compensation Committee, President, executive team, human resources, and others |
| Communication/ Transparency | <p>The degree of openness in sharing information on pay including:</p> <ul style="list-style-type: none"> Explanation of compensation strategy Explanation of compensation program design Expectations setting Performance evaluation process and results Consequences |

Compensation Committee Charter/Operating Guidelines

- Constitutes the governing rules for the Committee. Provides details regarding the Committee's purpose, composition, responsibilities and expectations, authority, and meeting procedures used in carrying out its duties
- The full charter is often not published, but is used by the Board and the Committee; a shorter summary may be created for public view
- Reviewed and refreshed regularly (e.g., every 36 months) typically as part of a Governance or Compensation Committee's responsibilities
- Typically includes the following topics:
 - **Purpose:** identifies, at a high level, the role of the Committee and what is delegated from the full Board
 - **Composition:** states specific expertise required for membership, committee size, how it is staffed, and terms (including any rotation requirements)
 - **Authority:** specifically defines the level of authority the Committee has in regard to taking actions that affect the institution (e.g., recommendations-only or final decision-making) and what needs to be reported to vs. approved by the full Board
 - **Decision Rights & Responsibilities:** defines the primary areas of responsibility and parties' role in specific decisions; includes the rights of others outside the Committee (e.g., President, HR, etc.)
 - **Meeting Procedures:** defines the frequency of meetings and their length, agenda setting, participation expectations, and approved modes of meeting (e.g., via conference call or in-person)

Decision Rights and Responsibilities

- Clearly defining the roles and responsibilities of the Board of Trustees, the Compensation Committee and that of management is a cornerstone of effective compensation governance
- Delineating these roles centers around the responsibility for decision making between management and the Board and includes a description of the level of involvement required by both parties. Taken together, this separation of responsibilities facilitates effective and efficient decision-making and helps to ensure accountability by clearly defining expectations for all involved in the process
- Using a Decision Responsibility Matrix, stakeholders are assigned the following levels of responsibility for each task:
 - **Initiate:** Begin execution of item
 - **Consult/Contribute:** Provide input into item; advance/present opinions, facts, etc.
 - **Recommend:** Suggest and propose the preferred approach
 - **Approve:** Confirm and sanction final decisions
 - **Inform:** Keep stakeholder up-to-date on progress
 - **Manage:** Administer the execution; oversee progress; regulate as needed

Illustrative Decision Rights and Responsibilities

Using a Decision Responsibility Matrix, stakeholders are assigned levels of responsibility for each task

SAMPLE DECISION RESPONSIBILITY MATRIX

| Action | Board of Trustees | Compensation Committee | President | HR | Finance | Legal |
|--|-------------------|----------------------------|--------------------------------|---------------------|---------|----------------------------|
| Set/change executive compensation philosophy | Approve | Initiate/ Recommend | Consult | Manage/ Consult | Consult | Consult |
| Conduct annual executive pay study | Inform | Approve | Consult | Initiate/ Manage | Inform | Inform |
| Presidential evaluation | Inform | Initiate/Manage/ Approve | Consult | Inform | N/A | Inform |
| Presidential compensation/contract | Approve | Initiate/ Manage | Consult | Consult | N/A | Inform |
| Institution-wide merit budget | Approve | Recommend | Recommend | Initiate/ Manage | Consult | Inform |
| Talent review/compensation for key executives | Inform | Approve | Initiate/ Recommend | Consult | N/A | Inform |
| Succession planning: President | Approve/ Review | Initiate/Manage/ Recommend | N/A | Consult | N/A | Inform |
| Succession planning: Executives | Inform | Approve | Recommend | Initiate/ Manage | N/A | Consult |
| Establish/change executive contracts or renewals | Inform | Approve | Recommend (for direct reports) | Initiate/ Recommend | N/A | Manage/ Consult/ Recommend |
| Changes to executive pay designs, benefits, perquisites, and deferred compensation | Approve | Initiate/ Recommend | Recommend/ Consult | Initiate/ Manage | Consult | Consult |

Annual Committee Calendar Components

- **Committee Meetings:** 2 – 4 times per year; frequently scheduled 24 months in advance and mostly coincide with regular Board meetings
- **Standing Agendas:** Developed by the Chair of the Committee; agenda items generally align with the institution's administrative business and Human Resources calendar (i.e., meetings scheduled when key decisions are needed and data is available). Ad hoc topics added for each meeting
- **Format/Attendance:** President, and often other management, attends. Meetings include an executive session to discuss confidential information; counsel or secretary present to document minutes and decisions made
- **Agenda Topics:**
 - Typical standing agenda items:
 - Review of executive pay competitiveness
 - Presidential evaluation and compensation
 - Review and recommendation of institution-wide merit budget
 - Talent review and approval of compensation for key executives
 - Succession planning
 - Typical ad hoc agenda items:
 - Approval of new executive hires and/or pay arrangements, contracts or renewals
 - Review and approval of any changes to executive incentive designs, benefits, perquisites, and deferred compensation
 - Regulatory updates and reports from internal/external counsel

Illustrative Tally Sheet

EXAMPLE OF MULTI-YEAR TALLY SHEET FOR A SINGLE EXECUTIVE

| | 2010 | 2011 | 2012 | 2013 |
|---|------------------|------------------|------------------|------------------|
| Base Salary | \$310,000 | \$325,000 | \$330,000 | \$335,000 |
| Bonus and Incentive | | | | |
| • Performance-Based | 10,000 | 50,000 | — | 25,000 |
| • Discretionary | — | — | 25,000 | — |
| • Retention | 50,000 | — | — | — |
| Other Taxable Cash Compensation | | | | |
| • Car/Car Allowance | 10,000 | 10,000 | 12,000 | 12,000 |
| • Medical Waiver | 5,600 | 6,000 | 6,400 | 6,750 |
| • Sports Tickets | 2,000 | 2,000 | 2,500 | 3,000 |
| • Moving & Housing | 20,000 | — | — | — |
| • Imputed Life Insurance Premium | 560 | 750 | 850 | 975 |
| Total Cash Compensation (TCC) | 408,160 | 393,750 | 376,750 | 382,725 |
| Retirement & Deferred Compensation | | | | |
| • Pension/Retirement Contribution | 31,000 | 32,500 | 33,000 | 33,500 |
| • Deferred Compensation – Set Aside | 25,000 | 25,000 | 25,000 | 25,000 |
| • Deferred Compensation – Paid | — | — | — | — |
| Non-taxable Benefits | | | | |
| • Employer Provided Benefits including Health, Dental, Life Ins | 15,650 | 17,550 | 19,675 | 21,675 |
| • Housing | 36,000 | 36,000 | 40,000 | 40,000 |
| • Club Membership | 10,000 | 10,000 | 10,000 | 10,000 |
| • Tuition Remission | — | — | — | 12,500 |
| Total Remuneration (TR) | 525,810 | 514,800 | 504,425 | 525,400 |

Committees are increasingly using Tally Sheets to help inform decision making.

Illustrative Termination Scenarios

| | Severance Benefits in Connection with a | | | |
|--|---|-----------------------|---------------------------|-----------------------|
| | Retirement | Voluntary Termination | Not for Cause Termination | For Cause Termination |
| 1. Cash Severance Benefit | N/A | N/A | \$400,000 | N/A |
| 2. Vacation Pay | \$50,000 | \$50,000 | 50,000 | N/A |
| 3. Benefit Continuation | 36,400 | N/A | 18,200 | N/A |
| 4. Deferred Compensation Payout | 800,000 | 800,000 | 800,000 | \$800,000 |
| 5. Short-Term Incentive Awards | N/A | N/A | N/A | N/A |
| 6. Retirement Plan Benefits | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| 7. Cash Value of Life Insurance Policy | 250,000 | 250,000 | 250,000 | 250,000 |
| 8. Consulting Fees | 50,000 | N/A | N/A | N/A |
| 9. Use of Facilities (e.g., office, gymnasium) | 15,000 | N/A | N/A | N/A |
| 10. Relocation Payments | 25,000 | N/A | N/A | N/A |
| 11. Sabbatical Payments | 400,000 | N/A | N/A | N/A |
| 12. Other Perquisites (i.e., tickets, club membership, etc.) | 15,000 | N/A | N/A | N/A |
| 13. Tax Gross-Up For Imputed Value | 50,000 | N/A | 50,000 | N/A |
| Total Value of Payments | 4,191,400 | 3,600,000 | 4,068,200 | 3,550,000 |

Termination scenarios are typically run using the terms of the contract. They are reviewed with legal counsel and shared with the Board and the executives on a regular basis. This is done for President and President's direct reports, plus any high profile athletics coaches.

- 
1. Market Assessment Results
 2. Executive Compensation Practices and Governance in Higher Education

3. Appendix

- **Comparison Group Details**
- **Pay Mix Details**
- **Perquisite Details**

Appendix 1: Institutions Included in Market Assessment Comparison Groups

| Comparison Peer Group | Aspirational Peer Group | State University System of Florida (SUS) |
|---|---|--|
| <ul style="list-style-type: none"> • Georgia State University • Kent State University • Portland State University • San Diego State University • University of Akron • University of Delaware • University of Houston • University of New Mexico • University of North Carolina at Charlotte • University of Texas at Arlington • Virginia Commonwealth University | <ul style="list-style-type: none"> • Arizona State University • Auburn University • North Carolina State University • Oregon State University • University of Cincinnati • University of Colorado at Boulder • University of Nebraska at Lincoln • University of South Carolina at Columbia | <ul style="list-style-type: none"> • Florida Agricultural and Mechanical University • Florida Atlantic University¹ • Florida Gulf Coast University • Florida International University¹ • Florida Polytechnic University • Florida State University • New College of Florida • University of Central Florida • University of Florida • University of North Florida • University of South Florida¹ • University of West Florida |

¹ These SUS institutions are also part of the Comparison Peer Group but are being reported along with the other SUS institutions as the data sources, and thus compensation components, differ.

Appendix 2: Pay Mix Details

PAY MIX DETAIL: CASH VS. NON-CASH COMPENSATION

| Institution | Cash Compensation | | Non-Cash Compensation | | |
|---|-------------------|--------------------------------|-----------------------|------------------------------------|----------------------|
| | Base Salary | Bonus & Incentive Compensation | Other Compensation | Retirement & Deferred Compensation | Non-Taxable Benefits |
| Comparison Peers¹ | | | | | |
| Georgia State University | 50% | 0% | 0% | 49% | 1% |
| Kent State University | 67% | 11% | 0% | 18% | 4% |
| Portland State University | 67% | 0% | 1% | 29% | 4% |
| San Diego State University | 81% | 0% | 0% | 13% | 6% |
| University of Akron | 82% | 0% | 0% | 15% | 4% |
| University of Delaware | 81% | 0% | 7% | 8% | 3% |
| University of Houston | 65% | 14% | 0% | 20% | 0% |
| University of New Mexico | 78% | 0% | 0% | 22% | 0% |
| University of North Carolina at Charlotte | 74% | 0% | 5% | 12% | 9% |
| University of Texas at Arlington | 82% | 13% | 0% | 4% | 2% |
| Virginia Commonwealth University | 66% | 6% | 0% | 28% | 0% |
| Comparison Peers Average (n=11) | 72% | 4% | 1% | 20% | 3% |
| Aspirational Peers¹ | | | | | |
| Arizona State University | 50% | 9% | 33% | 8% | 1% |
| Auburn University | 65% | 0% | 0% | 34% | 1% |
| North Carolina State University | 70% | 24% | 0% | 5% | 1% |
| Oregon State University | 70% | 0% | 0% | 28% | 2% |
| University of Cincinnati | 70% | 0% | 0% | 4% | 26% |
| University of Colorado at Boulder | 97% | 0% | 0% | 0% | 3% |
| University of Nebraska at Lincoln | 95% | 0% | 0% | 5% | 0% |
| University of South Carolina at Columbia | 72% | 11% | 0% | 17% | 0% |
| Aspirational Peers Average (n=8) | 74% | 5% | 4% | 13% | 4% |

¹ Data may not add up to 100% due to rounding.

Appendix 3: Perquisite Details

PREVALENCE OF PERQUISITES

| Institution | Housing Allowance or Residence for Personal Use | Automobile Provided or Allowance | Personal Services | Health or Social Club Dues or Initiation Fees |
|---|---|----------------------------------|-------------------|---|
| Comparison Peers¹ | | | | |
| Georgia State University | ✓ | ✓ | | |
| Kent State University | ✓ | ✓ | | ✓ |
| Portland State University | ✓ | ✓ | | |
| San Diego State University | ✓ | ✓ | | |
| University of Akron | ✓ | ✓ | | ✓ |
| University of Delaware | | | ✓ | |
| University of Houston | ✓ | ✓ | | ✓ |
| University of New Mexico | ✓ | ✓ | | |
| University of North Carolina at Charlotte | ✓ | ✓ | | ✓ |
| University of Texas at Arlington | | | | |
| Virginia Commonwealth University | ✓ | ✓ | ✓ | |
| Comparison Peers Perquisite Prevalence (n=11) | 82% | 82% | 18% | 36% |
| Aspirational Peer¹ | | | | |
| Arizona State University | ✓ | ✓ | | ✓ |
| Auburn University | ✓ | ✓ | | |
| North Carolina State University | | ✓ | | |
| Oregon State University | ✓ | ✓ | | ✓ |
| University of Cincinnati | | ✓ | | ✓ |
| University of Colorado at Boulder | ✓ | | | |
| University of Nebraska at Lincoln | ✓ | ✓ | | ✓ |
| University of South Carolina at Columbia | ✓ | ✓ | | ✓ |
| Aspirational Peers Perquisite Prevalence (n=8) | 75% | 88% | 0% | 63% |

¹ Perquisite prevalence was gathered from The Chronicle of Higher Education Executive Compensation database.



SECTION 4

About President-elect Dale Whittaker

UNIVERSITY OF CENTRAL FLORIDA



SECTION 4A | ABOUT

Cover Letter

UNIVERSITY OF CENTRAL FLORIDA

A. Dale Whittaker

Provost and Executive Vice President
Professor of Civil, Environmental and Construction Engineering
University of Central Florida

February 13, 2018

University of Central Florida Presidential Search Committee
c/o Laurie C. Wilder, Parker Executive Search
lwilder@parkersearch.com

Dear Search Committee Members;

Please accept this letter and enclosed materials for my candidacy as president of the University of Central Florida. Having served as UCF's provost since 2014, I have witnessed first-hand the incredible impact this university has on its community, the state, and higher education across the country. What attracted me to UCF more than three years ago is what excites me today about the opportunity to lead the institution: a rapidly rising university that uses its scale, excellence, partnerships, talents, and influence to lift lives and livelihoods.

UCF is increasingly being recognized as a model for higher education in the 21st century. Among American universities, I believe UCF holds the most promise for driving economic mobility that sustains generations, for creating innovations that redefine our economy, for solving seemingly unsolvable problems of enormous complexity, and for using its assets to lift individual communities at a systemic scale.

UCF has seen continual gains in every measure of access, quality, research, and community impact. Add to that UCF's role as an engaged research university embedded in a rapidly growing region with a diverse population. We serve as an intellectual and workforce partner to every significant economic cluster in Central Florida – entertainment, health care, simulation and modeling, aerospace and defense, optics and photonics, and clean energy. Our new advanced manufacturing consortium and partnership with Osceola County, downtown campus with Valencia College, and Academic Health Sciences Center and UCF Lake Nona Medical Center only further our reach and impact. I was privileged to be part of the team that established each of these new partnership opportunities that will better serve our students and community.

As provost and executive vice president at UCF, my responsibilities range from overseeing the academic enterprise and developing the university budget to institutionalizing our new Collective Impact strategic plan to engaging with corporate or foundation partners, alumni, and prospective donors around the country. I have the task of developing a clear, strategic vision for "UCF 3.0" – our next 25 years – and setting goals to help us achieve that vision by transforming how and what we do through budget alignment, hiring, capital planning, unit alignment or reorganization, fundraising, research growth, and student success, and communicating our progress to maintain momentum.

In developing our strategic plan, while prioritizing our distinctive mission, I intentionally aligned UCF's goals and measures with that of the state's performance-based funding and preeminence metrics. UCF was the only Florida university that consistently ranked in the top three for performance-based funding in the first four years the program existed, and was ranked No. 1 in 2016. Additionally, UCF was named an emerging preeminent state research university in 2016, and we are on a 5-year path to preeminence, seeing consecutive gains in nearly every metric category year-over-year.

A. DALE WHITTAKER

2

A key challenge for any university president is to advance excellence and impact while maintaining affordability – which requires courageous fiscal leadership. As part of our fiscal planning, I have implemented a new carry-forward reallocation program and an academic budget model that supports workload changes and provides rewards for strategic plan accomplishments, as well as a \$100 million goal over 20 years for revenue diversification.

In conjunction with launching our strategic plan, we also launched a university branding campaign and the public phase of a \$500 million campaign. I found this to be a powerful example of the impact of senior leadership working as a team. My leadership is characterized by a strong balance of vision and implementation. Relationships, trust, and communication are key themes, and innovation, partnership, and transparency are tools I have come to trust. As a leader overseeing the deans of 13 colleges and four vice presidents, I am deliberate, collaborative, pragmatic, egalitarian, and value the strengths and talents of my colleagues to collectively achieve progress.

As UCF's chief academic officer, I recognize the critical role that faculty and staff play in making the vision a reality. The intellect, curiosity, and engagement of our faculty and staff are the substance upon which our vision is realized. Therefore, I am deeply committed to shared governance, which I believe results in more robust, sustainable decisions. In my role as the administrator to the University Faculty Senate and as the Board of Trustees' lead of the bargaining team with the faculty union, I have engaged in shared governance resulting in new graduate degrees, faculty awards, a climate survey and action, salary agreements, strategic planning, and academic reorganization.

Additionally, I believe in academic freedom and celebrate the role of faculty members as public intellectuals in the community and as scholars on campus, exploring challenging and emerging issues from a scholarly approach. I also believe it takes diverse views and lived perspectives to reach the highest levels of innovation and to develop robust solutions – among our faculty and staff, as well as our students. While provost, I have diversified our university leadership, created expectations and programs to aggressively diversify our tenure-track faculty, have directed funding to programs that close success gaps for students of different backgrounds, and charged us to increase our international student body. I believe our administration, faculty, and staff should reflect the demographic makeup of our student body, and that our student body should reflect the differing income levels of our Central Florida community. By continuing to champion diversity and inclusion, UCF will remove family income as a predictor of access to a high-quality degree.

Ultimately, I believe in the power of people at UCF to transform the way we serve our students, achieve excellence while expanding access, reimagine our teaching through technology and authentic learning experiences to meet future workforce needs, invent new goods and services for local and global impact, and create social and cultural capital in the community in which we live and work. There is no other university in the United States that represents this promise more than UCF. And there is no better way to use my experiences in strategic and academic leadership, institutional transformation, management, finance, external relations, and board and government relations for greater meaning than to serve the country's most impactful university as its president.

I would be deeply honored to lead UCF.

Sincerely yours,

A. Dale Whittaker

A. Dale Whittaker
Provost and Executive Vice President
Professor, Department of Civil, Environmental and Construction Engineering
University of Central Florida



SECTION 4B | ABOUT

Curriculum Vitae

UNIVERSITY OF CENTRAL FLORIDA

A. Dale Whittaker

Provost and Executive Vice President
Professor of Civil, Environmental and Construction Engineering
University of Central Florida

CONTACT:

| <i>Work:</i> | <i>Personal:</i> |
|---|--|
| University of Central Florida P.O. Box 160065 Millican Hall, Room 338 Orlando, FL 32816-0065 | 720 Delaney Park Drive Orlando, FL 32806 |
| Office: 407.823.2303 dale.whittaker@ucf.edu | Cell: 407.865.1064 a_dale_whittaker@yahoo.com |

ADMINISTRATIVE LEADERSHIP EXPERIENCE:

| | |
|--|--------------|
| Provost and Executive Vice President, University of Central Florida | 2014-present |
| Vice Provost for Undergraduate Academic Affairs, Purdue University | 2010-2014 |
| Associate Dean and Director of Academic Programs, College of Agriculture, Purdue University | 2002-2010 |
| Associate Head for Research and Graduate Education, Dept. of Agricultural Engineering, Texas A&M University | 1999-2002 |
| Interim Director, Institute of Food Science and Engineering, Texas A&M University | 1997-1999 |
| Director, Center for Food Processing, Texas A&M University | 1996-1999 |

FACULTY EXPERIENCE:

| | |
|--|--------------|
| Professor, Civil, Environmental and Construction Engineering, University of Central Florida | 2014-present |
| Professor, Agricultural and Biological Engineering, Purdue University | 2002-2014 |
| Professor, Agricultural Engineering, Texas A&M University | 1999-2002 |
| Associate Professor, Agricultural Engineering, Texas A&M University | 1993-1999 |
| Assistant Professor, Agricultural Engineering, Texas A&M University | 1987-1993 |

EDUCATION:

| | |
|---|------|
| Ph.D. Agricultural Engineering, Purdue University <i>Dissertation: Coupling symbolic and numeric computing for soil erosion modeling</i> | 1987 |
| M.S. Agricultural Engineering, Purdue University <i>Thesis: Circular Hough transform for locating tomatoes</i> | 1984 |
| B.S. Agricultural Engineering, Texas A&M University Summa Cum Laude, Rudder Outstanding Undergraduate Award | 1983 |

Provost and Executive Vice President (Aug. 2014 – present) University of Central Florida

RESPONSIBILITIES:

The University of Central Florida is one of the nation's largest universities, with approximately 66,000 students. UCF works closely with others in government, business, and the nonprofit sector to expand opportunities for our students and boost our region's quality of life. As the chief academic officer, provide leadership for the university's 13 colleges, including a college of medicine, multiple campuses, and research centers and institutes. Oversee academic support services and student services and responsible for curriculum, academic planning, faculty appointments, faculty development, and promotion and tenure decisions. Chair the university's budget committee and, in consultation with the president, am responsible for the university's \$1.7 billion operating budget. At the president's direction, also serve as the liaison to the university's Board of Trustees and Florida Board of Governors on academic matters.

ACCOMPLISHMENTS:

**Projects created/initiated during Whittaker's tenure*

Guiding the Academic and Institutional Vision:

- Led the creation and institutionalization of the university's "Collective Impact" strategic plan* that positions UCF as a model for higher education in the 21st century by multiplying the power of our scale with a constant pursuit of excellence to have the greatest impact on students and society. The plan includes bold 5- and 20-year goals to lead Florida's degree attainment; increase national and international faculty and student recognition; double research awards; generate \$10 billion in economic, social, and cultural impact; and attract \$100 million in new funding sources. Approved by the UCF Board of Trustees and Florida Board of Governors. More on the strategic plan and progress to date: <https://www.ucf.edu/strategic-plan/>
- Established a new campus in downtown Orlando,* shared with Valencia College, which will provide new pathways to a college degree for those who live and work downtown; enhance academic programs by leveraging proximity to local industry clusters to elevate the learning experience; and create community impact with a coordinated focus on urban innovation through civic engagement, citizen empowerment, economic development, and social entrepreneurship. The campus will open in fall 2019 with a critical mass of 7,700 UCF and Valencia students. More at: <http://ucf.edu/downtown>
- Charged two university task forces in August 2017 to reimagine academic structures around three megatrends: health care, urban innovation, and communication and media.* The result is the most significant transformation of our academic enterprise in more than a decade – the creation of an Academic Health Sciences Center and new college of health professions and sciences, new college of urban innovation and education, and a new interdisciplinary school of communication and new media. More at: <http://today.ucf.edu/provosts-update-new-colleges-schools-will-chart-bold-future-ucf/>
- Hired or appointed seven new academic leaders (vice presidents, vice provosts and/or deans) since fall 2014, identifying talented and diverse new leadership and teams.* This includes the creation of the new divisions of Teaching and Learning and Digital Learning* to lead university-wide curricular innovations in teaching and delivery and apply research-based results to institutionalize best practices in teaching, learning, and advancing student success.

Growing and Strengthening Faculty:

- After a period of limited hiring, added 200 new tenured and tenure-track positions* through a national hiring campaign beginning in 2014, with plans to add an additional 120 new faculty positions* through 2018-19. Our current tenured and tenure-track faculty is 1,009 – a 21% increase since 2014 – with the goal of reaching 1,200 tenured and tenure-track faculty by 2020. Have allocated \$42.9 million in estimated recurring costs and \$57.1 million in one-time startup costs from state performance-based funding and state appropriations to support new faculty hires.
- Lowered student-to-faculty ratio to under 30:1 in fall 2017 for the first time since 2008 with new faculty hires in areas of high enrollment growth, particularly in STEM and areas of strategic emphasis.
- Transformed a diversity hiring program into the “Targeted Opportunity Program,”* which provides colleges additional funding for 50+ inclusive excellence and academic partner faculty hires, as well as world-class scholars. Challenged colleges to 25% underrepresented new tenured and tenure-track faculty hire target by 2020* (more than double the talent pipeline of available Ph.D. graduates). Of the 65 new tenured and tenure-track faculty hired this past year, 20% are underrepresented – the greatest gain in the past three years.
- Attracted five new National Academy Members to UCF since fall 2014,* with plans to create an Academy of Sciences, Engineering, and Medicine of Florida based at UCF that partners with other SUS institutions, serves the state, and attracts scholars who have attained national and international recognition. Scholarly work among faculty has also increased since 2014: published books up 42%; published book chapters up 43%; and peer-reviewed publications up 82% as compared to 2015-16.
- Created a Faculty Excellence office within Academic Affairs* that supports faculty development at every career stage and increased faculty recognition through awards and fellowship opportunities.

Increasing Access and Ensuring Quality:

- Committed to leading Florida’s large metropolitan areas in the percentage of population with a bachelor’s degree as part of the university’s “Collective Impact” strategic plan by creating new on-ramps through educational partnerships and expanding digital learning.* Hosted Bill and Melinda Gates and their Foundation in 2017 to share UCF’s success in “breaking the Iron Triangle” by “reducing cost, improving quality, and enhancing access simultaneously.” More at: <http://www.sr.ithaka.org/publications/breaking-the-iron-triangle-at-the-university-of-central-florida/>
- Launched UCF Online in 2016,* providing access to more than 80 high-quality fully online degrees and certificates. Enrollment nearly doubled in its first year with 1,680 students; now grown to 3,470. Executed online transfer partnerships with at least seven state colleges to serve non-traditional students across Florida whose personal circumstances prevent them from accessing campus-based instruction. Campus-based fees are waived, saving Florida undergraduates more than \$50 per credit hour and Florida graduate students more than \$60 per credit hour. *U.S. News & World Report* in 2018 ranked UCF online programs in top 20 nationally. More at: <http://today.ucf.edu/u-s-news-ranks-ucf-online-top-20/>
- Championed the Foundations of Excellence Transfer Focus Initiative* by the John N. Gardner Institute for Excellence in Undergraduate Education to raise awareness of transfer student issues, and develop action plans to improve the transfer experience and increase academic readiness, graduation, and retention rates among our transfer population – which makes up more than half of undergraduate population. Among these goals is to increase transfer student 6-year graduation rate to 75% and eliminate the graduation gap between FTIC and FCS AA transfer students four years after gaining junior status.* More at: <http://provost.ucf.edu/files/Foundations-of-Excellence-Summary-Report.pdf>

- Celebrated DirectConnect to UCF's 10th anniversary in 2015; the program has helped more than 41,000 students enroll at UCF, with about 71% graduating within six years. The program is nationally recognized for creating a seamless pipeline of social mobility through access to higher education. More than 36,000 degrees have been awarded in the past decade. Since 2014, added the College of Central Florida and Daytona State College as partner institutions; developed the Central Florida Higher Education Consortium Regional Operation Plan, which outlines the consortium's degree review and approval process; and received the Gold Standard Award from the National Association of Student Personnel Administrators.*
- Reached 45% underrepresented students in fall 2017, and more than 25% of undergraduates are first generation. Ranked No. 3 by *Hispanic Outlook* for most bachelor's degrees awarded to Hispanic students. Reached 24% Hispanic student population and will be designated a Hispanic-serving Institution.*
- Launched Florida Consortium of Metropolitan Research Universities* with Florida International University and the University of South Florida in 2014. The consortium is committed to producing more career-ready graduates with lower debt, better training, and adaptable skill sets. Its 2020 goals include improving the 6-year graduation rate of minority students, increasing the number of baccalaureate degrees by 12%, increasing the number of graduates employed in Florida by 3%, and increasing graduates' starting salaries by 10%. Philanthropic partners are Helios Education Foundation, the Kresge Foundation, and the Helmsley Charitable Trust. Secured \$5 million student financial assistance TEAm grant in 2016.
- Awarded "best value" in public colleges or university by *The Princeton Review* and Kiplinger's. 44% of UCF students graduate without educational debt, compared to 33% of students nationally.
- Completed the Southern Association of Colleges and Schools Commission on Colleges review and reaccreditation with no suggested changes to its 10-year reaccreditation in 2016. In addition, more than 25 academic programs have successfully undergone accreditation since 2014.*

Enhancing Student Success:

- Expanded enrollment (8.8% growth since fall 2014) while continuing to set records in quality of freshman class. Average high school GPA increased from 3.92 in 2014 to 4.05 in 2017; average SAT scores rose from 1256 in 2014 to 1318; and National Merit Scholars grew to 316, ranking UCF second-most among Florida state universities in 2017.
- Awarded \$35 million to Bright Futures students, the third-largest among in Florida in 2016-17. \$476 million in financial aid awarded, and 72% of undergraduate students received financial aid.
- Grew degrees awarded by 2.4% from 2014-15 to 2016-17, while growing undergraduate degrees awarded from 12,811 to 13,209 – a 3% increase.
- Increased 4-year graduation rate nearly 4 percentage points to 43.6% for 2012-13 FTIC cohort. 4-year rate has averaged 40% over the past several years. Developed a "Think 30" advising and marketing campaign* in summer 2015, and increased number of students taking 30 or more credits in their first year (64.3% of the 2015-16 full-time FTIC cohort compared with 59.9% of the 2014-15 cohort).
- Set 2020 6-year graduation rate goal at 72% in university's "Collective Impact" strategic plan,* above the state's threshold of 70% for preeminence. UCF currently at 69%, up from 67% in 2014.
- Reached record 90% first-year student retention in fall 2017, meeting state preeminence metric. "Collective Impact" strategic plan 2020 goal is 92%.

- Partnered with the Education Advisory Board to implement the Student Success Collaborative Campus and developed myKnight STAR* in 2016 to provide new technology tools and advising resources for faculty, staff, and students, incorporating data insights and predictive analytics to help our highest-risk students. The number of advising appointments recorded in the new platform grew 33% from fall 2016 to spring 2017, including touchpoints for 20% more students, totaling 20,687 students with advising support recorded in spring 2017.
- Committed in “Collective Impact” strategic plan to providing all undergraduate students with a positive, high-impact experience,* including internships, co-ops, service learning, or undergraduate research. More than 20,000 students engage in these projects annually. Service-learning enrollments are up 3% to 9,222 in 2016-17 over last year, and students involved in undergraduate research are up nearly 9% to 1,717 since 2014-15.
- Moved UCF Global into its new home in 2016, a \$16 million, 54,000-square-foot building serving as the international hub on campus for students, faculty, and staff. Set goal to grow international students from 1,500 in 2014 to 3,000 by 2020.*

Driving Research, Innovation, and Economic Development:

- Challenged colleges, institutes, and centers to increase UCF’s research awards to \$250 million by 2020.* UCF faculty brought in \$136 million in research funding in 2017, including \$73.9 million from federal sources, \$41.1 million from private industry, and \$21 million from state and local government agencies. Reached \$168 million in total annual research expenditures in diversified non-medical sciences and national ranking in research expenditures, meeting state preeminence metrics in 2016.
- Charged UCF academic leadership with creating an Academic Health Sciences Center* that brings together medical education, research, and clinical practice and expands community health care, clinical research, and residencies through the UCF Lake Nona Medical Center. More at: <https://med.ucf.edu/news/state-approves-ucf-lake-nona-medical-center-construction-begins-within-18-months/>
- Helped attract international partner imec to advanced manufacturing consortium BRIDG, a partnership between UCF, Osceola County, and the Florida High Tech Corridor Council, that accelerates the development of emerging technologies. Celebrated grand opening of 109,000-square-foot facility and secured \$10 million in non-recurring state funds in 2016-17.
- Ranked No. 21 in the nation for research leading to new technology and spinoffs by the Milken Institute, and ranked No. 41 in the world (21st among public universities) for the number of U.S. patents issued in 2016. Increased active licenses issued from 82 in 2014 to 113 in 2016.
- Supported UCF’s Applied Research Institute* in 2016, which assists in securing large collaborative research projects and enhancing interdisciplinary work and growing partnerships by aligning with Florida’s economic development needs. Has secured \$4.6 million and helps coordinate multidisciplinary responses to major research projects across campus.
- Combined Office of Research and Commercialization and College of Graduate Studies under a new vice president and dean* in 2016 to grow graduate programs, specifically research-focused degrees, and elevate scale and quality of research. Set 2020 goal to grow graduate enrollment from 7,500 to 10,000* and increase post-doctoral appointees to 200,* the state preeminence threshold. Have grown graduate enrollment to 8,400 in fall 2017 and grown post-doctoral appointees from 47 in 2014 to 91 in 2017 – surpassing 100 this year. *U.S. News & World Report’s* Best Graduate Schools of 2018 recognized 22 UCF programs in the top 100 in their respective fields.
- Launched an interdisciplinary faculty cluster initiative* that brings together faculty members from departments and colleges across UCF to leverage existing strengths and develop new programs and research focused on solving today’s toughest scientific and societal challenges. Nine clusters exist, with 50 new faculty positions allocated since 2014, in areas ranging from cyber security; sustainable coastal systems; renewable energy; energy conversion; learning sciences; violence against women; bioinformatics; intelligent prosthetics; and disability, aging, and technology.

Aligning Strategic Goals and Resources:

- Aligned “Collective Impact” strategic plan goals with state benchmarks for performance funding and preeminence.* UCF was the only university that consistently ranked in the top three for performance-based funding in the first four years the program existed, and was ranked No. 1 in 2016. UCF was named an emerging preeminent state research university in 2016, and is on a 5-year path to preeminence.
- Developed a carry-forward allocation program and new college budget model* that incentivizes performance to achieve strategic goals, including degree efficiency and research awards.
- Championed UCF Advancement’s efforts to increase endowed professorships and chairs from 63 to 80 and endowment from \$154 million to \$175 million by 2020.* Have been a hands-on partner with UCF Advancement team to engage with high-level university donors and prospects and help launch the public phase of UCF’s \$500 million IGNITE campaign. Traveled with UCF Alumni leadership across the country to share the university’s strategic vision.
- Re-established and lead a University Budget Committee* that has funded more than \$51 million in exceptional funding requests since 2016 toward faculty and staff support, growing research, and helping students with additional financial aid and learning support services.
- Convened a university-wide Facilities Budget Committee* to assess space and facility needs across campus to refine planning for research, teaching lab, and classroom space. Our approach is to provide multidisciplinary, flexible, and joint support space to accommodate growth.
- Reorganized Academic Affairs* to reduce administrative overhead and streamline services to better support colleges and units and increase collaboration among senior academic leadership team.

Acting Vice President for Student Affairs (Dec. 2013 – Feb. 2014)**Purdue University****RESPONSIBILITIES:**

General responsibility for health, wellness, and development of Purdue undergraduate students. Responsible for Air Force, Naval and Military Science ROTC; Student Health Center; Clinical and Psychological Counseling; Student Wellness Office; Dean of Students; Student Activities Office; Office of Student Rights and Responsibility; Student Assistance Center; Disability Resource Office; Horizons and SPAN Plan (first generation and adult student support services); University Bands; Purdue Musical Organizations; Convocations; Center for Career Opportunities; Recreational Sports and Intramurals; Development; Greek and Cooperative living; and the Business Office for Student Organizations.

Vice Provost for Undergraduate Academic Affairs (Jul. 2010 – Jul. 2014)**Purdue University****RESPONSIBILITIES:**

General responsibility for academic affairs of Purdue’s undergraduate students. Included line management and budget supervision for 8 director-level reports (2 associate vice provosts) who were collectively responsible for 228 FTE and \$56.2 million in recurring funding. Responsible for Academic Policy Development and Implementation; Program Evaluation and Accreditation; Learning Assessment; Course Transformation; Instructional funding; Office of Admissions; Registrar; Student Financial Aid; Center for Instructional Excellence; Exploratory Studies Program; Academic Advising; Oral English Proficiency Program; Entrepreneurship and Innovation Certificate Program; Student Success Programs (Academic Success Center; Supplemental Instruction; Purdue Promise; Boiler Gold Rush; Summer Transition, Advising and Registration; Learning

Communities; and Veteran Affairs Office); and dotted line oversight for University Honors Programs; and the Purdue Extended Campus Distance Learning Division. Served as academic liaison to Indiana Commission for Higher Education. Represented academic affairs on the Capital Coordinating Committee. Represented Provost in his absence.

ACCOMPLISHMENTS:

**Projects created/initiated during Whittaker's tenure*

Commitment to Quality, Diversity, and Access:

- Achieved record level of academic preparation and diversity in the entering class by collaborating with deans to develop long-term targets of student body profile. Modified the admission process to include holistic admission based on student success factors identified by deans.* Aligned merit-based central scholarships (\$30 million) with holistic success factors and empowered colleges to make selections.* Annually updated progress toward goal and adjusted targets with deans.
- Achieved record first-generation and low-income student success. Expanded scholarship/support program from 294 students to 894 students while achieving a remarkable first-year retention rate of 92%. This exceeds the university average of 90%. First-generation, low-income students are typically retained at a level 10% below the average.

Expanded Enrollment:

- Expanded summer enrollment on path to balanced tri-mesters.* Led university-wide team to develop 10-year plan to increase summer enrollment from 10,000 credit hours to 180,000. The goal was to decrease time to degree, better utilize fixed assets in the summer, and make it easier for students to have experiences away from campus in the fall and spring. 100 new courses were offered in summer 2013. Two-thirds were courses with over 90% utilization during the fall/spring semesters. Established an incentive-based budget model to ensure costs were covered by departments offering courses. Appointed an Associate Vice Provost for Undergraduate Academic Affairs to lead implementation.
- Increased enrollment in Purdue-taught distance learning courses by 250% and increased quality. Offered a new M.S. degree via distance in Educational Technologies that doubled enrollment expectations in first class of 2012.

Transformed Teaching and Learning:

- Implemented first core curriculum in Purdue's history.* Students beginning in fall 2013 required to meet foundational outcomes to enhance preparation and mobility in the first year, then meet a series of embedded outcomes within the context of their disciplines to ensure both depth and breadth and define a Purdue graduate. Enacted and implemented by University Senate, over 120 courses were approved for fall 2013 to meet foundational outcomes.
- Initiated "Instruction Matters: Purdue Academic Course Transformation" (IMPACT) to change the culture of teaching based on research of how people learn.* Brought together experts from Teaching/Learning Technologies (ITaP), Discovery Learning Research Center, Center for Instructional Excellence, Libraries, and Purdue Extended Campus to develop and deliver this program. This was the broadest course transformation of its kind at a major university. As of spring 2013, 63 courses had been transformed impacting 25,000 students by fall 2013. 65% of the classes demonstrated increased course GPA with same or higher learning outcomes. 34% used active/collaborative techniques, and 44% utilized some form of lecture capture. 33% were flipped. In the first cohort, 7 of the 9 classes had the highest course GPA in over 4 years. The program and funding were put in place to transform 30 courses per year indefinitely. The focus was to enhance learning gains in foundation courses. More at: <http://www.purdue.edu/impact/> and <http://docs.lib.purdue.edu/impactreps/1/>

- Transformed classrooms and learning spaces.* Based on success of IMPACT and the demand for spaces that allowed different approaches to learning, three library spaces were renovated into active learning spaces, each accommodating 120 students. Three more were identified for renovation summer 2013. Over the next 5 years, approximately 2 spaces each year were identified and funded for renovation. Also based on the success of IMPACT, Purdue's top capital priority was a \$90 million Active Learning Center at the center of campus. The project was recommended for approval by the Board of Trustees and the Indiana Commission for Higher Education.

Focused on Student Success and High-impact Practices:

- Led Purdue Foundations of Excellence* evidence-based, campus-wide action plan. Executive partners included Vice President for Student Affairs, the Vice President for Housing and Food Services, and the Vice Provost for Diversity and Inclusion. The 3-year action plan (started fall 2012) addressed all aspects of a first-year student's experience. Accomplishment included adoption of a statement of educational philosophy to guide all work, increasing credentials and reducing student ratio for advisors, online degree audit and planning, use of a math placement system to better prepare students, expanding a college-level academic success center with 65 walk-in's per year to a university-level center with over 1,500 walk-in students a year, implementation of a course-needs group to ensure course availability, re-design of student orientation week to increase academic preparation, more academic integration in housing units, and commencement of the equity scorecard – a project focused on identifying and removing gaps in success metrics experienced by underrepresented minority students. More at: http://docs.lib.purdue.edu/provost_pubs/1/
- Dramatically expanded learning communities to achieve the highest participation since their inception. In fall 2012, 82 learning communities had 1,853 students participating. 30% of freshmen participated in learning communities. Students who participated were retained at 5% higher level (94% first-year retention) than those who did not, and graduated in 4 years at a 5% higher rate than those who did not (45% compared to 40%). This is a 21% expansion in 2 years.
- Launched Honors College* in fall 2013, transitioning from 5 college-level honors programs to a residential honors college. The goal was to attract students having the highest potential for positive impact by providing a diverse experience based on scholarship, leadership, and engagement.
- Enhanced participation in undergraduate research and scholarship. Initiated the *Journal of Purdue Undergraduate Research** to publish undergraduate first-author papers and abstracts. Served as advisor for student-run journal. More at: <http://docs.lib.purdue.edu/jpur/>
- Hosted the first university-wide Undergraduate Poster Session in March 2013 and coordinated undergraduate research opportunities across campus for first time. More at: <http://www.purdue.edu/discoveru/>

Enhanced Academic Philanthropy:

- Served as key academic partner on fundraising visits to expand need-base scholarships, to obtain the lead gift (\$10 million) to the Center for Student Excellence and Leadership facility.
- Obtained a \$5 million anonymous donation for scholarships to be matched to \$9.25 million.
- Developed a new 5-person development team to raise funds for central scholarships, cultural centers, student affairs, and housing.

Associate Dean for Academic Programs, College of Agriculture (Jul. 2002 – Jul. 2010) Purdue University

RESPONSIBILITIES:

Responsible for graduate and undergraduate academic program quality and administration for the College of Agriculture. Areas of emphasis included quality of undergraduate learning, enhanced access, increased diversity, and growth of the graduate programs. Responsible for providing college-level leadership for academic programs and student services in the College of Agriculture and for the day-to-day operations of the Office of Academic Programs. Responsibilities included faculty development and evaluation; curricular leadership; representation of the academic mission to stakeholders; and student programs including recruiting, scholarships, leadership development, career services, transfers, records, and honors programs.

ACCOMPLISHMENTS:

**Projects created/initiated during Whittaker's tenure*

Increased Preparation, Access, and Capacity for Agricultural Education Statewide:

- Beginning in 2003, partnered with the Indiana Department of Education and other State Supported Universities to develop 3 Advanced Life Science courses to introduce college-bound students to the science of agriculture.* These courses were laboratory science, required a year of high school chemistry or biology, and counted toward the Core 40 AHD. They now have learning standards and a state-wide assessment.
- Provided dual credit* for ALS courses by aligning them with Purdue introductory courses in Animal Sciences, Food Science, and Botany. Approximately 550 students registered in 2012-2013 to take these courses via dual credit. They were assigned a final grade using a College of Agriculture standardized test.
- Recognized 2010 Indiana Teacher of the Year Byron Ernest (Lebanon High School) as the first agricultural science teacher to receive this award. He built his program on the ALS courses and in collaboration with our Botany Department.
- Collaborated with Ivy Tech, Vincennes University, and the Commission for Higher Education to develop agriculture A.S. that articulated to Purdue College of Agriculture and A.A.S. programs that satisfy workforce needs.* In 2012-2013, there were 7 Ivy Tech sites, one Vincennes University site, and over 800 students enrolled.
- Developed a prototype co-enrollment program* between Ivy Tech Lafayette and Purdue West Lafayette that began in the 2011-12 academic year. Approximately 40 students co-enrolled and took general education courses at Ivy Tech and agriculture courses at Purdue while being integrated into student life at both institutions.

Attracted and Yielded Better Prepared Students:

- Developed a Dean's Scholars program* focused on the needs and interests of academically talented students to increase the number of top 10% students coming into the college and thereby the overall quality. They are provided access to faculty, research experiences, a first-year community, and exceptionally interesting classes. Program was initiated in fall 2005 and grew to approximately 240 students.
- Developed departmental yield plans for well-prepared students. Yield for in-state admitted students increased from 65% to 75% between 2009 and 2010 and from 16% to 24% for out-of-state students.
- Raised funds for and developed a facility for College of Agriculture student achievement, activities, and leadership development.

- Raised \$612,500 for the Steve and Sandra Hageman Center for Student Achievement and Leadership,* a renovate a wing of Agricultural Administration to house Academic Programs and a student center. The center houses tutoring, career development, interview rooms, student meeting rooms, welcome center, scholarship services, Dean's Scholars, agricultural ambassadors, and FEELS – an NSF program for first-generation and high-need students.
- Launched College of Agriculture Washington D.C. Public Policy Intern Program* and raised funds (\$15,000/yr), identified placements, and selected and prepared students.
- Grew undergraduate research. Approximately 60 students annually participated in undergraduate research funded by Academic Programs, the Research Office, and SURF (in partnership with departments and faculty). Launched Undergraduate Poster Symposium* where 50-60 students annually showed scholarly work and competed for poster awards.
- Created a co-curricular Leadership Development Certificate Program* in 2005, which grew to over 200 students and 75 faculty/staff coaches. Resulted in a transcript entry and was sought by employers.
- Set strategic plan goal (2008-14) of 100% of students involved in either research, study abroad, career internship, leadership development, or service learning.

Improved Programs Based on Outcome Assessment:

- Initiated outcome-based program improvement in 2005 at the graduate and undergraduate levels.* Each year, the college focused on one major outcome and making cultural change intended to make curricular decisions based on collective decisions informed by evidence.
- Developed a college-wide assessment for oral and written communications in 2007.
- Developed a faculty learning community to define, develop activities, and assess critical thinking in 2008-09.
- Initiated development of graduate professional development (research, engagement, learning) outcome.

Developed a Community of Scholarship Around Teaching and Learning:

- Supported heads in identifying and hiring scholars of teaching/learning in 4 departments.
- Helped adopt and institutionalize a definition of scholarship.
- Oriented new faculty, provided matching funds for grant applications.
- Encouraged and supported sponsored program growth from \$600,000 in 2003-04 to over a \$1 million in 2008-09.

Conducted Academic Program Review:

- Plant Sciences (2009-10): 20 faculty from 4 departments consolidated 3 plant science majors into one
- "Can Less Be More"* (2009-10): College-wide review of 44 undergraduate majors and 19 minors for potential consolidation resulted in less confusion for students, greater mobility and teaching efficiency, and greater critical mass.

LEADERSHIP DEVELOPMENT:

| | |
|---|-----------|
| Food Systems Leadership Institute, Assoc. of Public Land-grant Universities | 2008-2010 |
| ESCOP/ACOP Leadership Development Program | 1999-2000 |
| W.K. Kellogg National Leadership Development Program | 1995-1999 |
| Gallup Leadership Institute | 1997 |

HONORS AND AWARDS:

| | |
|--|--------------|
| American Association for Engineering Education, Global Leadership Forum Member | 2012-present |
| Purdue Mortar Board Honorary Advisor | 2011-2012 |
| Ivy Tech Community Lafayette Distinguished Service Award | 2008 |
| Iron Key Honorary Advisor | 2008 |
| FFA Honorary American Degree Awarded at the National FFA Convention | 2007 |
| Indiana Association of Agricultural Educators – Purdue Honorary Member | 2005 |
| A.W. Farrell Outstanding Young Educator Award, American Society of Agricultural Engineers | 1994 |
| Texas A&M Former Students Distinguished Teaching Award, College of Engineering | 1991 |
| ASAE Paper Award | 1988 |

Student Awards

| | |
|--|-----------|
| USDA National Needs Graduate Fellowship | 1984-1987 |
| Earl Rudder Award for outstanding graduate of Texas A&M University | 1983 |
| Gamma Sigma Delta outstanding senior in the College of Agriculture | 1983 |
| John G. Sutton Award for Outstanding Agricultural Engineering Undergraduate in the U.S.A. | 1982 |

HONORARY SOCIETIES:

Iron Key
 Golden Key International Honor Society
 Tau Beta Pi
 Alpha Epsilon
 Society of Sigma Xi
 Phi Kappa Phi
 Alpha Zeta
 Alpha Gamma Delta
 Gamma Sigma Delta

SCHOLARLY ACTIVITIES:Book

1. Huang, Y., A.D. Whittaker and R.E. Lacey. Automation for Food Engineering: Food Quality Quantization and Process Control. ISBN: 0-8493-2230-8. CRC Press. May, 2001.

Book Chapters

1. Whittaker, A.D. 1993. The role of expert systems in decision support systems. In (eds. Stuth and Lyons), Emerging Issues for Decision Support Systems for Grazingland Management. UNESCO-MAB Book Series Volume 8. Parthenon Publishers. Paris.
2. Whittaker, A.D. 1990. Commissioned contributing author. In (Anonymous), Beneath the Bottom Line: Agrichemical Approaches to Reduce Agrichemical Contamination. U.S. Congress Office of Technology Assessment.
3. Engel, B., A.D. Whittaker, and R.H. Thieme. 1989. Knowledge representation and reasoning. In (ed. J.R. Barrett), Knowledge Engineering in Agriculture. Monograph of the ASAE. St. Joseph, MI.
4. Cross, H.R. and A.D. Whittaker. 1989. The objective measurement of value in meat animals. In (eds. Brownlie, Hall and Fabiansson), The Automated Measurement of Beef. Australian Meat and Livestock Corporation. Sydney, Australia. pp. 1-60.

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1. Narasimhan*, B., R. Srinivasan, and A. D. Whittaker. 2003. Estimation of potential evapotranspiration from NOAA-AVHRR satellite. Applied Engineering in Agriculture. 19(3): 309-318.
2. Classen*, J.J., C. R. Engler, C. M. Kenerley, and A. D. Whittaker. 2000. A logistical model of subsurface fungal growth with application to bioremediation. Journal of Environmental Science and Health. A35(4): 465-488.
3. Huang*, Y., A.D. Whittaker and R.E. Lacey. 1998. Internal model control for a continuous snack food frying process using neural networks. Transactions of the ASAE. 41(5): 1519-1525.
4. Huang*, Y., A.D. Whittaker and R.E. Lacey. 1998. Neural network prediction modeling for a continuous snack food frying process. Transactions of the ASAE. 41(5): 1511-1517.
5. Huang*, Y., A.D. Whittaker, and R.E. Lacey. 1998. Internal model control for a continuous snack food frying process using neural networks. Transactions of the ASAE. 41(5): 1519-1525.
6. Huang*, Y., A.D. Whittaker and R.E. Lacey. 1998. Neural network prediction modeling based on elastographic textural features for meat quality evaluation. Transactions of the ASAE. 41(4):1173-1179.
7. Huang*, Y., R.E. Lacey, A.D. Whittaker, R.K. Miller, L. Moore and J. Ophir. 1997. Wavelet textural features from ultrasonic elastograms for meat quality prediction. Transactions of the ASAE. 40(6):1741-1748.
8. Choi*, Y.S., A.D. Whittaker, and D.C. Bullock*. 1996. Predictive Neuro-fuzzy Controller for Multivariable Process Control. Transactions of the ASAE. 39(4):1535-1541.
9. Classen*, J.J., W. Liu, C.M. Kenerley, and A.D. Whittaker. 1996. Fractal Analysis of subsurface growth of a genetically modified and the parental strain of *Gliocladium virens*. Transactions of the ASAE. 39(6):2217-2276.
10. Sayeed*, M.S., A.D. Whittaker, and N.D. Kehtarnavaz. 1995. Snack Quality Evaluation Method Based on Image Features and Neural Network Prediction. Transactions of the ASAE. 38(4):1239-1245.

11. Freeman*, S.A. and A.D. Whittaker. 1994. Object-oriented methodology for analyzing and allocating resources for field operations. *Transactions of the ASAE*. 8(4):525-535.
12. McCauley*, J.D., B.R. Thane*, and A.D. Whittaker. 1994. Fat estimation in beef ultrasound images using texture and adaptive logic networks. *Transactions of the ASAE*. 37(3):997-1002.
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14. Park*, B., A.D. Whittaker, R.K. Miler and D.S. Hale. 1994. Ultrasonic spectral analysis for beef sensory attributes. *Journal of Food Science*. 59(4):697-701, 724.
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21. McCauley*, J.D. and A.D. Whittaker. 1993. Index for describing spatial variability in prescription farming. *Transactions of the ASAE*. 36(3):691-693.
22. Whittaker, A.D., B. Park*, B.R. Thane*, R.K. Miller and J.W. Savell. 1992. Principles of ultrasound and measurement of intramuscular fat. *Journal of Animal Science*. 70:942-952.
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24. Folse, J., H. Mueller and A.D. Whittaker. 1990. Object oriented simulation and geographic information systems. *Artificial Intelligence in Natural Resources*. 4(2):41-47.
25. Whittaker, A.D. and R.H. Thieme. 1990. Integration of problem-solving techniques in agriculture. *Computers and Electronics in Agriculture*. 4(1990):271-273.
26. Whittaker, A.D., M.L. Wolfe, G.J. van Alem and R. Godbole. 1990. Object-oriented modeling using geographic information system data. *AI Applications* 5(4):49-58.
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32. Thieme, R.H., J.W. Uhrig, R.M. Peart, A.D. Whittaker and J.R. Barrett. 1987. Expert system techniques applied to grain marketing analysis. *Computers and Electronics in Agriculture*. 1:299-308.

TEACHING:Teaching Awards:

1991 - College-level Teaching Excellence Award in the College of Engineering, sponsored by the Former Students Association. First time an agricultural engineer was presented an award through the College of Engineering. Nomination and voting was by colleagues and students.

1994 - A.W. Farrell Outstanding Young Educator Award sponsored by the American Society of Agricultural Engineers. This award is given by the discipline's professional society to one recipient nationally each year to recognize excellent contributions to education in the profession.

Courses Taught:

Agricultural Engineering (Graduate/Undergraduate)
 Agricultural Practices and Environmental Quality (Undergraduate)
 Agricultural Systems Management (Undergraduate)
 Design Problems in Agricultural Industries (Undergraduate)
 Engineering Problem Solving and Computing (Undergraduate)
 History of Information Technology in Science (Undergraduate)
 Information Systems for Agricultural Technology Companies (Undergraduate)
 International Agriculture (Undergraduate)
 Knowledge Systems Applications in Agriculture (Undergraduate)
 Multicultural Communication in Agriculture (Undergraduate)

Graduate Committee Chair:

| | |
|--------|---|
| M.Agr. | Michael Hamilton, Agricultural Systems Management, 2001 |
| M.Agr. | Jason Schickedanz, Agricultural Systems Management, 2000 |
| Ph.D. | Balaji Narasimhan, Agricultural Engineering, 2003 (Co-chair with R. Srinivasan) |
| Ph.D. | John Jacob Classen, 1995 |
| | <i>Dissertation: A fungal growth model with application for soil bioremediation</i> |
| Ph.D. | Yanbo Huang, 1995 |
| | <i>Dissertation: Snack food frying process input-output modeling and control through artificial neural networks</i> |
| Ph.D. | Bo Soon Park, 1991 |
| | <i>Dissertation: Non-invasive measurement of intramuscular fat in beef through ultrasonic a-mode and frequency analysis</i> |
| M.S. | David Cole Bullock, 1995 |
| | <i>Thesis: Modeling of a continuous food process with neural networks</i> |
| M.S. | Steven Andrew Freeman, 1990 |
| | <i>Thesis: Object-oriented methodology for analyzing and allocating resources for field operations</i> |
| M.S. | Kenneth Ray Klanika, 1994 |
| | <i>Thesis: Distributed parameter hydrologic modeling using object-oriented simulation</i> |
| M.S. | Narasimhan S. Kumar, 1994 |
| M.S. | James Darrell McCauley, 1993 |
| | <i>Thesis: Knowledge-based modeling using GIS: nonpoint source pollution application</i> |
| M.S. | Leslie Leitzzy Richburg, 1989 |
| | <i>Thesis: Modeling and control of a twin-screw extruder</i> |
| M.S. | Brian Ray Thane, 1992 |
| | <i>Thesis: Prediction of intramuscular fat in live and slaughtered beef animals through processing of ultrasonic images</i> |

SPONSORED PROGRAMS (TEXAS A&M AND PURDUE):

| Title | Role | Funding Agency | Amount | Dates |
|---|-------------|---|--------------------------------|-----------------|
| Partnership for Recruiting and Retaining High Need, High Potential Students to Food, Environmental, Engineering, and Life Sciences (FEELS) | Co-PI | NSF | \$59,742 of \$597,423 | 9/2007 - 8/2012 |
| Electronic Field Trips in Comparative Biology | Co-PI | Howard Hughes Medical Institute | \$187,439 of \$749,754 | 7/2007 - 6/2012 |
| Strategies to Extend the Integration and Assessment of International Education in the College of Agriculture | Co-PI | USDA-CSREES | \$9,967 of \$99,670 | 4/2006 - 3/2009 |
| Tri-state Leadership Development program | Co-PI | USDA-HEC | \$34,204 of \$97,476 | 8/2006 - 8/2008 |
| 2000-IRI-12, Advanced Digital Diagnostics and Control Technology for Enhanced Product Quality in the Food Processing Industry | Co-PI | TAMU/IFSC | \$50,000 | 2000 |
| Genosensor Based Approaches for Characterizing Microbial Populations and Identifying Horizontal Gene Transfer Events in Natural and Man-Made Environments | Co-PI | TAMU: TWRI | \$15,000 | 2000 |
| Center for Applications of Information Technology in Teaching and Learning Science | Co-PI | NSF/Centers for Teaching and Learning | \$10,000,000 \$15,000/yr | 2001 - 2006 |
| Land Heritage Institute of the Americas Program Planning | Co-PI | San Antonio Water Supply System | \$100,000 | 1999 |
| Low Energy Food Irradiation Facility | PI | TAMU: TAES/AEES | \$50,000 | 2000 - 2001 |
| MRE Foil Barrier Replacement | Co-PI | Office of Naval Research | \$499,000 | 1997 - 1999 |
| Raw Potato Characterization to Identify Micro and/or Macrostructural Components Associated with De-Oiling and Scorching of Potato Chips | Co-PI | Frito-Lay | \$144,444 | 1997 - 1998 |
| Foods for Health | PI | TAMU: TAES Faculty Research Development Program | \$70,000 | 1997 - 1998 |
| Evaluation of High Barrier Non-Foil Films for MRE Packaging Applications | Co-PI | U.S. Army Systems Command | \$255,388 (\$499,109 total) | 1997 - 2000 |

| Title | Role | Funding Agency | Amount | Dates |
|---|-------------|--|---------------|--------------|
| Combat Rations Network | PI | Defense Logistics Agency | \$125,000 | 1996 - 2001 |
| Combat Rations Network (CORANET) Partnership | PI | Defense Logistics Agency | \$75,000 | 1996 - 1999 |
| National Leadership Program Fellowship | PI | W.K. Kellogg Foundation | \$65,000 | 1995 - 1998 |
| Network Distributed Spatial Soil and Water Quality Modeling | PI | USDA/FAS/MSD | \$3,050 | 1995 - 1996 |
| Computer Innovation Proposal for Ethernet Connections | PI | TAMU: Associate Provost for Computing and Information Systems | \$4,430 | 1995 |
| Graduate Assistant Non-Teaching to Develop Electronic Help desk for Engineering 109 | PI | TAMU: Associate Dean of the Engineering Program | \$2,500 | 1995 |
| Nondestructive Evaluation of Biological Materials for Product Quality and Process Enhancement | Co-PI | Texas Agricultural Experiment Station Research Enhancement Program | \$25,000 | 1994 - 1995 |
| Development of Elastography Method and Apparatus for Meat Quality Assessment | Co-PI | Advanced Technology Program, State of Texas Coordinating Board | \$70,000 | 1994 - 1997 |
| Neural Network Based Process Identification and Control | PI | Frito-Lay, Inc. | \$110,000 | 1994 - 1995 |
| Advanced Extrusion Control Technology | Co-PI | Advanced Research Program, State of Texas Coordinating Board | \$45,000 | 1994 - 1996 |
| Computer Technology Program for Virtual Classroom Support System | PI | TAMU: Associate Provost for Computing and Information Systems | \$7,180 | 1994 |

| Title | Role | Funding Agency | Amount | Dates |
|---|-------------|---|---------------|------------------|
| Characterization of Snack Quality Using Machine Vision and Neural Networks | PI | Frito-Lay, Inc. | \$80,000 | 1993 - 1995 |
| Neural Network Control of Snack Food Unit Operations | Co-PI | Frito-Lay, Inc. | \$183,000 | 1992 - 1994 |
| PSE Detection in Pork | Co-PI | Eli Lilly | \$13,435 | 1992 - 1993 |
| Supercomputer Resources for Neural Networks | PI | TAMU: TAES Super Computer Fund | \$15,000 | 1992 |
| Pesticide Degradation by the Genetically Engineered Fungus | Co-PI | United States Department of Agriculture | \$34,352 | 1991 - 1993 |
| Automatic Image Analysis – A Technological Solution for High-Speed Characterization of Texas Wool Mohair and Cashmere | Co-PI | State of Texas Coordinating Board Advanced Technology Program | \$28,000 | 1991 - 1992 |
| A New Control Technology for High Quality Food Extrusion | PI | State of Texas Coordinating Board Advanced Technology Program | \$209,000 | 10/1991 - 8/1992 |
| Speed of Sound Measurement in Porcine Tissue | PI | Eli Lilly, Inc. | \$13,272 | 1991 |
| Implementing Value Based Marketing of Beef | Co-PI | TAMU: TAES Research Enhancement Program | \$17,500 | 1991 |
| Management of Agricultural Production Spatially (MAPS) | Co-PI | TAMU: TAES Expanded Research Allocation | \$46,288 | 1990 - 1991 |
| Counterpropagation Modeling of Preformed Product Frying | PI | Frito-Lay, Inc. | \$5,000 | 1990 |
| Management of Agricultural Production Spatially (MAPS) | Co-PI | State of Texas Coordinating Board Advanced Technology Program | \$46,288 | 10/1989 - 8/1991 |
| Optimization of quality characteristics in extruded products | PI | Frito-Lay, Inc. | \$15,693 | 1989 - 1990 |
| Engineered Instrumentation for Objective Instrument Grading of Beef and Pork | PI | TAMU: TAES Program Development Fund | \$17,300 | 1989 - 1990 |

| Title | Role | Funding Agency | Amount | Dates |
|---|-------------|--|---------------|-----------------|
| International Development | PI | TAMU: TAMU Office for International Coordination | \$1,500 | 1989 |
| Modeling Spatially Heterogeneous Processes: Coupling Object-Oriented Simulation with Geographic Information Systems | Co-PI | TAMU: TAES Expanded Research Allocation | \$31,290 | 1989 |
| Objective Determination of Intramuscular Fat in Beef: Technology Development | PI | TAMU: TAES Expanded Research Allocation | \$51,330 | 1989 |
| PC Imaging System | Co-PI | TAMU: TAES Program Development Funds | \$10,000 | 1989 |
| Regenerative Concepts Modeling | Co-PI | Space Research Center (NASA Project) | \$2,328 | 9/1988 – 8/1989 |
| Integration of Expert Systems with Conventional Problem Solving Techniques in Agriculture | PI | American Association for Artificial Intelligence Workshop Series | \$5,000 | 1988 |
| Process Control Strategy for a Twin-Screw Extruder | PI | Frito-Lay, Inc. | \$17,896 | 1988 |
| Geographic Information System/Artificial Intelligence System Integration | PI | TAMU: TAES Program Development Funds | \$22,000 | 1988 |
| Integrated Decision Support Systems to Evaluate Alternative Managerial Practices Based on Profitability | Co-PI | TAMU: TAES Expanded Research Allocation | \$12,000 | 1988 |



SECTION 5

UCF Board of Trustees Presidential Search Process

UNIVERSITY OF CENTRAL FLORIDA

PRESIDENTIAL SELECTION: PROCESS GUIDE FOR THE UNIVERSITY OF CENTRAL FLORIDA

I. Roles in Presidential Selection Process

- A. **Selecting President:** This is the sole responsibility of the UCF Board of Trustees, with the selection subject to ratification by the Florida Board of Governors. UCF will adhere to Board of Governors regulation 1.002, Presidential Search and Selection.
- B. **Screening of Candidates:** This responsibility is delegated by the UCF Board of Trustees to a search firm and a search committee, whose members are appointed by the board chair and are charged with conducting specific activities.
- C. **Searching for Applicants:** This is a critical activity in which all members and friends of the UCF academic community may participate.

II. Background Steps

- A. **Preparation and Updating of Institutional Analysis:** This committee appraised the present condition of UCF and detailed the reasons for its success to determine qualities needed in a future president. As Judith McLaughlin and David Reisman indicate in *The Presidential Search: A Guide to the Process of Selecting and Appointing College and University Presidents*, "If a successful search is to be conducted, the search committee must have a clear sense of the sort of person for whom they are searching. The starting point of the search process, then, should be introspection concerning what the institution needs in order to reorganize strengths and to cope with weaknesses, both in terms of history and tradition, and future prospects and dilemmas. . . . Without an institutional assessment and leadership definition, the search committee is also at a loss to know who will be the best choice for them. They run the risk of choosing someone totally inappropriate for their institution, someone whose attractiveness lies in the fact that his or her style differs (or mirrors) the departing president, or someone whose understanding of the college or university is too limited for effective leadership."

With significant and thoughtful input from President John Hitt and the UCF leadership team, the Nominating Committee enumerated the Critical Success Factors that have been key to UCF's prominence. This document will be reviewed and updated annually until such time as the board undertakes a presidential search.

- B. **Development Leadership Statement:** A Leadership Statement developed by the president and the committee provides a description of the qualities sought in a president at this stage of UCF's development. Representing the board's consensus on the work to be done in a next presidency, the statement serves as a single grid against which candidates will be measured. At the initiation of the search, the Vice President and General Counsel will prepare a memorandum to the Board of Trustees, search committee, and search firm outlining the search criteria and be available for interpretation of such criteria.

The Nominating Committee has adopted the Leadership Statement. This document will be reviewed and updated annually until such time as the board undertakes a presidential search.

- C. **Appointment of Interim President (If Needed):** The board chair will recommend to the Board of Trustees for approval an interim President to serve until a new President takes office.
- D. **Decisions on Compensation Range:** The Compensation and Labor Committee annually reviews the president's compensation package and recommends changes to the board. At the time of a search, the committee will update the compensation data as may be needed for the new president.
- E. **Decisions on Search Consultant:** The board chair, with input from the Board and leadership of the University, shall retain a search consultant to assist with the search process. *(Continue discussions of best practices through AASCU and others.)*
- F. **Size and Composition of Board of Trustees' Search Committee:** A search committee composed of eight to fifteen members will be appointed by the board chair with input from the trustees and the leadership of the university. At least three trustees shall serve on the committee. A chair and vice chair of the search committee, both of whom will be trustees, will be appointed by the board chair. All appointments will be ratified by the full board.

The search committee will include one or more representative from the faculty, student body, Foundation board of directors, administration who are not the current President or a direct report to the President, and representatives from the broader community. The board chair will also ask the Florida Board of Governors to appoint a representative to serve on the search committee. The board chair also will ask one or more presidents of the community colleges who participate in the Direct Connect Consortium with UCF to serve or appoint a

representative to the search committee.

The search committee will work with the search consultant to solicit and screen applicants using the Leadership Statement adopted by the board, interview semi-finalists, and recommend three to five finalists to the full board. In all of its actions, the search committee will act in a manner consistent with the requirements of the Sunshine Law.

- G. **Development of Search Committee Charge:** Please see the attached Exhibit A. This charge will be presented to all members of the search committee.
- H. **Establishment of Timeline:** The search consultant will work with the chair of the Board and the chair of the search committee to establish a timeline for the search.

III. Implementation

- A. **Advertising of Position and Development of Candidate List:** The search consultant will solicit nominations for the position from his or her various sources. Additionally, the position will be advertised broadly through *The Chronicle of Higher Education* and other appropriate media. All nominations and applications will be directed to the search consultant. Applications and nominations will be considered to be open until the finalist selection process is completed.
- B. **Screening and Selection of Semifinalists:** The search consultant will review all of the nominations and applications based on the agreed-upon leadership criteria and will narrow the applicant pool to a reasonable number (12-20 candidates). The search consultant will discuss these candidates informally and separately with the chair and vice chair of the search committee. Assuming positive feedback, the search consultant will then confirm with each of these candidates that he or she understands the public nature of the process and agrees to be a semifinalist. The search consultant will then forward all semifinalist applications to the search committee to vote on inviting selected semifinalists for visits.
- C. **Semifinalist Interview:** Members of the search committee will conduct semifinalist interviews.
- D. **Reference and Background Checks:** These checks will be conducted by the search consultant, with the assistance of others as may be appropriate.
- E. **Determination of Finalists:** The search committee will select up to five finalists.
- F. **Campus Visits:** Members of the search committee, with the aid of the search consultant, will arrange campus visits for all finalists. These visits will feature

multiple opportunities for the candidates to interact with representatives from the board, faculty, students, staff, and the broader community. The search committee will provide the results of community advice and reactions regarding the finalists to the Board of Trustees.

- G. **Final Selection by Board of Trustees and Negotiations:** The Board of Trustees shall select the individual to be hired as President, subject to ratification by the Florida Board of Governors. The Board Chair and General Counsel will negotiate the terms of the President's contract.
- H. **Welcome and Transition Activities:** The Board will oversee the announcements of the selection of the new President, with notification to those most directly affected (e.g., faculty, student and administrative staff leaders) preceding the public announcements. The Board and the new President will discuss mutual expectations regarding Board culture, processes, communication and operations. Additional reading material about the University will be provided to the President. A series of introductions to the University and the broader community will be scheduled, affording the President the opportunity both to increase his or her understanding of the University and the community and to express his or her goals and viewpoints on a variety of issues. The Board and the President will consider the desirability of a series of familiarization workshops and of a transition team or committee.

EXHIBIT A: DRAFT OF BOARD CHAIR'S CHARGE TO PRESIDENTIAL SEARCH COMMITTEE

The search committee, appointed to advise the Board of Trustees of the University of Central Florida, is composed of 15 members. The committee's chair is Trustee David Walsh, and its vice chair is Trustee Bev Seay.

The search committee is charged with recommending to the trustees not later than (date), an unranked list of three to five individuals who are well qualified to lead UCF as its next president. The search committee is asked to base its recommendations upon the Leadership Statement adopted by the Board of Trustees, as well as the trustees' established equal opportunity and affirmative action policies.

The board chair asks the search committee, assisted by the search firm, to conduct the following activities in discharging its duties:

- Actively solicit nominations and applications from a diverse group of well-qualified persons.
- Screen applications using the leadership criteria as the basis for choice.
- Select and interview semifinalist candidates.
- Assist in checking references of semifinalists.
- Assist in arranging campus visits for finalists.
- Report to the board a summary of campus and community reactions to finalists.
- Ensure that appropriate information about the university and the presidency is provided to candidates at each stage of the screening process.
- Ensure that appropriate confidentiality is strictly observed with respect to applicants and to the committee's internal deliberations.
- Submit more than two qualified candidates to the Board of Trustees for consideration.
- Comply with the requirements of Board of Governors Regulation 1.002.

The Board of Trustees extends its gratitude to the members of the search committee for accepting this demanding assignment. You have the trustees' warmest wishes for a successful conclusion. The future of the university rests upon your wisdom.



SECTION 6

UCF Board of Trustees Presidential Leadership Statement

UNIVERSITY OF CENTRAL FLORIDA

Leadership Statement

University Of Central Florida

Board of Trustees' Nominating Committee

January 13, 2017

The successful candidate will demonstrate the following characteristics:

- A high level of integrity
- A strong personal and professional academic background
- A sense of commitment to undergraduate education, as well as a dedication to and understanding of graduate and professional education and research
- A respect and concern for students
- A commitment to inclusion and diversity
- A commitment to student success in all areas of the collegiate experience
- An understanding and respect for the roles and responsibilities of the faculty
- A demonstrated record of building, nurturing, and working with a high caliber leadership team
- A demonstrated record of partnership and spirit of entrepreneurship
- A willingness to make strategic choices, timely decisions, and responsive actions
- The ability to acquire resources from a variety of sources, including fundraising
- The ability to work with a variety of governmental agencies
- A keen understanding of the unique mission and the ability to lead a multisite metropolitan research university
- A desire and ability to support access and inclusion
- An appreciation for the significant role of intercollegiate athletics in the life of the university



SECTION 7

Board of Governors Presidential Checklist

UNIVERSITY OF CENTRAL FLORIDA

Presidential Search and Selection Checklist

1. Board of Trustees Chair consults with Board of Governors Chair on search committee membership **(15 members): Required members:** Board of Governors member; three trustees; and individuals from the institution's faculty, student body, the institution's foundation board, and, if applicable, the institution's financing corporation board.
Optional members: Alumni, donors, and/or members from the community.

Status: 10/31/17

2. Board of Trustees Chair appoints a trustee member of the search committee to serve as chair of the committee.

Status: 10/24/17

3. After the search committee is formed, the board of trustees or its designee:

- i. Shall obtain an executive compensation analysis that considers compensation paid to the current president, presidents of peer institutions, and other relevant factors, from which the search committee will establish a range of compensation for approval by the board of trustees and use by the board of trustees or designee in negotiating the employment contract with the final candidate.

Status: 1/10/18

- ii. May retain the services of an executive search firm/consultant (using a competitive procurement process if total compensation will exceed the \$75,000). The search firm/consultant should be familiar, or demonstrate its ability to become familiar, with Florida's Sunshine laws as applicable to executive searches.

Status: 11/27/17

- iii. Shall provide a charge to the search committee outlining the scope of the search, the estimated timeline for the search, and the committee's responsibilities.

Status: 11/20/17

- iv. Board of trustees' approval of range of compensation.

Status: 1/18/18

- v. Board of trustees' approval of position criteria.

Status: 3/16/17

4. The search committee, assisted by the executive search firm/consultant (if retained), is responsible for:

- i. Oversight of creation of a university webpage that maintains updated lists of applicants and information on how to provide stakeholder input.

Status: 10/27/17

- ii. Establishing a calendar of public events that aligns with the estimated timeline and meeting dates of the board of trustees and the Board of Governors for purposes of the confirmation process.

Status: 12/4/17

- iii. Developing recommended position criteria consistent with the university's mission, strategic plan and aspirational goals, which shall be approved by the board of trustees.

Status: 11/20/17

- iv. Approving a marketing plan that will be submitted to the board of trustees.

Status: 12/4/17

- v. Identifying individuals who may apply, be nominated, or recruited, taking into consideration experience, qualifications and leadership capabilities under the position criteria to produce a pool of qualified applicants.

Status: 12/4/17

- vi. Vetting applicants by ensuring available public records and online resources are checked to narrow the pool of qualified applicants who will be participating in search committee interviews and that references of candidates to be referred to the board of trustees are thoroughly checked.

Status: 2/15/18 & 2/23/18

- vii. Determining, under the position criteria, the applicants to be interviewed by the search committee and conducting those first applicant interviews.

Status: 2/22/18 & 2/23/18

- viii. Recommending an unranked list of qualified applicants for on-campus meetings or forums and for on-campus interviews by the board of trustees. (Note: The search committee is required to submit more than two qualified applicants to the board of trustees for consideration, other than in exceptional circumstances making fulfillment of this requirement infeasible. If more than one candidate is

not brought forward, the board of trustees must be notified of the reason and may decline to act.)

Status: 2/23/18

(d) The board of trustees or its designee, with the assistance of the executive search firm/consultant (if retained), shall then be responsible for:

- i. Ensuring a **preliminary** criminal, financial, education and professional background check is conducted for the candidates recommended by the search committee to interview with the board of trustees; ensuring that **additional screening** of those candidates is conducted by contacting other persons/entities that can provide additional information relevant to the candidate's job performance in his or her current and past positions, an assessment of the candidate's leadership capabilities and management style, ability to work with various stakeholders, and expected effectiveness as an advocate for the university and the State University System; and ensuring that a **background check** of the president-elect is finalized prior to recommendation of the president-elect to the Board of Governors for confirmation.

Status of Preliminary Check: 2/15/18

Status of Additional Screening: 2/23/18

Status of Final Background Check: 3/14/18

- ii. Selecting final candidates for on-campus meetings with faculty, students, the board of trustees, and other stakeholders.

Status: 2/23/18

- iii. Selecting a final qualified candidate as president-elect for recommendation to the Board of Governors for confirmation.

Status: 3/9/18

- iv. Drafting an employment contract that is consistent with the approved compensation range and contingent upon confirmation of the candidate by the Board of Governors. (Note: A copy of the draft employment contract must be submitted to the Board of Governors' General Counsel for review).

Status: 3/14/18

- v. Submitting a written description of the selection process and criteria, the president-elect's qualifications, and the employment contract to the Board of Governors for the confirmation process. (Note: these materials should be submitted 21 days prior to the Board of Governors' meeting.)

Status: 3/14/18

5. The president-elect is to be briefed by the Chancellor in preparation for the confirmation meeting.

Status: 3/28/18

6. The president-elect is to appear before the Board of Governors for an interview as part of the confirmation process. The Chair of the board of trustees, or designee, will describe the search process and the material terms of the proposed employment contract.

Status: 3/29/18



SECTION 8

Parker Executive Search Proposal

UNIVERSITY OF CENTRAL FLORIDA



UNIVERSITY OF
CENTRAL FLORIDA

Executive Search for
President

University of Central Florida

November 13, 2017



November 13, 2017

Grant Heston
Vice President for Communications & Marketing
University of Central Florida
12443 Research Parkway
Suite 301
Orlando, FL 32826

Mr. Heston:

We are pleased to present this proposal for your consideration to represent the University of Central Florida in the search for its next President. We have been honored to represent UCF for the last six years, including searches for leaders in academics, health sciences, and athletics.

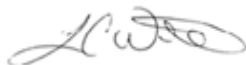
Parker Executive Search provides innovative and proactive search solutions that are personalized to meet the needs of each client. We use a process-driven approach to aggressively recruit leaders who will build upon the excellent reputation and tradition of the University of Central Florida.

Parker Executive Search has extensive experience conducting searches within the Florida Sunshine Laws. We are proud to have represented all major institutions within the state of Florida in leadership searches. We believe strongly that this experience has allowed us to have a deep understanding of the state's sunshine laws. This experience and knowledge allows us to provide an expedited process developed specifically for the state of Florida.

Our dedicated team has completed over 2,000 searches for distinguished academic, health sciences, athletic, and corporate clientele. Our extensive experience in conducting higher education searches has allowed us to gain an understanding of the opportunities and challenges facing the academic community.

Parker Executive Search's mission is to exceed our client's expectations by providing superior search services. We would be pleased and honored to represent the University of Central Florida.

Best regards,



Laurie C. Wilder
President
Parker Executive Search



Laurie C. Wilder, President
 Daniel Parker, Managing Director
 Five Concourse Parkway, Suite 2900
 Atlanta, GA 30328

Phone: 770.804.1996

Fax: 770.804.1917

parkersearch.com

COMPANY PROFILE

Parker Executive Search and its predecessor firms was founded in 1981 by Daniel Parker, Sr. The firm is currently owned by Laurie C. Wilder and Daniel Parker, both of whom have been consultants to the University of Central Florida.

Parker Executive Search is a retained executive search firm dedicated to providing superior service to its clients in the identification and recruitment of outstanding professionals for senior executive positions.

With more than 100 years of combined experience, our search consultants are committed to building strong and lasting relationships with both our clients and candidates. Each search is led by a senior consultant and is assisted by experienced team members who provide support throughout every step of the search process. Based in Atlanta, Georgia, Parker Executive Search provides innovative and proactive search solutions to national and international clients.



Our higher education practice is one of the most highly regarded in the country. We understand the important role of search committees and campus constituencies and recognize the often difficult task of executing searches. Parker Executive Search utilizes a proven process to assist the client in successfully managing the selection process. To identify and recruit the best candidates, we combine a careful review of our extensive proprietary database with original research tailored to the needs and desires of each client.

In each search, we strive to maintain close contact with our client and potential candidates. Updates on the search progress, including candidates under consideration, will be delivered to the committee via a secure website developed for each search assignment.

We agree with the client on a strict timeline and commit the full resources of our firm in aggressively conducting the search and reaching a successful conclusion. Parker Executive Search has a reputation for exceeding clients' expectations by providing a diverse panel of candidates and a quality search process.

We accept the principles of equal opportunity employment. That means we will not discriminate on the basis of gender, disability, race, age, color, sexual orientation, political affiliation, veteran status, marital status, national origin or religion. This is not just an obligation to our clients – it is our own personal commitment.

SEARCH EXPERIENCE

Our dedicated team has completed over 2,000 searches for distinguished academic, health sciences, athletic, and corporate clientele. Our history of recruiting senior level leaders in higher education includes:

University of Central Florida Experience

- Provost and Vice President for Academic Affairs
- Vice President and Director of Athletics
- Vice President for Alumni Relations and Development
- Vice President for Research and Dean of the College of Graduate Studies
- Dean, College of Engineering and Computer Science
- Dean, College of Nursing
- Dean, The Burnett Honors College
- Associate Vice President and Chief Human Resources Officer
- Associate Vice President for IT
- Associate Vice President for Health and Information Technology
- Associate Dean for Clinical Affairs, College of Medicine
- Executive Director, WUCF TV
- Head Football Coach
- Head Men's Basketball Coach
- Head Women's Basketball Coach

SEARCH EXPERIENCE

University Systems

- Commissioner, Mississippi Board of Trustees of the State Institutions of Higher Learning
- President, Southern Illinois University System
- President, University of Illinois
- President, University of Tennessee System
- Chancellor, University System of Georgia

Doctorate-Granting Universities

- President, Armstrong State University
- President, Augusta University
- President, Eastern Michigan University
- President, Florida Atlantic University
- President, Georgia Southern University
- President, Georgia Southern University
- President, Georgia State University
- President, Iowa State University
- President, Northern Illinois University
- President, Southern Oregon University
- President, St. Louis College of Pharmacy
- President, Texas A&M International University
- President, Texas A&M University-Corpus Christi
- President, The University of Southern Mississippi
- President, University at Albany, State University of New York
- President, University of Central Arkansas
- President, University of Georgia
- Chancellor, University of Illinois at Chicago
- President, University of Iowa
- Chancellor, University of Mississippi
- President, University of North Florida (*current*)
- President, University of Northern Iowa
- President, University of Oregon
- Chancellor, University of Tennessee Health Science Center
- Chancellor, University of Tennessee, Knoxville

SEARCH EXPERIENCE

- President, University of West Georgia
- President, Valdosta State University
- President, Western Michigan University
- President, Western Michigan University

Master's Colleges and Universities

- President, Armstrong State University
- President, College of Charleston
- President, Colorado State University, Pueblo
- President, Columbus State University
- President, Delta State University
- President, Georgia College
- President, Georgia Southwestern State University
- President, Kennesaw State University
- President, Lipscomb University
- President, Mississippi University for Women
- President, Savannah State University
- President, Southeast Missouri State University
- Chancellor, Southern Illinois University, Edwardsville
- President, Southern Polytechnic State University
- Chancellor, University of North Carolina, Wilmington
- Chancellor, University of Tennessee at Chattanooga
- Chancellor, University of Tennessee, Martin
- President, Valdosta State University

Baccalaureate/Associate's Colleges

- President, Abraham Baldwin Agricultural College
- President, Bainbridge State College
- President, Brewton-Parker College
- President, Dalton State College
- President, Fairmont State University
- President, Georgia Gwinnett College
- President, Georgia Highlands College
- President, Georgia Highlands College

SEARCH EXPERIENCE

- President, Georgia Military College
- President, Georgia Perimeter College
- President, Gordon State College (*current*)
- Chancellor, Louisiana State University at Alexandria
- President, Middle Georgia College
- Chancellor, University of South Carolina Upstate
- Chancellor, University of South Carolina, Beaufort

University-Affiliated Organizations

- President and CEO, Herty Advanced Materials Development Center
- President and Chief Executive Officer, Oak Ridge Associated Universities
- Executive Director, University Center of Greenville
- President, University of Illinois Alumni Association
- Vice President for Health Affairs and Chancellor, University of Tennessee Health Science Center

Upper Administration

Academic Affairs

- Vice President and Dean of Faculty, Armstrong State University
- Vice President for Academic and Faculty Affairs, Augusta University
- Assoc Provost for Assessment, Scholarship, and Professional Development Programs, Butler University
- Executive Vice President and Provost, Central Michigan University
- Senior Vice President for Academic Affairs, Columbus State Community College
- Provost and Vice President for Academic Affairs, Columbus State University
- Provost and Vice President for Academic Affairs, Dixie State University
- Provost & Vice President for Academic Affairs, Georgia College
- Provost, Georgia Southern University
- Senior Vice President for Academic Affairs and Provost, Georgia State University
- Provost and Vice President for Academic Affairs, Indiana State University
- Provost and Vice President for Academic Affairs, Indiana State University
- Provost and Senior Vice President for Academic Affairs, Iona College
- Senior Vice President and Provost, Iowa State University
- Provost, Mercer University

SEARCH EXPERIENCE

- Provost and Vice President for Academic Affairs, Mississippi University for Women
- Provost / Vice President - Academic Affairs, Northern Michigan University
- Vice Chancellor for Academic Affairs and Provost, Purdue University Northwest
- Provost and Vice President for Academic Affairs, South Dakota State University
- Provost, Southeast Missouri State University
- Provost, Southern Methodist University
- Provost, The Ohio State University
- Provost, The University of Alabama at Birmingham
- Senior Vice President of Academic Affairs and Provost, The University of Alabama at Birmingham
- Provost and Vice President for Academic Affairs, The University of Southern Mississippi
- Provost and Chief Academic Officer, Touro University California (*current*)
- Provost and Vice President of Academic Affairs, University of Central Arkansas
- Provost and Vice President for Academic Affairs, University of Central Florida
- Vice Chancellor for Academic Affairs and Provost, University of Illinois, Urbana-Champaign
- Provost & Executive Vice Chancellor for Academic Affairs, University of Mississippi
- Vice President for Academic Programs and Instructional Strategy, University of North Carolina General Administration
- Chancellor, Palmetto College, University of South Carolina
- Executive Vice Chancellor, Palmetto College, University of South Carolina
- Provost and Senior Vice Chancellor for Academic Affairs, University of Tennessee at Chattanooga
- Vice Chancellor, Academic, Faculty & Student Affairs, University of Tennessee Health Science Center
- Provost, University of Tennessee, Knoxville
- Provost and Executive Vice President for Academic Affairs, University of Toledo
- Provost and Executive Vice President for Academic Affairs, University of Toledo
- Provost and Executive Vice President, Academic Affairs, University of Washington (*current*)
- Provost and Vice President for Academic Affairs, University of Washington
- Executive Vice Chancellor and Chief Academic Officer, University System of Georgia

SEARCH EXPERIENCE

- Provost and Vice President of Academic Affairs, Valdosta State University
- Provost and Vice President of Academic Affairs, Valdosta State University
- Provost and Vice President for Instructional Services, Vincennes University
- Provost, Western Michigan University

Administration / Finance

- Associate Vice President and Director of Human Resources, Florida Gulf Coast University
- University Controller, Florida International University
- Chief Human Resource Officer, Georgia College
- Senior Vice President, Administration & Finance, Georgia Institute of Technology
- Associate Vice President for Business and Finance, Iowa State University
- Vice President for Human Capital, Kansas State University
- Executive Vice President for Administration and Finance, Louisiana State University System
- Vice President, Finance & Administration, Middle Tennessee State University
- Senior Associate Vice President for Human Resources, Northern Illinois University
- Vice President and General Counsel, Northern Illinois University
- Vice President for Administration and Finance, Northern Illinois University
- Vice President for Finance and Administration, Shawnee State University
- Vice President for Business and Finance, Southern Methodist University
- Executive Vice President for Finance and Administration, Texas A&M University-Corpus Christi
- Vice President of Financial Affairs and Administration, The University of Alabama at Birmingham
- Associate Vice President and Chief Human Resources Officer, University of Central Florida
- Associate Vice President and Chief Human Resources Officer, University of Central Florida
- Vice President for Finance and Administration, University of Georgia
- Vice President for Finance and Administration, University of South Alabama
- Senior Vice President for Business and Finance, University of South Florida
- Vice President and Campus Executive Officer, Sarasota/Manatee Campus, University of South Florida

SEARCH EXPERIENCE

- Associate Vice Chancellor of Human Resources, University of Tennessee Health Science Center
- Executive Associate Dean of Finance and Operations, University of Tennessee Health Science Center
- Vice Chancellor for Business & Finance, University of Tennessee Health Science Center
- Associate Vice Chancellor for Facilities, University of Tennessee, Knoxville
- Vice Provost for Planning and Budgeting, University of Washington
- Vice Chancellor for Facilities, University System of Georgia
- Vice Chancellor for Human Resources, University System of Georgia
- Assistant VP for Finance and Administration, Health Science Center, Virginia Commonwealth University
- Vice President of Business and Finance, West Texas A&M University

Student Affairs

- Vice President, Student Affairs, Augusta University
- Vice President for Student Affairs, Clemson University
- Dean of the College, Dartmouth College
- Associate Vice President for Student Affairs & Enrollment Management, Eastern Michigan University
- Vice President for Student Affairs, Kennesaw State University
- Vice Chancellor for Student Life and Enrollment Services, Louisiana State University
- Vice President, Student Affairs, Middle Tennessee State University
- Assistant Vice President for Student Life and Chief Housing Officer, The Ohio State University
- Vice President for Student Affairs, The Ohio State University
- Dean of Students / Associate Vice President for Student Affairs, The University of Alabama in Huntsville
- Vice Chancellor - Student Affairs, University of California, San Diego
- Vice President for Student Affairs, University of Florida
- Dean of Students and Deputy Title IX Coordinator, University of South Carolina (*current*)
- Vice President of Student Affairs, University of South Florida

SEARCH EXPERIENCE

- Vice Chancellor for Student Development, University of Tennessee at Chattanooga
- Vice Chancellor for Student Life, University of Tennessee, Knoxville
- Vice President for Student Life, University of Washington
- Vice President for Student Affairs, West Texas A&M University
- Vice President for Student Life, West Virginia University

Enrollment Management

- Vice Provost for Strategic Enrollment Planning - Chief Enrollment Officer, Bowling Green State University
- Vice President for Enrollment Management, Bradley University
- Vice President for Enrollment Services, Brewton-Parker College
- Vice President for Enrollment Management, Marketing and Communications, Indiana State University
- Associate Provost for Enrollment Management, Texas A&M University
- Associate Vice President for Enrollment Services, The University of Alabama in Huntsville
- Assistant Vice Chancellor for Enrollment Services and Registrar, University of Tennessee Health Science Center
- Registrar, University of Tennessee Health Science Center (*current*)
- Associate Vice President for Enrollment Management and Services, West Virginia University

External Affairs

- Senior Vice President for Advancement and Community Relations, Augusta University
- Vice President for University Advancement, Georgia Southern University
- Vice President for Economic Development & Community Engagement, Kennesaw State University
- Vice President for University Advancement and Development, Kennesaw State University
- Vice President, Development, Middle Tennessee State University
- Vice President for Advancement, Presbyterian College
- Associate Vice Chancellor of Advancement, Purdue University Northwest

SEARCH EXPERIENCE

- Vice President for University Advancement, St. Cloud State University
- President and CEO, The University of Connecticut Foundation
- Vice President for Advancement, University of Alabama, Tuscaloosa
- Vice President for Alumni Relations and Development, University of Central Florida
- Senior Vice President for External Affairs, University of Georgia
- Vice Chancellor for Development, University of Mississippi
- Vice President for Advancement, University of North Georgia
- Vice President of University Advancement and President of the UNI Foundation, University of Northern Iowa
- Vice President for Development and Alumni Relations, University of South Carolina
- Associate Vice Chancellor for Development and Development Services, University of Tennessee Health Science Center
- Vice Chancellor for Development & Alumni Affairs, University of Tennessee Health Science Center
- Vice President for University Advancement, Valdosta State University
- Vice President for Institutional Advancement, West Texas A&M University
- Vice President for Development and Alumni Relations, Western Kentucky University
- Vice President for Development and Alumni Relations, Western Michigan University

Research

- Vice President for Research and Economic Development, Georgia State University
- Vice President for Research, Kansas State University
- Vice President for Research and Dean of Graduate Studies, Kennesaw State University
- Senior Vice President for Research, Mote Marine Laboratory
- Vice President for Research and Economic Development, South Dakota State University
- Vice Chancellor/Vice President for Research and Technology Transfer, The University of Houston System

SEARCH EXPERIENCE

- Vice President for Research and Dean of the College of Graduate Studies, University of Central Florida
- Vice President for Research, University of Cincinnati
- Associate Vice Chancellor for Research and Graduate Studies, University of Colorado, Denver
- Vice President for Research and Associate Provost, University of Georgia
- Vice Chancellor/Vice President for Research and Technology Transfer, University of Houston
- Vice Chancellor for Research, University of Tennessee Health Science Center
- Vice President for Research, Western Michigan University (*current*)

Technology

- Chief Technology Officer, Ferris State University
- Associate Vice President for Instructional Technologies Support, Texas State University
- Vice President for Information Technology, Texas State University
- Chief Information Officer / Associate Provost, The University of Alabama in Huntsville
- Associate Vice President for IT, University of Central Florida
- Chief Information Officer, University of Mississippi
- Vice Chancellor for Information Technology and Chief Information Officer, University of Tennessee Health Science Center
- Assistant Vice Chancellor for Information Technology & Chief Information Officer, University of Tennessee, Knoxville
- Chief Information Officer, University System of Georgia

Other Upper Administration

- Chief Compliance Officer, Des Moines University
- Assistant Vice President for Facilities Management, Florida Atlantic University
- Assistant Commissioner for Adult Literacy, Georgia Department of Technical and Adult Education
- Chief Diversity Officer, Kennesaw State University
- Assistant Vice President for Career Services, Loyola University Maryland
- Vice Provost for Institutional Equity and Diversity, North Carolina State University

SEARCH EXPERIENCE

- Vice President of University Relations, The Ohio State University
- Chancellor, The University of Tennessee Institute of Agriculture
- Vice President of Communications and Marketing, University at Albany, State University of New York
- Vice President for Agriculture and Natural Resources, University of California
- Associate Vice President for Health and Information Technology, University of Central Florida
- Senior Vice President for Agriculture and Natural Resources, University of Florida
- Assistant Vice President and Chief Medical Information Officer, University of Illinois Hospital & Health Sciences System
- Associate Vice President for Community-Based Practice, University of Illinois Hospital & Health Sciences System
- Associate Vice President for Health Affairs, Professional Practice, University of Illinois Hospital & Health Sciences System
- Associate Vice President for Quality, University of Illinois Hospital & Health Sciences System
- Vice Chancellor for Diversity and Community Engagement, University of Mississippi
- Chief Medical Officer, University of South Alabama Health System (*current*)
- Vice Chancellor for e-Learning, Palmetto College, University of South Carolina
- Vice Chancellor for Diversity, University of Tennessee, Knoxville

PROFESSIONAL TEAM

LAURIE C. WILDER (Lead UCF Consultant)

PRESIDENT

As President, Laurie Wilder is responsible for the strategic leadership and day-to-day operations of Parker Executive Search.

Laurie has been with the firm for 17 years and is responsible for leading the development and delivery of successful recruiting strategies and best practices across the firm's core practice areas.

Laurie has been involved in all aspects of the search process and has successfully conducted over 1,000 leadership searches. Her experience spans across AAU public research universities, regional and state colleges, as well as private liberal arts institutions. She has recruited for leadership positions across all levels of higher education and collegiate athletics. Laurie has also actively worked on middle- and senior-level searches for a variety of corporate clients in the sales, marketing, material management, logistics, human resources, general management, operations, manufacturing, construction, and finance functions.

Laurie enjoys developing lasting relationships with her clients and feels a strong sense of ownership and responsibility for meeting their unique needs. The confidence that clients place in Parker Executive Search inspires her as President to never lose sight of the challenges and sense of purpose that drives the entire Parker Executive Search team.

Laurie is often an invited speaker to higher education associations and enjoys discussing the role of executive search in academic leadership recruitment. She is a past board member of the Atlanta Tipoff Club, which annually awards basketball's Naismith Award. She also has been a speaker at the Executive Leadership Institute for the National Association of Collegiate Women Athletics Administrators and for the NCAA Champions Forum.

Laurie is driven by opportunities to give back to her community. She is an active volunteer for Atlanta based Feeding the Multitude. She plays a key role in the volunteer leadership of the Wesleyan Arts Alliance.

Laurie graduated with honors from the University of Georgia with a Bachelor of Business Administration and an emphasis in management. Before joining Parker Executive Search, she was vice president of corporate relocation for Harry Norman Realtors and worked in sales for ConAgra Corporation.

Laurie lives in Johns Creek, Ga., with her husband, Preston, and their children, Maguire and Holden. They are members of North Point Community Church.



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PROFESSIONAL TEAM

PORSHA WILLIAMS (Lead UCF Consultant)

VICE PRESIDENT

Porsha Williams is vice president of higher education for Parker Executive Search.

She leads business, client and candidate development for the firm's higher education practice.

Her career with the firm began as Chief of Staff to the President and quickly advanced through the ranks to her current leadership role. She is responsible for client management, candidate development and recruitment, and successful search execution. Porsha has significant experience recruiting world class leaders among colleges and universities across the country. She has successfully completed over 200 searches. In addition, Porsha has conducted substantial work for Fortune 500 companies in the financial services industry.

Prior to joining the firm in 2005, Porsha worked in sales and management for the Hertz Corporation and was quickly promoted to branch manager in Tucker, Ga. She graduated from the University of Georgia with a bachelor's degree in speech communications.

Porsha is passionate about diversity recruitment and finding opportunities for talented minority candidates. She also is an organizer and advisor to Feeding the Multitude, an organization that helps feed underprivileged youth and families.

Porsha lives in Dacula, Ga, with her husband, Courtney, and their daughters Kai and Kendall.



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PROFESSIONAL TEAM

DANIEL PARKER

VICE PRESIDENT & MANAGING DIRECTOR

Daniel has worked on numerous corporate vice president searches, collegiate athletic director searches, and collegiate basketball, baseball, and football head coach searches. In his role, Daniel is also responsible for business development and candidate development.

Before joining Parker Executive Search, Daniel spent 10 years in the Sales and Marketing division for Nissan North America in California, Florida, and South Carolina before moving to Atlanta in 2009. Along with his extensive sales and marketing experience, Daniel also spent time working in automotive finance for Nissan Motor Acceptance Corporation. Daniel's responsibilities included retail financial products, automotive floor plans, and dealership mortgages.

In addition to his duties at Parker Executive Search, Daniel has been a speaker at the National Association of Collegiate Directors of Athletics Conferences, the Black Coaches Association Conference, Villa 7 Center for Leadership, National Association of Collegiate Women's Administrators Convention and the Collegiate Athletic Leadership Symposium.

Daniel graduated from The Terry College of Business at The University of Georgia, earning a BBA with an emphasis in Marketing. Daniel also earned his MBA from The Terry College of Business at The University of Georgia.

Daniel and his wife Callie have three daughters: Caroline, Molly and Olivia.



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PROFESSIONAL TEAM

RYAN GRANT

VICE PRESIDENT & MANAGING DIRECTOR

Ryan Grant leads the corporate practice as Vice President & Managing Director at Parker Executive Search, focusing on recruiting senior-level executives.

He has built an impressive track record of serving clients spanning multiple industries and earned a strong reputation for client service by being involved in every step of the search process, strategically advising clients and candidates along the way. Ryan also recruits leading executives for key positions in private foundations and sports organizations.

Before joining Parker Executive Search, Ryan was the director of business development and hospitality for Nantucket Island Resorts. He also served on the board of directors for the Nantucket Boys and Girls Club and the Nantucket Island Chamber of Commerce.

Ryan attended Vanderbilt University on a golf scholarship and graduated magna cum laude with a double major in economics and human and organizational development. He also earned an MBA from the University of Georgia. Following completion of his collegiate golf career, Ryan played professional golf around the world on the European Challenge Tour, South American Tour and Nationwide Tour.

Currently, Ryan serves on the Board for Street Grace and is a member of the Vanderbilt Alumni Association Board of Directors. He is passionate about mentoring the next generation of leaders. To further that passion, he is a group leader for his church's high school ministry. Ryan lives in Atlanta with his wife, Katie, and their three daughters, Ella, Nora and Brynn.



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PROFESSIONAL TEAM

JACOB ANDERSON PRINCIPAL

Jacob has been with Parker Executive Search since 2012 and serves as a Principal within the Higher Education Practice. He has broad based knowledge of Higher Education with a specialized expertise in Academic Health Sciences.

As a Principal, he is charged with working to identify and recruit strong leaders for each of the firm's clients. Jacob works in close collaboration with the firm's Vice Presidents on various search responsibilities to include setting a strategy for the recruitment of qualified individuals, researching and sourcing potential candidates, interviewing and presenting candidates for review, managing the committee and finalist interview processes, and ensuring clients reach closure with the preferred candidate. Jacob also partners with the firm's Vice Presidents on new client engagement and business development.

Jacob is originally from the Washington D.C. area. He graduated summa cum laude from the University of Georgia Honor's Program with a Bachelor of Business Administration in Finance and a Bachelor of Arts in Spanish and was a 4 year recipient of the University of Georgia Charter Scholarship. During his time in college, Jacob spent eight weeks studying and living with a family in Seville, Spain. He also interned and worked as a research consultant for Parker Executive Search. Following graduation, he directed the website redesign of a leading Real Estate Auction firm. After completing the project, Jacob joined Parker Executive Search as an Associate in the Academic Health Sciences practice.

Jacob enjoys traveling and college football. He currently resides in Brookhaven, Georgia.



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PROFESSIONAL TEAM

ERIN RAINES, J.D.

PRINCIPAL

Erin Raines joined Parker Executive Search in 2013 and plays an integral role in recruiting higher education leaders.

She focuses on research, candidate development, client and candidate logistics and is a key force in facilitating client and candidate communication.

Prior to joining the firm, Erin worked at Greenberg Traurig, LLP in Atlanta, Georgia. Erin graduated cum laude with a Bachelor of Science in finance from the University of Tennessee, Knoxville. She also earned her Juris Doctorate degree from the University of Tennessee College of Law.

Erin brings a high level of performance and enthusiastically assists in recruiting qualified candidates who make a difference on college campuses across the country.

Erin serves on the board of the Atlanta Region Alumni Chapter of the University of Tennessee. Living in Atlanta, Erin is an avid sports fan, who enjoys traveling, volunteering and spending time with family and friends.



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PROFESSIONAL TEAM

MICHAEL PLUNKETT

DIRECTOR OF FINANCE & TECHNOLOGY

Michael Plunkett is the director of finance and technology, ensuring all financial and technological operations of Parker Executive Search run smoothly.

Michael previously served as manager of technology and was promoted in May 2015 to oversee the finance and accounting functions of Parker Executive Search. Since joining Parker Executive Search, Michael has streamlined many of our systems and functions and will continue to do so in the area of finance.

In 2010, Michael joined the firm as a database manager and developed and launched the Parker Dashboard later that year. An avid sports fan, he expanded the firm's collegiate athletic coach database and also was featured in an ESPN.com article about the database. In 2011, Michael became one of only three to ever receive the Parker Executive Search President's Award.

Michael graduated from the University of Georgia in 2009 with a Bachelor of Arts in cognitive science and is currently pursuing his MBA at Georgia Tech.

Michael is active in the UGA Alumni Association and an active alumnus of the Westminster Schools. He currently lives in Buckhead and enjoys playing guitar, bowling and going to sporting events and concerts.



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(Presidential search chair)

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(Presidential search chair)

PRESIDENTIAL SEARCH HISTORY (Past four years)

- President, University of Illinois
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PRESIDENTIAL SEARCH HISTORY (Past four years)

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PRESIDENTIAL SEARCH HISTORY (Past four years)

- President, Colorado State University, Pueblo
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- President, Southeast Missouri State University
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Former Chief of Staff to the Board
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- President, Georgia Highlands College
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- Chancellor, University of South Carolina Upstate
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PRESIDENTIAL SEARCH HISTORY (Past four years)

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SEARCH PROCESS

Our search consulting services are designed to assist the client in defining positions and providing marketplace information as well as identifying, selecting, and recruiting well-qualified candidates through a comprehensive search process.

I. Define Objectives and Specifications

- Understand the Purpose and Goals of the University of Central Florida
- Develop a Position Specification
- Develop a Timeline

II. Identify and Assess Candidates

- Assist and Advise the University on Advertising
- Conduct Original Research
- Aggressively Recruit Potential Candidates
- Assess Candidate Qualifications

III. Facilitate Process and Interviews

- Recruit, Advise, and Facilitate
- Coordinate All Interviews and Travel Logistics
- Assist Client with Interview Preparation
- Conduct Extensive Background and Reference Checks

IV. Negotiation & Candidate Follow-Up

- Recruit Preferred Candidate and Assist Client in Negotiations
- Follow-Up Communication with All Candidates

DEFINE OBJECTIVES & SPECIFICATIONS

Understand the Purpose and Goals of the University of Central Florida.

- Parker Executive Search will visit with the University, its leadership, and those involved in the search in order to gain an understanding of the history, structure, and operations of the organization.
- We meet with all interested parties involved in the search process to clearly understand and clarify the expectations for the search assignment.

Develop a Position Specification.

- We assist the Search Committee in identifying basic responsibilities, defining the position title, clarifying the reporting relationships, and preparing the position specification.
- We provide the Search Committee with sample specifications and assist in fine tuning the specification, as requested.

Develop a Timeline.

This will include certain established dates, to include:

- Updates on the search process and candidates.
 - *The Search Committee will have access to all written updates and candidate materials via a secure website.*
- Conference calls scheduled as necessary.
- Delivery dates for the candidate recommendation and final report.
- Interim meeting dates with the Committee and others as required.
- In addition, interview dates, locations, and responsibilities will be established as agreed upon, using the timeline as a guide.
- This timeline is designed to also clarify who is responsible for the execution of each objective and target date.

IDENTIFY & ASSESS CANDIDATES

Parker Executive Search will assist and advise the University on appropriate advertising venues, which may include, but are not limited to:

- *The Chronicle of Higher Education*
- *Diverse Issues in Higher Education*
- *Hispanic Outlook in Higher Education*
- *Women in Higher Education*
- Other publications at client's direction
- University of Central Florida website
- Parker Executive Search website

All potential candidates will be contacted by email and by direct phone calls.

- Parker Executive Search's objective is to ensure that all interested parties have been contacted in a timely and professional manner.
- One of the objectives of the search process is to give the client, candidates, and general public a substantial comfort level that the search has been conducted professionally and efficiently.

Original research and candidate identification will continue throughout the search process.

- Parker Executive Search uses original research as well as a careful review of its database, which is complemented by advertising in appropriate publications, to identify and recruit qualified candidates to compare and evaluate against the position specification and each other.

An assessment will continue throughout the search process.

- Parker Executive Search will obtain an understanding of accomplishments, capabilities, strengths and weaknesses, and potential for success for each candidate through resume review, telephone screenings, job specific questionnaires, and, in some instances, personal interviews.

FACILITATE PROCESS & INTERVIEWS

Parker Executive Search will advise and facilitate the process.

- Parker Executive Search shares all information with the appropriate representative(s) of the University. Parker Executive Search recommends candidates who are qualified and meet the specifications for the position, but the search firm does not have a vote in the final selection process.

Parker Executive Search's role in interview scheduling.

Parker Executive Search will make all arrangements and schedule candidates for interviews with University representatives, with the University's approval.

- Consult with University representatives on determining dates and location for interviews.
- Make all meeting arrangements with hotel/meeting venue, including room reservations for University representatives and candidates.
- Schedule interview time and date with each candidate.
- Assist candidates with air and/or ground travel arrangements.
- Provide Search Committee members with complete interview schedule prior to interview dates.
- Schedule or assist in scheduling site interviews for final candidates.

Parker Executive Search will assist the Search Committee and others with preparing for interviews, to include:

- Advising University representatives on appropriate interviewing techniques and questions, as necessary.

FACILITATE PROCESS & INTERVIEWS

Our proprietary secure website provides our clients easy access to all search materials throughout the search process.



After logging in, clients will gain access to the following documents:

- Position Description
- Search Update/Strategy
- Timeline
- Candidate Status Log
- Interview Schedule

BACKGROUND INVESTIGATIONS

Conduct background checks on final candidates.

- Parker Executive Search prides itself on the quality of our due diligence provided to the University. We exhaust every legal and moral avenue to ensure the quality of candidates and to confirm any areas of potential concern. We accomplish this by doing the following throughout the search:
 - Obtain written permission from each candidate to conduct background checks.
 - Conduct criminal, credit, and motor vehicle checks.
 - Confirm candidates' degrees.
 - Conduct media reviews for potentially controversial areas of concern contained in the public domain.
 - Have candidates sign a statement of accuracy of vita and/or bio.
 - Have candidates acknowledge any areas of potential concern that is not publicly accessible. We find this step provides us outstanding results.
- All information discovered in background investigations is provided directly to the University prior to a decision.

Conduct reference checks on final candidates.

- We speak directly with individuals who are in positions to evaluate the candidate's performance in recent years, references that will include both those supplied by the individual, as well as additional reference contacts.
- Our multiple practices in higher education, health sciences, and athletics, allows us to conduct reference checks with various university leaders. This process has proven to be the most successful way to fully vet candidates.
- We also encourage the Search Committee to conduct references on final candidates.

NEGOTIATION & CANDIDATE FOLLOW-UP

Negotiation and Closure

- Parker Executive Search will recruit the preferred candidate.
- We will be involved in working with the client in concluding the search process, including salary and benefit negotiations, when appropriate.
- In addition, we will continue to work with the successful candidate and maintain a close contact, including quarterly telephone conversations to ensure a smooth transition.

Candidate Follow-Up

- Parker Executive Search will follow up with all candidates who were not selected for final interviews, or ultimately extended an offer for the position.
- It is the desire of Parker Executive Search to ensure that the Laboratory has been represented professionally, and all interested parties feel that they have been given fair and open access to the search process.

PROFESSIONAL FEE

We are prepared to represent the University of Central Florida in this critical search assignment for a set fee of \$150,000. The fee will be invoiced in three equal increments at the beginning of the search and 30 and 60 days thereafter.

In addition to the professional fee, direct expenses are billed on an out-of-pocket basis. These expenses include items such as teleconference calls with the committee, secure site access for the search committee, research and delivery services, as well as travel and interview expenses for the search consultants. We make every effort to hold reimbursable expenses to a minimum and estimate that our expenses will be no more than 12% of the total fee; however, this number varies depending on the number of Search Committee meetings at which the consultants are asked to be present and other variables related to dynamic travel situations (i.e. weather, flight delays, etc.).

Advertising, background investigations, committee interview, committee travel, and candidate travel expenses are not included in the 12% expense budget and will be invoiced separately to the University along with proper documentation.

You may terminate the search for any reason upon notice. If this occurs within the first three months after we commence our engagement, the fee for our services up to that point shall be equal to the set fee, prorated on a per diem basis over the initial 90-day period plus any out-of-pocket expenses incurred. If the termination occurs after the 90-day period, the fee for our services shall be the set fee plus out-of-pocket expenses and any reimbursable expenses.

We agree to make every possible effort to present you with the best candidates, but understandably cannot guarantee the performance of a candidate that is ultimately selected by you. We can, however, stand by what should have reasonably been foreseen. ***Therefore, should you hire one of the candidates for the position, but then that individual, within two full calendar years of the starting date, resigns, is terminated, or is otherwise unable to perform the requirements of the position for any reason we shall, if requested, conduct a replacement search at no additional fee (billing only out-of-pocket expenses).***

Parker Executive Search does not believe in the concept of a failed Presidential search. We have always completed Presidential searches, as well as successfully completing many difficult searches on your campus.

EXPENSES TO BE REIMBURSED

As previously indicated, our firm's cost is the professional fee and an expense limit not to exceed 12% of the fee. The following is an estimate of additional expenses that the University will incur. Parker Executive Search will be pay these expenses and invoice UCF with all itemized receipts. These expenses can be fluid in nature depending on decisions made by the search committee and Board.

Advertising

| | | |
|--|-----------|-----------------|
| Chronicle (1 Issue) and Diverse Issues (1 Issue) | \$ | 4,000.00 |
| Hispanic Outlook (1 Issue) | \$ | 1,325.00 |
| Women in Higher Education (1 Issue) | \$ | 845.00 |
| University of Central Florida website | \$ | - |
| Parker Executive Search website | \$ | - |
| Subtotal | \$ | 6,170.00 |

First Round Interviews

| | | |
|---|-----------|------------------|
| 8 candidates x \$1000/candidate (hotel, flights, meals, etc.) | \$ | 8,600.00 |
| Hotel accommodations for interviews and search committee | \$ | 8,000.00 |
| Subtotal | \$ | 16,000.00 |

Board/Campus Interviews

| | | |
|---|-----------|-----------------|
| 4 candidates x \$1500/candidate (hotel, flights, meals, etc.) | \$ | 6,000.00 |
| Subtotal | \$ | 6,000.00 |

Background Investigation

| | | |
|--------------------------------|-----------|-----------------|
| 8 candidates x \$200/candidate | \$ | 1,600.00 |
| Subtotal | \$ | 1,600.00 |

| | | |
|------------------------------------|-----------|------------------|
| TOTAL REIMBURSABLE EXPENSES | \$ | 29,770.00 |
|------------------------------------|-----------|------------------|



SECTION 9

Presidential Search Marketing Materials

UNIVERSITY OF CENTRAL FLORIDA



SECTION 9A | MARKETING MATERIALS

Marketing Plan

UNIVERSITY OF CENTRAL FLORIDA

Presidential Search Marketing Plan

We're seeking our next visionary leader.

Through an open and transparent process, we will attract and recruit our next visionary leader for the University of Central Florida who will continue the momentum of growth and achievement that UCF has experienced in our last two and half decades.

We will communicate our values and brand to potential leaders and candidates, and the higher education community at large, stating what qualities we are seeking in our fifth president.

We will promote our search through higher education publications and our digital channels.

Paid Advertising (promotional and recruitment)

- The Chronicle of Higher Education
- Diverse Issues in Higher Education
- Florida Trend
- Hispanic Outlook in Higher Education
- Insight Into Diversity
- Inside Higher Ed
- Women in Higher Education

Media and Press releases

- Press advances and advisories, availabilities and releases – sent directly to local, regional and national media
- Media placements and one-on-one interviews

UCF.edu channels (websites and social media)

- YouTube: Both video promotion and livestreams of committee meetings
- Facebook
- Twitter
- Instagram
- UCF.edu
- Presidential Search website
- UCF Today (news site)
- UCF email communications
- UCF jobs website

Estimated budget: \$100,000



SECTION 9B | MARKETING MATERIALS

Brochure

UNIVERSITY OF CENTRAL FLORIDA

UNIVERSITY OF CENTRAL FLORIDA



PRESIDENT

UNIVERSITY OF CENTRAL FLORIDA



PRESIDENTIAL SEARCH

THIS IS BIG.

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“The Board of Trustees welcomes applications from those with the integrity, vision and commitment to be the fifth president of this remarkable institution.”

Marcos R. Marchena
Chairman
UCF Board of Trustees

CONTINUING OUR TRAJECTORY

The University of Central Florida's Board of Trustees views the search for our next visionary leader as an opportunity to continue the trajectory established by Dr. John C. Hitt.

Dr. Hitt's 26-year tenure as president has seen UCF grow from a sleepy commuter school to one of the largest and best universities in the country.

U.S. News & World Report ranks UCF among the nation's most innovative universities along with Harvard, Stanford and Duke. *The Washington Post* credits UCF with leading a “national insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education.”

UCF's trajectory is based on the belief that our scale and constant pursuit of excellence make a better future for our students and society. Our strategic plan distills this approach to a simple formula:

Scale x Excellence = Impact

The university's Collective Impact Strategic Plan calls for UCF to become the recognized leader among 21st-century universities for transformational impact, which will be measured in 5- and 20-year objectives:

- ❶ Lead large Florida metropolitan areas in percentage of bachelor's degree attainment in five years, reaching the top quartile nationally by 2035.
- ❷ Double national and international recognition of faculty and student excellence by 2021, and quadruple recognition by 2035.
- ❸ Double research awards in five years and become a top 50 research university by 2035.
- ❹ Generate \$10 billion in economic, social and cultural impact, growing to \$25 billion by 2035.
- ❺ Attract \$100 million in new funding from sources other than students, families and taxpayers, becoming 20 percent of total educational funding by 2035.

VISION

SCALE × EXCELLENCE = IMPACT

Amplifying excellence through scale means that we will have a greater impact on the students and community we serve. We believe in harnessing the strength of our size — our resources, our student body, our technology, our educational pathways and more — with a constant pursuit of excellence to create a positive, lasting benefit that resonates on a global scale.



COLLECTIVE IMPACT

UCF is a model for higher education in the 21st century, poised to make a better future for our students and society. Focused on the next 20 years, we're setting the course for our university and our community with a bold, strategic plan that will transform the way we teach, learn and engage. Based on the idea that bigger is better, we are challenging long-held assumptions about the role and scope of higher education. This means setting big goals — and working together — to achieve our Collective Impact.

OUR PROMISES

The powerful combination of these values has guided UCF's mission since its founding in 1963, and it will lead us into the next 20 years. We are an institution that proves big can be good — and become even better.

Harness the power of scale to transform lives and livelihoods.

Attract and cultivate exceptional and diverse faculty, students and staff whose collective contributions strengthen us.

Deploy our distinctive assets to solve society's greatest challenges.

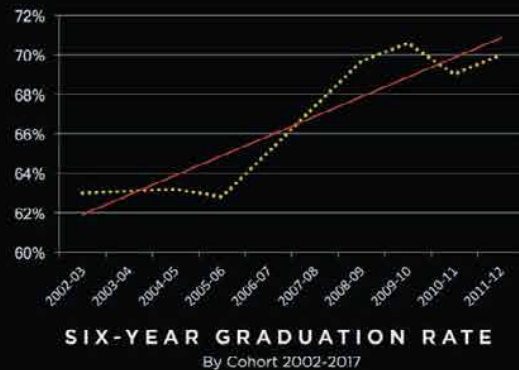
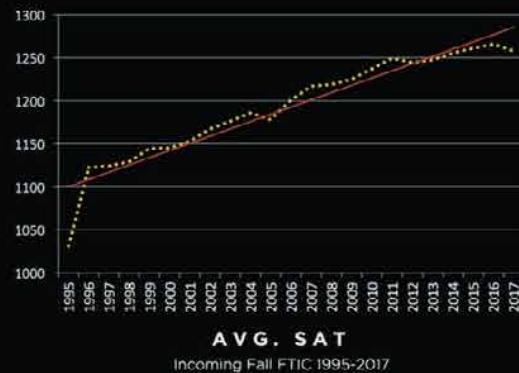
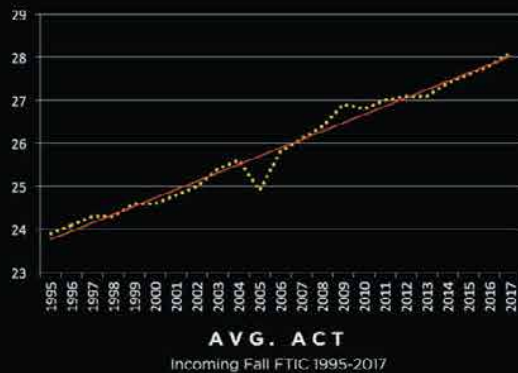
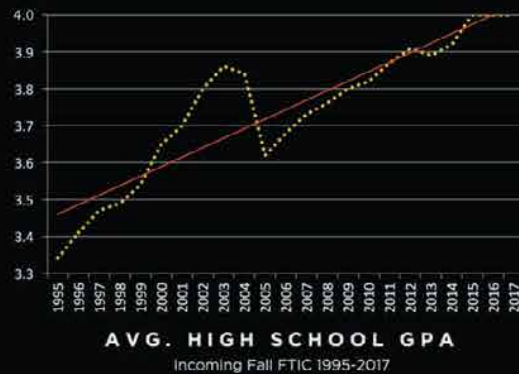
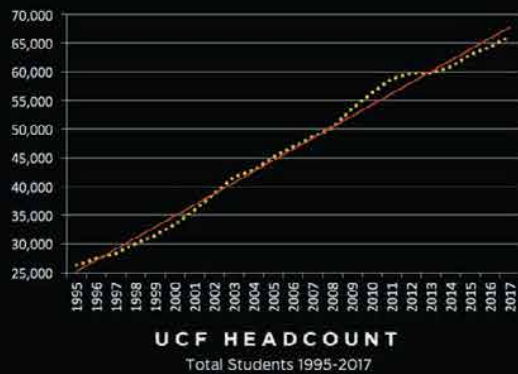
Create partnerships at every level that amplify our academic, economic, social and cultural impact and reputation.

Innovate academic, operational and financial models to transform higher education.

RESULTS

OUR BIGGER IS BETTER

UCF is breaking the mold of exclusivity in higher education by proving that bigger can, indeed, be better. Check out our growth in size and excellence over the past two decades.



BRAND

Bold. Modern.
By our future.
Entrepreneurial
Intergenerational

We think differently.

We are not bound by tradition.

We have a fresh perspective on higher education.

We challenge what has been by pioneering what's next.

WE'RE A NEW KIND OF UNIVERSITY

We are a 21st-century university.
We believe everyone has
potential. And when more
people unleash their full
potential anything is possible.

WE BELIEVE:

Success can only happen
when we expand opportunity
and excellence.

Innovation comes from the
meeting of diverse viewpoints.

None of us is smarter than
all of us.

If there's a better way,
we should do it.

As a community of thinkers,
helpers and makers, UCF pushes
boundaries and shifts paradigms
to solve big problems that
change the world.

It's a big job.

It requires a big university.

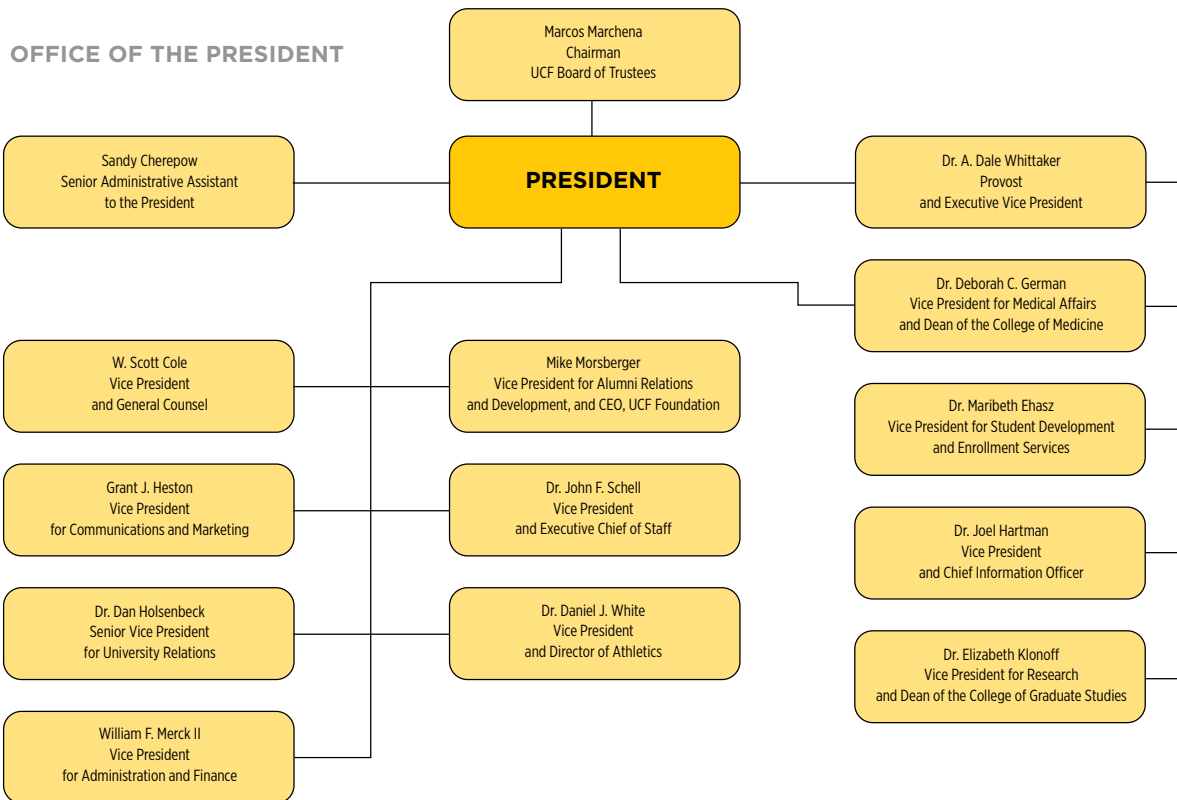
It requires UCF.



ORGANIZATION

THE BUSINESS OF BIG

UCF is a thriving research university located in metropolitan Orlando, one of the fastest-growing regions in the country. Our university benefits from a diverse staff and faculty who create a welcoming environment, a high quality of life, and opportunities to grow, learn and succeed.

**OPERATING BUDGETS**

| | |
|--------------------------------------|-----------------|
| Total | \$1,730,700,334 |
| Education/General - Main | \$637,790,240 |
| Education/General - Med School | \$42,213,225 |
| Auxiliary Enterprises | \$275,887,508 |
| Contracts/Grants | \$163,703,000 |
| Local Funds | \$602,419,075 |
| Faculty Practice (Med School) | \$8,687,286 |

STRENGTH IN NUMBERS

| | |
|--|--------|
| Faculty/Staff | 12,733 |
| Teaching Faculty/Adjuncts | 2,481 |
| Executive, Administrative/Managerial | 740 |
| Other Professional | 1,841 |
| Support Professional | 1,022 |
| Graduate Assistants | 1,899 |
| Postdoctoral/Research Associates | 388 |
| OPS Hourly | 4,362 |

Information as of December 2017 per UCF Institutional Knowledge Management



INCLUSION IS OUR CULTURE

"Diversity is a necessary but not sufficient condition for inclusivity. We would be just as diverse if we hated one another, but we could never be inclusive. Inclusivity means that people feel they have a stakeholder status in an institution and that's what we're really after."

— John C. Hitt, UCF President

STUDENTS

CHANGING LIVES AND LIVELIHOODS

At UCF, we want to be known for who we include, not who we exclude. Our mission to offer life-changing college degrees to as many qualified students as possible has been core to our growth — **but not at the expense of quality.**

For fall 2017, our freshman class is the most accomplished in our history, with an average **GPA of 4.06** and an average **SAT score of 1318**. This year we enrolled a record **315 National Merit Scholars**, ranking us No. 11 among U.S. public universities.

UCF's national-model
DirectConnect to UCF
program guarantees access
to graduates from six nearby
state colleges.

STUDENT PROFILE

| | |
|----------------------------|--------|
| Total Students | 66,183 |
| Undergraduate | 56,972 |
| Freshman | 6,964 |
| Transfer | 8,147 |
| Graduate | 8,726 |
| Medical Professional | 485 |

MOST POPULAR UNDERGRADUATE MAJORS

1. Health Sciences-Pre-Clinical
2. Psychology
3. Biomedical Sciences
4. Nursing
5. Mechanical Engineering
6. Integrated Business
7. Computer Science
8. Biology
9. Finance
10. Hospitality Management

Our student body is not only talented, but also diverse. Students come from all 50 states and more than 150 countries.

FALL FRESHMAN ENROLLMENT:

46%

ARE MINORITIES

25%

ARE HISPANIC
— AND —

25%

ARE FIRST-GENERATION STUDENTS



216 DEGREE PROGRAMS:

95 Bachelor's

87 Master's

28 Doctoral

3 Professional

3 Specialist

ACADEMICS

THIRTEEN COLLEGES.

UNLIMITED POSSIBILITIES.

ARTS AND HUMANITIES

Empowering passion for personal expression to fill hearts and change minds

BURNETT HONORS

Fueling the desire to reach beyond campus and expand the experience of learning

BUSINESS ADMINISTRATION

Driving the future of business to the next frontier for more than just profit

EDUCATION AND HUMAN PERFORMANCE

Answering a noble call to ignite the spark of knowledge in others through teaching

ENGINEERING AND COMPUTER SCIENCE

Leveraging the need to know how and why things work — and make them work better

GRADUATE STUDIES

Charging a culture of academic excellence through groundbreaking research

HEALTH AND PUBLIC AFFAIRS

Serving humanity and improving the future — one challenge at a time

MEDICINE

Saving lives, curing diseases and making discoveries at the forefront of biotechnology

NURSING

Connecting compassion and skill through innovative patient care

OPTICS AND PHOTONICS

Advancing the technology of light and lasers to the next level

ROSEN COLLEGE OF HOSPITALITY MANAGEMENT

Creating memorable experiences that celebrate cultures, commerce and community


SCIENCES

Investigating the mysteries of the world to discover the keys to its survival

UNDERGRADUATE STUDIES

Encouraging intellectual exploration spanning the educational spectrum

DIGITAL LEARNING

Since the 1990s, UCF has innovated online education systems that serve students where, when and how they learn best. On any given day at UCF, more than 50,000 students are learning online in mixed-mode courses in all 13 colleges and fully-online programs through UCF Online. And our innovation is being recognized by the Bill & Melinda Gates Foundation, Brookings Institution and others. 

UCF is ranked as one of the nation's most innovative colleges by **U.S. News & World Report** — and is the only school in Florida to hold this accolade.



RESEARCH

CURIOSITY LEADS THE WAY

UCF researchers drive intellectual capital and innovation to solve today's most pressing problems. As an emerging preeminent university, we promote economic development in the region by aiding in the transfer of technology and other discoveries between university and industry to create next-generation ideas and products. From nanoscience to optics, from simulation to forensic science, UCF researchers work together to have real-world impact, improving the lives of our students and community.

FACULTY CLUSTER INITIATIVE

By leveraging our existing strengths and fostering the development of strong, interdisciplinary teams, UCF is focused on solving tough scientific and societal challenges through teaching and research. The power of this initiative comes from faculty depth, the ability to translate this depth across disciplines and the collaboration of faculty and academic administrators in every college throughout the university.

RESEARCH CLUSTERS

- Cyber Security and Privacy
- Disability, Aging and Technology (DAT)
- Energy Conversion and Propulsion
- Genomics and Bioinformatics
- Learning Sciences
- Prosthetic Interfaces
- Renewable Energy Systems
- Sustainable Coastal Systems
- Violence Against Women

FUELING INNOVATION

UCF ranks among the top 25 universities in the nation alongside Columbia, MIT and Carnegie Mellon for pioneering research that leads to innovative new technology and launches job-creating companies, according to the Milken Institute, a nonprofit think tank.

LEADING IN PATENTS

The National Academy of Inventors ranks UCF in the top 25 U.S. public research universities — along with MIT, Stanford, Caltech and Johns Hopkins — for number of patents issued in 2016.

SOLVING BIG PROBLEMS

UCF was designated as a university with “highest research activity” by the Carnegie Foundation for the Advancement of Teaching. Researchers have earned more than \$1 billion in external grants and contracts during the past decade.

FUNDING BIG BREAKTHROUGHS

For more than a decade, UCF researchers have attracted more than \$100 million in funding annually. Last year, \$136 million came from federal, state and industry partners.



ENTREPRENEURSHIP

FUELING THE STARTUP SPIRIT

At UCF, we believe innovation comes from the meeting of diverse viewpoints inspired by an entrepreneurial culture that empowers our students to test their bold ideas and realize their ambitions. Interdisciplinary collaborations spark across campus, encouraging new solutions to problems too big and complicated for a single-discipline approach.

The result is student startup successes like **Limbitless Solutions**, a team of volunteers who recognized a need for affordable prosthetics that could grow with children and used ingenuity, passion and 3-D printers to build an answer. Today, they've donated more than 20 personalized bionic arms to kids in need around the world and continue to evolve their enterprise to tackle new challenges.

TEXAS INSTRUMENTS INNOVATION LAB

With 3-D printers, laser cutters and other rapid prototyping equipment, students transform creative ideas into marketable innovations — from consumer products to technology solutions — at this collaborative maker space.

CENTER FOR ENTREPRENEURIAL LEADERSHIP

Students of all academic disciplines access classes, advising sessions, meetups, workshops and competitions at this creative hive designed to build their entrepreneurial leadership skills and fuel their future success.

BLACKSTONE LAUNCHPAD

In the heart of the Student Union, this hub of entrepreneurship invites students to attend startup workshops, interface with local industry leaders, collaborate with business coaches, and network with other UCF starters.

PARTNERSHIP

AMERICA'S PARTNERSHIP UNIVERSITY

Strong relationships and a shared vision lead to successful partnerships. UCF collaborations with government, agencies, universities and industry have resulted in game-changing innovations, from technology to education, simulation, health care and beyond. And the best is yet to come.

BRIDG

BRIDG, a consortium led by UCF, Osceola County and the Florida High Tech Corridor Council, offers the opportunity to share equipment and conduct research needed to profitably access the **next-generation smart sensor economy** — an area where UCF is positioned to lead Florida and the nation.



UCF's Rosen College of Hospitality Management

opened in 2004 as the largest purpose-built facility in the United States. Leveraging strong industry partnerships is key to providing a top ranked hospitality education in the heart of one of the world's most popular tourism destinations.



Partnerships were key to the formation of many of UCF's top research centers, including the world-famous **Center for Research and Education in Optics and Lasers**, and the **Institute for Simulation and Training**.

These partnerships and others bring revenue and jobs to the region and the state while creating more opportunities for the university's students, faculty, alumni and community members.

\$1 BILLION

Founded in part by UCF, the **Florida High Tech Corridor** was created to promote high-tech employment in partnership with education. This effort has not only earned national recognition, but also attracted more than 350 companies and generated \$1 billion in downstream impact.

UNIVERSITY INNOVATION ALLIANCE



Partnerships with national organizations include the University Innovation Alliance where **11 universities work together** to increase the rate at which students from low-income and minority backgrounds graduate.

PARTNERSHIP

FUELING AN EVOLVING INDUSTRY

UCF is the intellectual catalyst for an emerging industry cluster in Central Florida.



SETTING AN ANCHOR

For more than a decade, the UCF College of Medicine has been an anchor of Lake Nona Medical City, Orlando's 650-acre health and life sciences park that's home to Sanford Burnham Prebys Medical Discovery Institute, VA Medical Center, Nemours Children's Hospital and MD Anderson Orlando Cancer Research Institute.

THE COLLEGE OF MEDICINE

— which celebrated its 10th anniversary in 2016 — employs high-tech learning tools and a pioneering spirit to educate young doctors and scientists in innovative ways to serve 21st-century needs. And the adjacent Burnett School of Biomedical Sciences is nationally known for innovative research in fields from Alzheimer's disease to cancer and heart disease.

BUILDING A MEDICAL CENTER

In 2019, UCF and HCA's North Florida Division will begin construction on a new hospital next to the College of Medicine in Lake Nona. The 100-bed facility will serve Central Florida residents, train UCF M.D. students and become a living-learning lab for medical, nursing, physical therapy, pharmacy and social work students.



**OPENING
FALL 2019**

PARTNERSHIP

DEVELOPING A DOWNTOWN HUB

A 21st-century city needs a 21st-century campus — a place where new ideas can flourish from a foundation built on innovation. One that will transform lives and communities for decades to come. A game-changing education nexus in the heart of our great city.

UCF's downtown Orlando campus, in partnership with Valencia College, will create new opportunities for more than 7,000 students to live, study and work in the core of the city's entrepreneurial, high-tech and creative economy. Already home to UCF's Florida Interactive Entertainment Academy — one of the nation's top video-gaming graduate schools — the new campus will bring students downtown to study degree programs that align with emerging industries in the city's center. It will provide innovative curriculum for high-demand fields that integrate with local businesses and place thousands of students within walking distance of jobs and internships — connecting highly skilled talent with industry needs, neighborhood synergies and growing opportunities.

“The fact that UCF is considering growing in downtown is an absolute game-changer for our urban core.”

— Buddy Dyer, City of Orlando Mayor



UCF DOWNTOWN





IGNITING THE FUTURE

To fulfill UCF's vast potential in an era of flat or declining state funding, we turn to philanthropy as our margin of excellence. Through IGNITE: The Campaign for UCF, we channel our collective energies and resources into a strategic effort to infuse UCF with \$500 million in mission-critical support by 2019.

That goal will be divided among three broad priority areas:

STUDENT SUCCESS: \$200 MILLION

By expanding access through alternative pathways, we make a UCF education affordable to all deserving students through financial aid and by enriching the student experience through programs that prepare them for success after graduation.

ACADEMIC EXCELLENCE: \$200 MILLION

By attracting and retaining top faculty members and supporting the work of interdisciplinary faculty clusters, we fund critical research and provide the most advanced learning facilities and technologies to bolster UCF's already burgeoning reputation for rigorous academics and innovative research.

A BETTER FUTURE: \$100 MILLION

By leveraging existing strengths, seeking strategic partnerships, and pursuing new opportunities — including UCF's presence in downtown Orlando — we promote interdisciplinary endeavors to develop innovative healthcare solutions, contribute to a healthier environment, and expand global initiatives to lift lives and livelihoods across Central Florida and beyond.

ATHLETICS

REACHING NEW HEIGHTS

Knights are champions on and off the field. “Orlando’s Hometown Team” has earned landmark victories on state and national stages — from conference titles to FBS bowl wins and AP Top 10 rankings. Every touchdown, 3-point shot, home run, goal and award our student-athletes achieve scores points for the reputation and pride of UCF.



ATHLETIC TEAMS

Baseball
Men's Basketball
Women's Basketball
Cheerleading
Women's Cross Country
Football
Men's Golf
Women's Golf
Women's Rowing
Men's Soccer
Women's Soccer
Softball
Men's Tennis
Women's Tennis
Women's Track & Field
Women's Volleyball



94%

GSR

For 2017, UCF student-athletes have an overall Graduation Success Rate (GSR) of 94 percent — higher than any other NCAA Division 1 FBS public institution for the **fourth consecutive year**.

“I’ve always been excited about the prospect of building something, and there’s no ceiling to where we can take UCF Athletics.”

— Danny White, Vice President and Director of Athletics

POINTS THAT REALLY COUNT

Leading the Nation

For GSR in 2017, Knights trail only private institutions Notre Dame, Stanford, Northwestern, Duke, Vanderbilt and Boston College.

Winning in the Classroom

UCF student-athletes have earned an average GPA of 3.0 or better for 19 consecutive semesters.

Getting the Grades

UCF has earned a departmentwide, four-year average Academic Progress Rate (APR) of 978 (perfect APR is 1000).

Winning the Conference

UCF placed 215 student-athletes on the 2016-17 American Athletic Conference All-Academic Team.

Building a Village

Currently in development, the Kenneth G. Dixon Athletics Village will create a cutting-edge environment for student-athletes, including centers for leadership, nutrition, recovery and beyond.



COMMUNITY

A GREAT PLACE TO WORK AND LIVE

Orlando has seen rapid growth and economic expansion in recent years and is a center for the life sciences, medical innovation and technology development. Plus, the sunshine and warm climate create a perfect environment to live, work and explore.

NO. 1 IN THE U.S. FOR JOB GROWTH

— U.S. Department of Labor, Bureau of Labor Statistics 2016

NO. 4 BEST CITIES FOR FUTURE JOB GROWTH

— *Forbes* 2015

NO. 13 FOR FASTEST-GROWING CITIES IN THE U.S.

— *Forbes* 2015

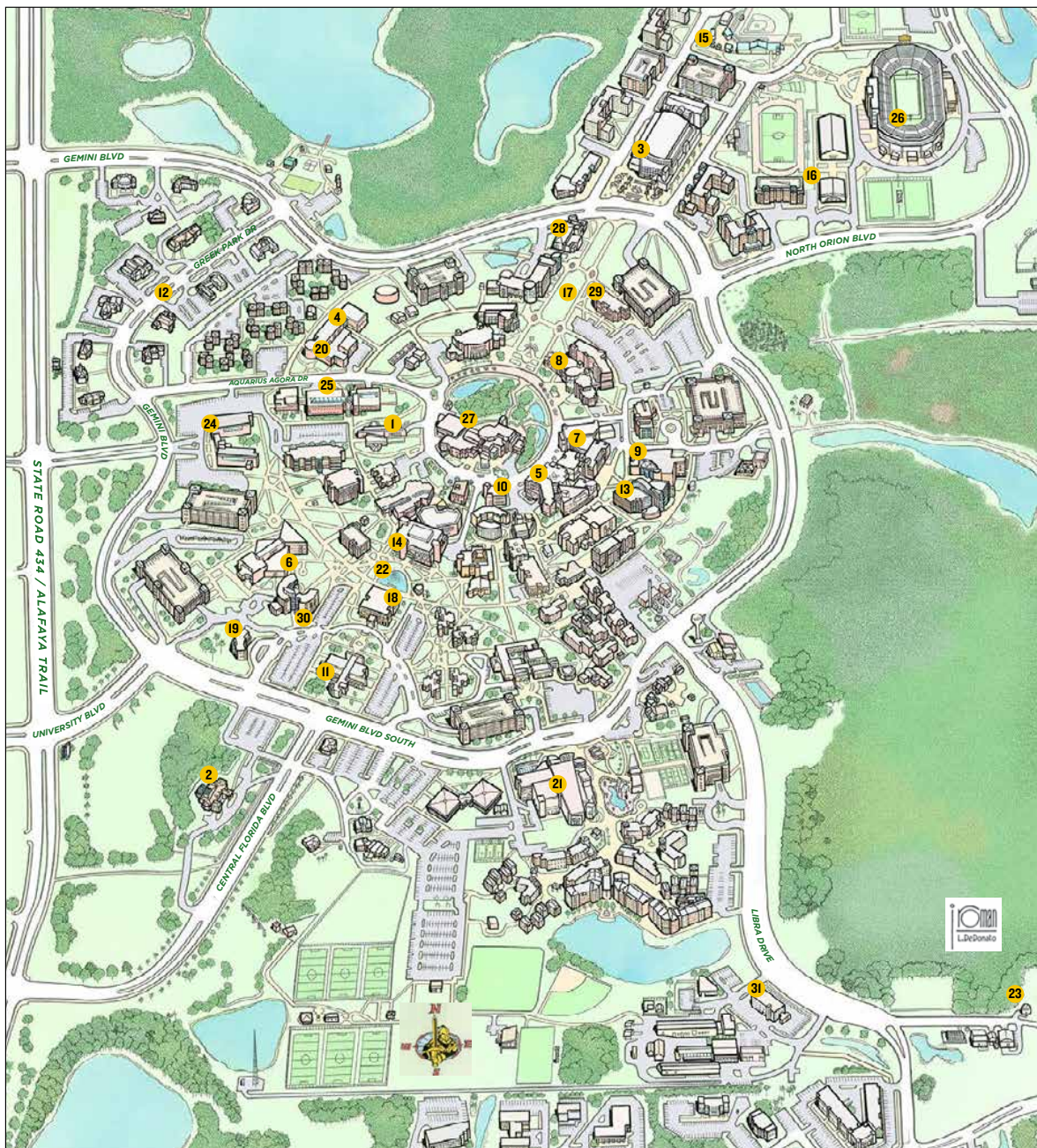
NO. 2 COLLEGE TOWN IN THE U.S.

— *Forbes* 2018

“BEST CITIES FOR INNOVATION”

— *Fast Company* 2008





MAIN CAMPUS

Our 1,415-acre main campus provides modern facilities with 600 acres set aside for lakes, woodlands and an arboretum. We believe that a university campus should not only be a place to learn, but a pleasant place to work with resources to help make our students, faculty and staff successful.

- | | | | |
|--|---|--|--------------------------------------|
| 1. Burnett Honors College | 9. College of Optics and Photonics | 17. Memory Mall | 25. School of Visual Arts and Design |
| 2. Burnett House | 10. College of Sciences | 18. Millican Hall | 26. Spectrum Stadium |
| 3. CFE Arena | 11. Duke Energy Welcome Center | 19. Morgridge International Reading Center | 27. Student Union |
| 4. College of Arts and Humanities | 12. Greek Park | 20. Nicholson School of Communication | 28. UCF FAIRWINDS Alumni Center |
| 5. College of Business Administration | 13. Harris Corporation Engineering Center | 21. Recreation and Wellness Center | 29. UCF Global |
| 6. College of Education and Human Performance | 14. John C. Hitt Library | 22. Reflecting Pond | 30. UCF Teaching Academy |
| 7. College of Engineering and Computer Science | 15. John Euliano Park | 23. Robinson Observatory | 31. University Police Department |
| 8. College of Health and Public Affairs | 16. Kenneth G. Dixon Athletics Village | 24. School of Performing Arts | |

◆ ◆ ◆ ONE OF THE LARGEST UNIVERSITIES IN THE NATION ◆ ◆ ◆

13
COLLEGES

315
NATIONAL MERIT SCHOLARS ENROLLED

66,183 **STUDENTS**

**RANKED AMONG
TOP 25**
UNIVERSITIES IN THE WORLD
FOR THE NUMBER OF PATENTS AWARDED

UCF IS RANKED AS ONE OF THE NATION'S MOST
INNOVATIVE
COLLEGES BY *U.S. NEWS & WORLD REPORT*,
AND IS THE ONLY SCHOOL IN FLORIDA
TO HOLD THIS ACCOLADE

15,000+ **DEGREES**
AWARDED ANNUALLY

Forbes and Kiplinger's ranked a UCF education as one of the nation's best values.

◆ ◆ ◆ ACCOLADES ◆ ◆ ◆

“[UCF is] in the vanguard of an insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education.”

— *The Washington Post*

“Central Florida’s institutions of higher learning are creating a seamless pipeline of social mobility.”

— *Politico Magazine*

“Closing college attainment gaps by race and income means increasing student success without limiting access. It can be done, and UCF is committed to doing that. And they’ve used approaches that could serve as a blueprint for other institutions.”

— **Allan Golston, Bill & Melinda Gates Foundation**

BUILDING LADDERS

The Brookings Institution analysis of the nation’s 342 selective, four-year, nonmission-oriented public universities put UCF among the select 20 percent of institutions that were successful both as ladders of social mobility and laboratories for research in the public interest.

RECOGNIZING QUALITY

UCF ranks among the nation’s most innovative universities along with Harvard, Stanford and Duke, according to the *U.S. News & World Report’s Best Colleges of 2018* guide. UCF is the only school in Florida to make the coveted list.

IMPROVING SOCIAL MOBILITY

A *New York Times* analysis on higher education and social mobility put UCF in the top 10 percent of selective public colleges when considering the share of students from the bottom fifth of incomes who moved to the top fifth as alumni.





THIS IS BIG.

PRESIDENT

University of Central Florida

With more than 66,000 students, the University of Central Florida is one of the biggest and best universities in the nation, challenging long-held assumptions about the role and scope of higher education.

U.S. News & World Report ranks UCF among the nation's most innovative universities along with Harvard, Stanford and Duke (we are the only school in Florida on the list). *The Washington Post* credits UCF with leading a "national insurgency that aims to demolish the popular belief that exclusivity is a virtue in higher education."

UCF is big because we believe in access and opportunity. We're big because we believe lifting the lives and livelihoods of more people results in a stronger community and a stronger society.

Our strategic plan distills our approach to a simple formula:

SCALE X EXCELLENCE = IMPACT

The power of scale and the pursuit of excellence make a better future for our students and society.

This fall, the average GPA of incoming freshmen is a school-record 4.06. UCF also welcomed a school-record 88 National Merit Scholars to campus and ranks 11th among U.S. public universities for enrolling National Merit Scholars.

UCF and our 13 colleges offer more than 215 degrees from UCF's main campus, hospitality campus, health sciences campus, online and through its 10 regional locations. The university offers 95 bachelor's and 87 master's degrees, 28 research doctorates, three professional doctorates and three specialist degree programs.

Regional campuses are located throughout Central Florida. UCF also includes a fully accredited College

of Medicine in the Medical City at Lake Nona and, in 2017, UCF received state approval for a university hospital adjacent to the medical school.

In partnership with Valencia College, UCF has broken ground on a campus in downtown Orlando that will be home to 7,700 students when it opens in 2019.

UCF's fully online programs include bachelor's degrees, graduate degrees, graduate certificates and more.

UCF holds the Carnegie Foundation's highest designation in two categories: community engagement and very high research activity. Kiplinger ranks us a national best-value university. At UCF, 44 percent of students graduate without any educational debt. Nationally, 34 percent of students graduate debt-free.

More than 11,000 students live on UCF's 1,415-acre main residential campus, 13 miles east of downtown Orlando, and in UCF-affiliated or UCF-managed housing next to the campus. The campus is adjacent to one of the top research parks in the nation and anchors the state's nearly \$5 billion modeling and simulation industry.

The Knights' 16 athletic teams have earned landmark victories on national stages — from American Athletic Conference titles to BCS football bowl wins. In the classroom, UCF has been the No. 1 public university in the nation for student-athlete graduation success rate for four consecutive years.

UCF employs more than 12,000 people and operates on a budget of \$1.7 billion. In FY 2017, UCF earned \$136 million in research funding.

As of December 2017, donors have helped the university raise more than \$330 million toward IGNITE: The Campaign for UCF's \$500 million fundraising goal. The campaign, focused on student success, academic excellence, and growth and opportunity, concludes in 2019. The UCF

Foundation manages an endowment of more than \$155 million, as of December 2017.

Leadership Statement

In 2017, the UCF Board of Trustees developed the following characteristics for the university's next president:

- A high level of integrity
- A strong personal and professional academic background
- A sense of commitment to undergraduate education, as well as a dedication to and understanding of graduate and professional education and research
- A respect and concern for students
- A commitment to inclusion and diversity
- A commitment to student success in all areas of the collegiate experience
- An understanding and respect for the roles and responsibilities of the faculty
- A demonstrated record of building, nurturing and working with a high-caliber leadership team
- A demonstrated record of partnership and spirit of entrepreneurship
- A willingness to make strategic choices, timely decisions and responsive actions
- The ability to acquire resources from a variety of sources, including fundraising
- The ability to work with a variety of governmental agencies
- A keen understanding of our unique mission and the ability to lead a multisite metropolitan research university
- A desire and ability to support access and inclusion
- An appreciation for the significant role of intercollegiate athletics in the life of the university

Nominations and Applications The Search Committee invites letters of nomination, applications (letter of interest, full resume/CV and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting UCF. Review of materials will begin immediately and continue until the appointment is made. For additional information, please contact:

Laurie C. Wilder, President
Porsha L. Williams, Vice President
 770-804-1996 ext. 109
 pwilliams@parkersearch.com
 lwilder@parkersearch.com

UCF is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply, including minorities, women, veterans and individuals with disabilities. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

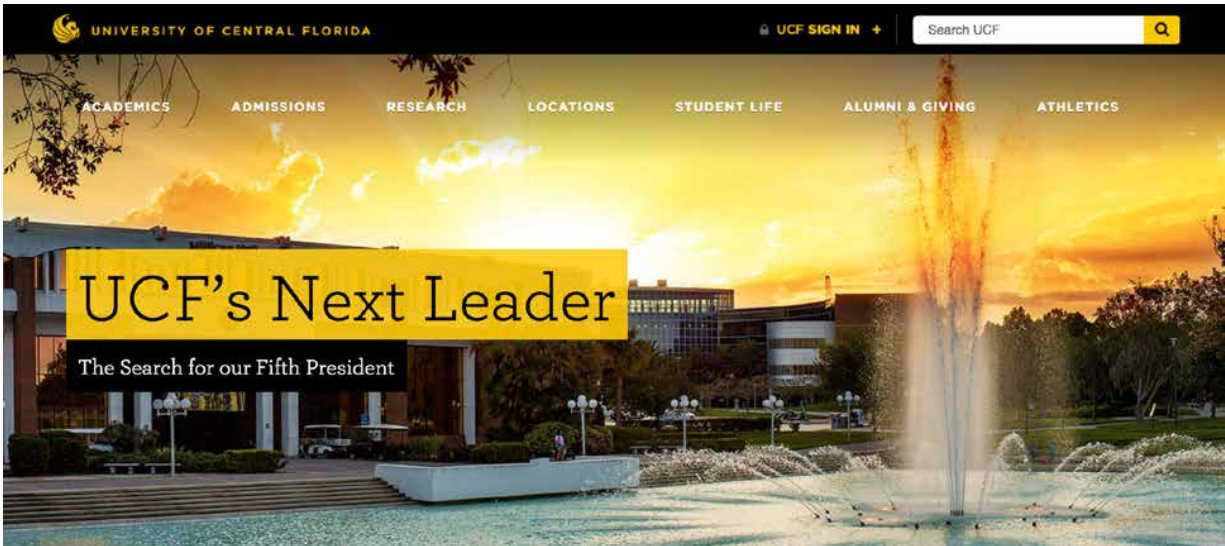


SECTION 9C | MARKETING MATERIALS

Website and Video

UNIVERSITY OF CENTRAL FLORIDA

[Presidential Search Website](#)



[Presidential Search Video](#)





SECTION 9D | MARKETING MATERIALS

Advertising Schedule and Examples

UNIVERSITY OF CENTRAL FLORIDA

Presidential Search Advertising Schedule

| Publication | Run Date |
|---|--------------------|
| Chronicle of Higher Education | |
| E-Newsletter Chronicle Review | 12/12/17 |
| Chronicle Crossword | 12/15/17 |
| Chronicle Main News | 12/15/17 |
| Chronicle of Higher Education-Recruitment | 12/15/17 |
| E-Newsletter Academe Today | 12/19/17 |
| E-Newsletter Academe Today | 12/20/17 |
| Chronicle Crossword | 1/5/18 |
| Chronicle of Higher Education-Recruitment | 1/5/18 |
| Chronicle of Higher Education-Main News | 2/2/18 |
| Chronicle.com Run of Site Banner Ads | 2/1/18-2/13/18 |
| Diverse Issues in Higher Education | |
| Diverse Issues in Higher Education | 12/28/17 |
| DiverseJobs.net job posting package | 12/15/17-2/13/18 |
| Diverse Issues in Higher Education | 01/11/18 |
| Insight Into Diversity | |
| Insight Into Diversity E-Newsletter Banner Ad | 12/21/17 |
| Insight Into Diversity | 12/28/17 |
| Insight Into Diversity E-Newsletter Banner Ad | 1/11/18 |
| Inside Higher Ed | |
| Inside Higher Ed | 12/13/17-2/12/18 |
| Hispanic Outlook in Higher Education | |
| Hispanic Outlook | 12/18/17 |
| Hispanic Outlook Job Posting | 12/18/17-3/18/18 |
| Hispanic Outlook | 1/22/18 |
| Women in Higher Education | |
| Women in Higher Education Job Posting | 12/18/17-2/16/18 |
| Women in Higher Education | 1/1/17 |
| HigherEdJobs.com | |
| HigherEdJobs.com VIP Position | 12/18/17-1/17/18 |
| HigherEdJobs.com Executive Newsletter and Featured Executive Position | 12/18/17 |
| The Journal of Blacks in Higher Ed | |
| The Journal of Blacks in Higher Ed Employment Zone Listing | 12/18/2017-2/16/18 |

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SUCCESS CAN ONLY HAPPEN WHEN WE EXPAND OPPORTUNITY AND
DEMAND EXCELLENCE. WE BELIEVE IF THERE'S A BETTER WAY, WE SHOULD
DO IT. WE BELIEVE NONE OF US IS SMARTER THAN ALL OF US. AND WE
BELIEVE MAKING THE WORLD A BETTER PLACE IS A BIG JOB. IT REQUIRES
A BIG UNIVERSITY. IT REQUIRES UCF. WHAT DO YOU BELIEVE?

UNIVERSITY OF CENTRAL FLORIDA • ORLANDO



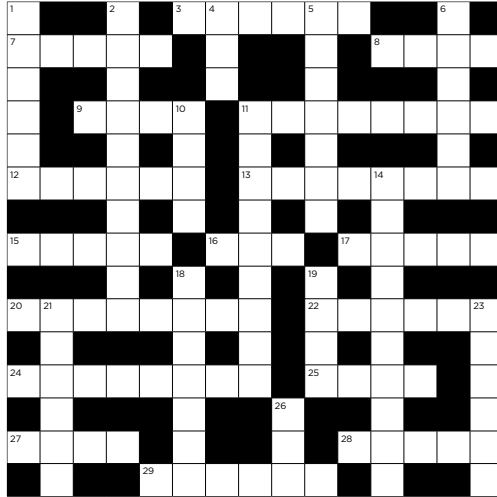
ucf.edu/president-search

A PRESIDENTIAL PUZZLE



The Big Gig

The University of Central Florida is seeking its next visionary leader. Understanding that the role of UCF president is far more than a job — it's an opportunity to lead a university with bold academics, broad research capabilities and international impact — we have launched a robust and extensive search for our fifth president. Please take a moment to familiarize yourself with one of the biggest universities in the nation, then enjoy this UCF-themed crossword puzzle.

**ACROSS**

3. Oathkeeper, Excalibur and Hrunding
7. Josh Heupel is UCF's new football _____
8. Located in Orlando, UCF's _____ campus is 1,415 acres
9. School of Visual _____ and Design
11. Branch of physics that explores the fundamental building blocks of nature
12. UCF is searching for our next visionary _____
13. UCF is an _____ preeminent research university
15. Ordinal number of our next president
16. UCF's latest brand campaign: "This is _____"
17. *Forbes* and *Kiplinger's* named UCF a best _____ university
20. We offer more than 115 of these advanced programs

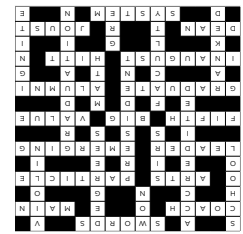
22. 265,000 and growing
24. When fall semester begins
25. UCF's current president
27. The head of one of UCF's 13 colleges
28. Sports contest between two knights
29. UCF is part of the State University _____ of Florida

DOWN

1. UCF is home to the Nicholson _____ of Communication
2. Designation from the Southern Association of Colleges and Schools
4. What UCF's football team did all season long in 2017
5. We offer more than 215 of them
6. A stringed member of the UCF Symphony Orchestra
10. How you might address a group of knights
11. Position for which UCF is searching

14. Most popular place for "Pomp and Circumstance"
18. More than 500 joined UCF in the past three years
19. In this dept., it all adds up
21. UCF is _____ among the most innovative universities by *U.S. News & World Report*
23. Our campaign to raise \$500 million
26. Test before grad sch.

Answer key



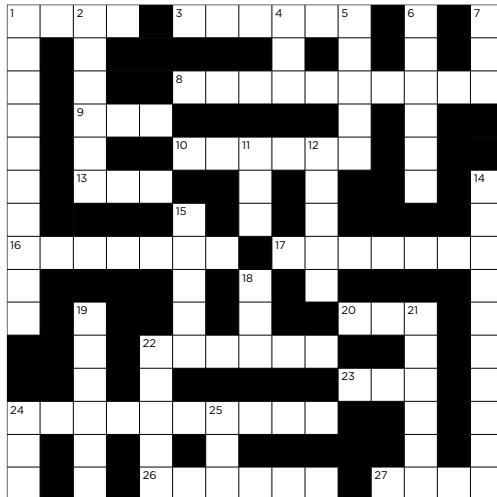
For more information on UCF's Presidential Search, including hints for the crossword, check out our ad in the Careers section or visit ucf.edu/president-search.

A PRESIDENTIAL PUZZLE



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**ACROSS**

1. Pos. for which UCF is searching
3. NASA Astronaut Nicole Stott is one
8. These degrees got their name from Latin word "to teach"
9. With a Graduation Success Rate of 94 percent, UCF student-athletes rank this number among public institutions
10. Our next president must have "a desire and ability to support _____ and inclusion"
13. Common loc. for conducting research
16. Higher education has the strength to _____ students to rise to their potential and improve the world
17. Psychology is currently our most popular degree _____
20. An average of 4.06 for this fall's incoming freshmen
22. UCF Knights rallying cry, "_____ on!"
23. UCF's original name
24. _____ of Central Florida

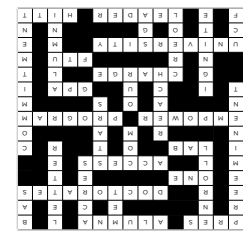
26. We're searching for our next visionary _____
27. UCF's current president

DOWN

1. UCF is an emerging _____ research university
2. After students apply and are accepted, they can do this
4. UCF is a major _____ univ. located in Orlando, Florida
5. Our main campus encompasses 1,415 of these
6. Of recommendation, for example
7. Degrees in philosophy, film, history, French, for ex.
11. Est. in 2006, this college educates future docs
12. The celestial aspirations in our motto
14. Our next president must have "a _____ to student success in all areas of the collegiate experience"
15. Our motto inspires students to "_____ for the stars"

18. From UCF's alma mater, "Ever upward in _____ flight"
19. Our campaign to raise \$500 million
21. 265,000 and growing
22. Alt. name for the College of Optics and Photonics
24. Our university, for short
25. Acronym that represents student issues and concerns, and manages a \$19 million budget

Answer key



For more information on UCF's Presidential Search, including hints for the crossword, check out our ad in the Careers section or visit ucf.edu/president-search.



SEEKING OUR NEXT VISIONARY LEADER

[LEARN MORE](#)

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W H A T D O Y O U B E L I E V E ?

UNIVERSITY OF CENTRAL FLORIDA • ORLANDO



ucf.edu/president-search



SECTION 10

Presidential Search Online Survey Feedback

UNIVERSITY OF CENTRAL FLORIDA



SECTION 10A | SURVEY FEEDBACK

Alumni

UNIVERSITY OF CENTRAL FLORIDA

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

| | | |
|--|--|---|
| <p>Major issues to overcome in the years ahead:</p> <ul style="list-style-type: none"> -Fund raising and donor interest. -Raising the endowment. -Continuing to grow our research base and funding. -Navigating the next round of NCAA Football FBS conference realignment and moving into a Power 5 conference. This is important as much of our University's respect is predicated on having a successful football program, especially so in the State of Florida. -The cost of tuition over the next 10 years -The continued growth of UCF over the next 10 years. Specifically, do we continue to grow in student population or not? Why? Do we want to begin the process of investing in a Law or Dental School? Why/why not? | <p>A leader with the vision to anticipate the above referenced challenges. A "big picture" vision for the school is absolutely necessary. A leader who understands the impact a successful athletics program can have on the perception of UCF, nationwide. Someone who is dedicated to the success of UCF, not just financially.</p> | <p>Someone should want to president of UCF because they WANT to be at UCF. Not everyone is cutout for the job. Some will see it as a stepping stone to another university. John Hitt was so successful at UCF because he wanted the see the school succeed. We need someone, like John, who will be our president for the next 25 years.</p> |
| <p>Maintaining the legacy that Dr. Hitt has established. Keeping our size as an advantage but also maintaining the quality of degrees. From an athletic standpoint we need to move to a Major Conference.</p> | <p>Someone who is open to partnerships outside the box. Embracing technology. Disrupting the system</p> | <p>Because UCF has more potential than any other University in a metropolitan area in the United States. Established yet still growing.</p> |
| <p>as the university continues to expand and construct new facilities, there needs to be access to more parking. As a public institution, UCF needs to be a university that is open to all ideas and forms of speech and expression. Speakers with conservative views should not be silenced or restricted from speaking just because students are butt hurt snowflakes. Buck up.</p> | <p>Someone with previous experience as a university president</p> | <p>The question should be why would they not? We're the largest university in the country by enrollment, we contribute a lot in the way of research and development to a number of industries, whether its aerospace, defense, digital media. We are continually expanding and we need a leader that can take the captain's seat.</p> |
| <p>Including transfer and non-traditional students in the strong knights community, maintaining athletic momentum and building on community involvement. Increasing the draw of highly successful undergraduate and graduate students.</p> | <p>Someone who is already involved with UCF and her goals, someone who is committed to continuing the work lead by UCF's faculty, staff, and President Hitt. A person with a strong collegiate history but someone who understands private industry and will be able to capitalize on UCF's existing private partnerships as well as pioneer new ones.</p> | <p>Because of the incredible opportunity for impact. The ability to make a difference at UCF is categorically unparalleled in an academic setting in the US, and there is very little competition in other areas of industry.</p> |
| <p>Sustainability - bigger is NOT better. Student-to-faculty ratios in excess of 50:1 is not consistent with the university's #1 of the best quality UG education. UCF must cap enrollment, downsize administration (we have way too many VP's, Assoc. Directors, etc.) seek a sustainable level, and better manage what we already have.</p> | <p>One who puts faculty and staff ahead of burdensome, unethical, and unnecessary initiatives.</p> | <p>Because it's a great place to work, and model public institution.</p> |
| <p>Growth, especially at the rate at which we are growing. Sports, we need to move to a bigger conference, we are in a great place to succeed in all of our sports programs. Over the next couple of years the actions we take to continue this success will be detrimental to our program as a whole.</p> | <p>Some one who models all of the characteristics of Danny White and who will work well with him. DW might be our best hire ever.</p> | <p>Why not would be the better question? We are the largest university in the USA, we are in the fastest growing city in America, we have great academic and athletic programs that still have plenty of room to grow, we have the 2nd best Hospitality program in the world, plus Hospitality is one of the biggest economic forces in Central Florida, we have a school that has been working harmoniously together over the years which is why we have seen success and will continue to see success. Orlando is a great</p> |

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| | | |
|--|---|---|
| | | place to live. This is arguably one of the best jobs in the country and there is still so much room to grow. They can choose us where they can make us great and make a name for themselves or they can go somewhere that is already great and just be another name. They have the potential to be a legend here. Go Knights! Charge On! |
| Space; mounting student debt; student loan future; available jobs after graduation; Greek Life | Someone creative who thinks outside the box; has the ability to take into account all aspects of the current political landscape and the underserved populations. Willing to challenge the status quo | The chance to change the face of traditional 4 year universities |
| maintaining or increasing the value and prestige of a UCF degree continuing the shed the image of being a commuter school increasing Central Florida community support and pride in their university finding ways to continuing building and nurturing a proud alumni base that is willing to donate | visionary risk taker someone who is transparent investor in technologies that allow for innovative research and student learning Someone who wants to make Orlando Metro area a significant hub for tech innovation | the area, the university is ripe for moving to the next level culturally diverse atmosphere growing metro-area population increasingly becoming the destination for students around the country chance to lead a university that's on the cusp of being the model of what prestigious universities will be like for the next generation |
| Improving the quality of graduates. | One dedicated to quality over quantity. | They understand the potential this university has. |
| One of the biggest challenges facing UCF will be the ability to continue to grow, while maintaining quality. Additional challenges may stem from changes to student loans, graduate student taxes, and other student financial matters. UCF is not known as a sports school, its is not known as a rigorous academia school, and it is often not known outside of the state of Florida. Putting UCF on the map for its academic status will be a challenge, but one that is needed to ensure steady growth. | A leader who thinks critically, outside the box, would do best as the next leader of the UCF community. A leader who can adapt and be creative. Students these days, and especially those that will enter college in the next few years, are so much more technology driven than in the past, and they want to learn things in new and creative ways. They are not so much interested in the past, but more in the future. So, the new leader needs to recognize and embrace the changing student dynamics. | Someone should want to be the president because they want to help students achieve their goals, they want to support the staff, and encourage the development of each and every person involved in the university community. |
| Staying ahead of the curve when it comes to education innovation as an American Higher Education Institution. | A visionary who is able to build buy-in from all parties. Someone who is innovative and isn't looking to maintain, but grow and develop UCF in ways that is obvious and yet difficult to conceive. | This is the opportunity to take an institution that has thrust itself as one of the top universities in the United States, and to build the legacy and impact the institution has. It can take the institution from being an innovator in higher education, to an inspiration and ideal for all educational institutions. |
| Protecting the university in what seems to be a new era of anti-intellectualism. | A person who understands the importances of the Humanities as well as STEM. A person who will emphasize all aspects of the academy, especially the importance of critical thinking to our students. | Simply put, this university is fantastic. Our relative "newness" allows us to be innovative and allows us to open doors to students other universities shut out. |
| Progressing forward with our up and coming football team. Keeping up with technology and creating new programs so students that graduate are job ready with experiences that can move them forward in the work force. | Someone who is open to expanding all programs or changing programs that do not only involve a football team. An engaged leader that is in the know about the University. Someone who is a present face on campus and is willing to get involved with students. | Orlando is the fastest growing city in America and has the potential to be amazing and a University that has the largest loyal student body in the country. |
| Always tough to follow a Legend! Managing Growth vs. Quality Navigating the Sports at UCF to the next | Leader should be a collaborator bringing all areas of school and community together in a healthy manner. | UCF has so much potential even after the great leadership of John Hitt |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| level if so desired Branding the Identity of the University | Young, dynamic and energetic would be a plus Wouldn't it be awesome to have an Alumni as our Leader?! | Dynamic growing community and a dynamic growing school |
| maintaining and improving the quality of academic programs and experiences while dealing with the demands and consequences of physical growth and expansion; assuring that a proper balance can be realized from growth in the athletic programs so as to not compromise the other aspects of the university experience; managing the political landscape and relationships with the other state institutions and the Florida legislature, especially in light of our growth and the need for more resources | Experience in a public institution should be essential, strong interpersonal skills to build alliances and relationships, one willing to make a long-term commitment | It has a strong foundation of resources, physical assets and location, needs to continue building student and alumni engagement which means it is an ideal opportunity for someone possessing a "leadership drive" |
| 1. Keeping the quality of education up in such a large university. 2. Reduction of class sizes - my Calculus I class was 16 student in 1984. Now the classes can be over 1000 and personal contact/relationship with the professor is no longer possible. 3. Use of virtual classes should be reduced. You can't get a solid college education from the kitchen table. | 1. Understands the human experience factor in a college education. 2. Values quality of the UCF degree over the number of degrees UCF awards-bigger is not always better. 3. Understands the current growth trajectory UCF is on is not sustainable. | 1. To lead UCF with a mantra of "Education First". 2. To restrain from growing UCF even larger unless class sizes are to be reduced to sane levels (30 or less). 3. To bring back the real classroom experience. |
| Getting into a Power-5 Athletic Conference. Sustainable growth. Increasing academic prestige. | I think all of these are easier if we get into a better conference - name recognition, funding, inter conference consortiums (like the Big Ten has with their libraries!). I really think everything gets easier once we get into a better conference. Look at TCU! | NOT for the money. Faculty and Adjuncts are criminally underpaid, especially at UCF the history department was in shambles when I was there. I don't think money should have anything to do with why someone would want to be President here. Other than that I think it's a great investment. So many people are learning about UCF and over time the brand will build. |
| Getting our athletic program into a power 5 conference. | One with vision, knowledge and one that can overcome adversity. | To continue to build on what Dr. Hitt has done for UCF and the ability to see new opportunities to help us in the future to stay competitive with other universities. |
| 1) Managing the ongoing transition to online higher education. 2) Continuing to compete for public funding against Florida's other public universities. | A rare one. UCF needs another visionary with an emphasis on the impact of technology, but also with the experience and gravitas to compete at the highest level of government. | UCF's size and location in central Florida offer unique advantages to make a global impact on delivering higher ed. |
| Maintaining the academic excellence and expectations within a large metropolitan university. | Someone with a background of excellence in the Academic arena with leadership with balancing academic research with a great undergraduate experience. | Their focus needs to be on academics excellence and advancements in research while providing a balanced college experience for under graduate and graduate students. |
| Technology, infrastructure, and funding. | Someone forward thinking who understands technology and data, also focused on athletics. | One of the largest and most progressive universities in the country, the sky is the limit here and we need someone who understands its potential like Dr. Hitt. |
| How to continue to adapt to the growing changes. President Hitt was a visionary with how to build UCF into a vibrant exciting campus; however, the biggest fear is complacency. | Qualities: community oriented, visionary, leadership, not a micromanager, fundraiser, | The same reason why it is an attractive job to many college football coaches. It is in the state of the Florida with great weather 90% of the year. The campus is one of the largest in the country and can continue to offer more with additional expansion to the downtown campus and lake nona. It |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| | | continues to push the mold for a very young university. It attracts a lot of academics who want to further their research. There is additional growth which can be had in the graduate programs which are offered. |
| Keeping up with our growth, focusing on our strong programs so we can be recognized as the best in certain fields (hospitality, nursing), developing our sports program (especially football) | Open minded and determined. History of working at a college or university | To encourage growth in everyone they work with |
| Maintaining integrity in light of the tremendous growth. Having enough high quality faculty to meet the needs of an ever growing student population. All healthcare departments should be housed at Lake Nona, not just the ones with big donors. Nursing and social work, especially need to be there. | A leader who sees the big picture. Someone who can see beyond the 'money' aspect of a large university. Someone who is well traveled and has seen the challenges facing other universities across the country and someone who has been a part of creating an inclusive environment in the past. Ideally, the individual would have teaching experience and not just administrative experience. | That's a good question. It would hope that the individual would demonstrate a strong desire to improve the quality of the educational experience at UCF and maintain high standards across the university. |
| Continued growth. The areas of technology, STEM, Mars flight, and infrastructure repair/replace/renew MUST be taught, interned, planned for, and instructors recruited and trained. WE MUST START THIS TODAY. | We definitely do NOT want a politician from the Tallahassee statehouse to be our leader. I know, they want the job and everyone believes that because a politician knows where the "money" and "power" in Tallahassee is, but that IS NOT a reason to hire them as UCF President. Ideally, the UCF President must understand the community college programs that feed enormous numbers of well-prepared students into UCF. The 2+2+2 (yes graduate school) has now produced a superb number of engineers, teachers, analysts (in some VERY secret Federal organizations), military officers, business men/women, nuanced contextual thinkers, writers, and media people who bring great credit to the University as well as our State. Only that type of leader can meet the challenges ahead. So a leader with a DOCTORATE (and not a Law Degree JD) in educational leadership; a leader that has been a teacher at every level (K-20); a person with political and diplomatic acumen; a person who acts with alacrity and joy; a person who can talk sports one minute and curriculum improvement the next. A leader who loves students; loves faculty members (even the cantankerous ones); and, loves to talk about UCF. I once took my high school classes to UCF to show them my beloved alma mater and John Hitt walked up to us, introduced himself as "John" to the kids, and took them on a personal tour of the campus. When he left us, I told my students, "That was Dr. Hitt, the President of UCF!" They were astounded that someone so important took an interest in them. Every one of my graduating seniors attended UCF. Therefore, a LEADER of UCF must be the one-on-one marketing, PR, booster, and | UCF is different. It's not about ivy covered walls. It's not about legacy football in the SEC or ACC. Yes we have sports. Yes we have a wonderful campus. But, to want to be President of UCF means seeing the future; seeing the State; seeing the Nation; and seeing the world we live in as places that UCF does, will, and continues to make important contributions. I recently sat down with Dr. German, Dean of the UCF College of Medicine. She just doesn't want UCF College of Medicine to be good for Orlando, or the State of Florida, or the Nation. She is making the UCF College of Medicine into a WORLD CLASS medical facility & learning institution. Her vision is so clear, so discerning, and so powerful, I was humbled to even be sitting next to her. But, she is just like John Hitt....she gets it! She understands that the climate, the environment, and the students in and of UCF have produced an undeniable SYNERGY that propels UCF today, into the future, and into WORLD CLASS prominence. Heck I if didn't love being a teacher, I would apply to be President, but I am loath to give up 48 years of being not only a good teacher, but a superb teacher. Thanks to my doctorate from UCF, I am that! So the person who wants to be president is out there; he/she knows that UCF IS THE FUTURE of higher education, not just in Florida, not just in our Nation, but in World. |

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| | total KNIGHT type of person to even step foot on our campus. | |
| Handing off leadership seamlessly from Dr. Hitt to his successor. UCF has always stood for innovation, and that momentum and progress-based mindset must be inherited by the new administration. | An individual who will not be satisfied by the status quo. One who will willfully question practices and policies, and openly accept that change and progress is sometimes uncomfortable and unpopular at the onset. | Why wouldn't they? UCF is primed for success in the future, and is ready for someone to inherit the successes and triumphs of Dr. Hitt to carry the momentum forward. |
| Maintaining standards of academic excellence with a growing student population. | A leader with a background in education and city planning so that the individual can truly understand the exponential growth UCF is going through. | Because they are a person that thrives on growth and learning. |
| Quality is key. Now that the University has grown both in size and prominence, I think it should now focus on quality. Quality of professors, education, student life, faculty, including athletic, to push the University into a national and worldwide spot light, even more than it is now. Also, think about the first impression visitors have even entering the campus through the University Boulevard entrance. The signage is extremely underwhelming. The small black sign may have been stylish some years ago, but to have a grand stately entrance, showing the prominence, the success and the unlimited potential the school holds, would certainly be better indicated by an entrance more fitting those qualities. | An experienced leader, with a little bit of "old school" mixed with the new. If you could replicate Dr. Hitt, that would be best. But until that science is reliable, a tried and true leader, with experience leading a University into more national and worldwide prominence is required. | They should understand the job at hand, be a devoted educator with executive leadership, and a desire to bring UCF to new heights. The growth has been great, I would focus on quality now for the next 10 years. |
| The biggest challenge UCF faces is momentum. We need a leader that recognizes just how unique and special our university is and can push us forward to continue the great advancements and achievements we have reached thus far. We need a leader that can keep up with UCF's exemplary staple programs like engineering, technology, cyber, national security, intelligence, and hospitality, but also push forward in other areas like medicine, public affairs, and law. | UCF needs a visionary leader that can meet the challenges we will be facing in the next several years. A leader who is committed to our university and who sees him/herself with UCF for the long term. UCF does not need a leader who is looking for the next job or is using UCF as a launch pad to "something better" - we need a committed, loyal, creative leader who takes pride in UCF and all it has accomplished in such a short time, and who can appreciate just how much farther we can go if only given an opportunity. Finally, we need a leader who really appreciates and understands just what a unique experience it will be to be part of the UCF family. | My hope is that whoever expresses interest in being president of UCF should desire that position because they want to be part of a one-of-a-kind university and wants to see UCF become an ever grander force in the nation's higher education scene. Someone should want to be president of UCF because they are looking for a long-term "home" to improve and polish into the brightest institution of higher education they possibly can. |
| Continued growth and expansion of sports programs, Creative Village, and further development of the main campus to accommodate student body growth. | Former Leader of large organization or previous leader of now-large national powerhouse school. Someone who can think critically, logically, and in-line with UCF core values. | To develop the future leaders of America located in Florida and abroad. and continue to grow UCF into the best university the State of Florida has to offer. |
| Managing the increased growth and maintaining the standards of excellence. Continuing to cultivate lucrative partnerships with top tier companies/industries. Gaining appropriate recognition for accomplishments in academics, innovation, community involvement, and athletics. Increasing medical school impact. With the government fluctuations, UCF may have to deal with student hardships in financial aid and tuition support. | Someone with dedication and commitment to the institution and community. We need someone who is committed to see UCF reach its fullest potential in all venues (academic, outreach, innovation, athletics, etc.). Without commitment and dedication to the school, the long term goals will not be reached. We need someone who sees being the President of UCF as a life long goal as opposed to a stepping stone. | UCF is rapidly gaining national recognition in all fields (academics, innovation, and athletics). UCF is located in a prime location to continue to grow partnerships with top tier companies that will provide excellent opportunities to the students and faculty. President Hitt has built a solid foundation for his successor to only succeed with. |

What will be the challenges facing UCF over the next several years?
What kind of leader can meet these challenges?
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| Maintaining a high growth student body, while also maintaining rigorous academic standards | An innovative and creative trendsetter. Industry leaders that change the world around them. | It's the largest university in the most creative place in the world. Bordered between the Disney empire, and the space program UCF has always been on the forefront of new advances. |
| The world is changing dramatically with the ebb and tide that started with the fall of the Berlin wall. As a consequence I expect the next President will see "internationalism" vs "Nationalism"; Mixed in with technological advances in medicine, communications, finance and more. Governance will be under pressure to adjust at every level as we all re evaluate our values and expectations based on particular perspective of the world scene. Even those who feel insulated will be affected. The University must rise to the challenge of educating in this environment. | Our next president must be both intuitive and analytical and a futurist that is well grounded in the present and has a deep understanding of how history and the American culture has brought us to this place in time. He/She must have a vision that is strongly anchored in values that reflect those values we commonly refer to as "American". | Leading one of the largest Universities in the US when so much is in flux presents the ultimate challenge to an educator and leader. And, it is a huge responsibility. The President and faculty will play an out sized roll in the way the world unfolds for generations. |
| Funding; Competition; Tax law changes; Reputation discrimination; | One who can lay out a plan to act on a vision of establishing UCF as a preeminent university; One that can get UCF into a power 5 athletic conference. | To build on the legacy established by his predecessors and break the mold of what a prestigious university is. To advance the economic, social, financial, and academic interests of the school. |
| Increased research demand; accelerating online learning capabilities; growth of continuing education; budgeting & student financing; continued marketing for organizational health | While leading an educational institution requires someone with extensive educational background, the next president also needs to have the ability and contacts to organize technology around the traditional classroom platform. The next president also needs to be a strong steward of financial planning along with the staff assigned to oversee budgets. | A university president, as all leaders in life, should have a passion for servant leadership. He/she must want to advance the institution's quality of methods and outcomes in student success over his/her own. The politics and finance of the institution, while important, should serve to benefit the system that creates educated contributors in the businesses and communities those contributors choose to occupy upon completion. I believe Dr. Hitt valued those ends, and with a refined eye to future methods and budgeting, so should the next president. |
| Maintaining our momentum as a progressive cutting-edge university by offering unique opportunities in learning and hiring top educators to instruct and conduct research at UCF. | Not a politician!! It needs to be an individual with extensive ties to academia and business, someone that has immediate positive standing that can bring diverse groups together to accomplish fantastic things for the university. | Because they truly believe UCF is one of the premier universities in the country and they want to put their very best effort into taking us even further. It should not be anyone trying to pad a resume or do it on a whim. The person needs to be committed to UCF 110% for the long run. A politician will use it as a stepping stone to run for state or federal office sometime in the future. A politician also does not have the knowledge of academia to work effectively with their peers. |
| Managing growth, positioning UCF to be a premier educational institution, being on the forefront of cutting edge research, offering STEAM programs that are relevant and useful to employers, meeting the educational needs of the community efficiently, developing avante garde content delivery methods | A visionary that has a passion to challenge the status quo and demands excellence in each and every aspect of student life. Is passionate about efficiencies of scale and passes the savings to the student | Because they want to continue to bring positive change to the university |
| 1. Population growth from people moving to Florida 2. Raising money for academics and facilities improvements | 1. Forward thinking 2. Proved track record 3. Existing business network | A leader should want to be president of UCF because our facilities, location and faculty are some of the best in the state and the country. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| 3. Increasing the budget based on lawmakers | | |
| Rising Tuition Costs, Enrollment, Campus Life as UCF begins to build a new downtown location. | A leader who has a growth mindset and understands the challenges facing present and future college graduates. | UCF short and simple is an amazing university. |
| <p>• The presence of nationalist and supremacist organizations (such as the Neo Nazis) in college campuses</p> <p>• The expectation to provide a safe learning environment for female students</p> <p>• The pressure to build on the success of Scott Frost when he coached the football team</p> | A leader who is mindful of the communities within UCF. A leader who is not a Rick Scott or Donald Trump stooge. | UCF has one of the largest student populations in the nation. It is growing as a school and John Hitt played a large role in the process |
| I worry about a "too big to fail" idea of the university similar to that of banks during the housing boom. It seems like there has been a lot of aggressive growth and development while enrollment sky rockets. If enrollment drops and funding is cut from the state, is the university going to see a large fail in its financial support. Hitt had an old Dean of Students he fired years ago that had a great saying that Hitt hated, but it is relevant. It was "UCF is a diamond in the rough, its about time we sit down and polish it off". We should be less consumed by growing enrollment and focus on the smaller things that make the university so appealing and memorable. The polishing is making the older sections of campus look as good as the new section, curing parking issues, making books affordable, limiting student spending to slow the growth of the Activity and Service Fee, and a slew of small things that slip through the cracks while trying to grow at a seemingly exponential rate. | I think we need a more personable leader. The ability to manage the university is great, but there has to be a connection. A great example is UF. Their president is often on social media having fun, connecting with students. Most of us older Alumni are aware of things like "Hitt-ler" in the old student paper and how his interactions with most students were limited or sometimes considered poor quality. People want to know that the university is there for them, they are a part of it, etc. A leader who can connect with the students and alumni better will get that done. | With enrollment and graduation numbers so high, the next president is going to impact so many students and they need to have the desire to make sure that every student leaves with a quality education and happy that they invested their time and money into UCF. A desire to want to obtain that should be a large reason for wanting to become the leader. They should also be able to see what potential there still is and have a desire to want to lead us there. |
| Continued growth and investment in the face of reductions in state funding. | Someone who can grow UCF through continuing to foster and grow strategic partnerships and programs that enhance value to the community and students. | It is a premier school with a lot of potential. Its achievements to date are noteworthy, the achievements of tomorrow will be even greater. |
| Staffing of quality faculty to meet the demands of the increasing student population. | Someone with a strong background in academics with proven leadership skills. | UCF is the fastest growing university in the US and with that growth comes great opportunities for the university to stand out as a visionary. In time people should want to come to UCF over schools like Harvard |
| I think the biggest challenges will be sustaining the growth momentum, improving processes and prestige. UCF has been one of the biggest for quite a few years and that growth will always be Hitt's legacy. But for its size the different school administration processes are ancient. Departments don't talk to each other, placing more burden on students and making the school appear out of touch. The crime rate near UCF is increasing without better regulated housing options. Hitt initiated good relationships with tech investors. | Someone with a business mindset. Someone who can hold the deans accountable to a higher standard. I'd love to see some imagination injected into UCF, someone with a cutting edge mindset who can see UCF's footing in technology and run with it. | This is an amazing opportunity to bring an up and coming school to one of the top in the country on other merits. The next UCF president will hopefully be a household name in the greater Central Florida area. |
| Continuing the academic progress and sustaining the expansion of new colleges (ie. | A leader who embraces change and progress. We need a leader who can unite a | We are the fastest growing city with unlimited potential. We are a young and |

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| medical school). Also, continuing the progress made in athletics, predominantly football, to grow the colleges national recognition. | diverse group of students, alumni and the Orlando community. | innovative university with a firm foundation to build on. |
| Less funding from state and higher cost of education | analytical, compassionate, capable of coordinating multiple cross department projects | cause UCF integrated Business degree is the new way of education |
| Ensuring students receive a quality educational experience | It must be someone who respects and celebrates the value of each student as an individual. | Because they see potential and possibilities every student has to do something great. |
| Get UCF in a Power 5 Conference. | Someone just like Danny White. | Best University in the country. |
| Trying to handle the growth of the university without compromising the quality and feel of our campus as well as continuing to be cutting edge. | Someone who can think outside the box and is not afraid to make their mark on this university and who views the students, faculty, and staff as a family. Someone who can push this university to the next level academically as well as athletically. | UCF is on the brink of greatness... |
| Just call me | Me | Because I love UCF |
| keeping the SOTA students. Students Over the Traditional Age | Someone that returned to school after a long break, where they didn't do so well in school when they were 18, but excelled when they returned at 26. I am an ALUM, 1989. I returned after taking a break and graduated Summa Cum Laude. My 26 year old son is at UCF now and is being held to 7 times that he can drop or fail or take a D in a class, something along those lines. He didn't do well when he started at UCF right after high school, but now made the President's list at Valencia, and has only 2 dings left at UCF, at which time UCF will expel him. He is making As at UCF now, but is looking to go to another university with a more forgiving plan for returning students. Shame on UCF | Someone with empathy for older returning students that have made life changes are are ready to get a diploma. |
| The growth of the university's endowment. Additionally, it should place a focus on growing the academic prestige of the colleges and growing it's reputation in research. | Someone who understands the importance of growing the university's reputation nationwide through increases in academic prestige and research grants. Our endowment is embarrassing for a university of our size. | It's simple: the youth of the university and the opportunity to create something better than what already exists. |
| 1. Evolving technology that changes the 21st century workforce / labor market landscape. 2. Aging boomer population that increases demand for healthcare professionals and those with specialization in aging studies / geriatric related services. 3. Strain with funding from Federal sources for R & D, possibly scholarship/need based aid. | UCF needs a leader who is savvy with a fast-changing economic reality, has demonstrated capacity for innovation, and values identifying ways to reach out to donors to create powerful partnerships to sustain and grow the university while also finding ways to help fund students' education. | UCF is a rising star in the US higher education world. |
| With the rise of our football program, there should be more interest in the University. So we need to continue making our athletic programs better while making sure all of the individual colleges are able to handle the possible increase in the student body. | Possible get someone with a large following, and a resume for being open minded and progressive. | Because it is the greatest school in the world. |
| How to handle a large and growing student population that is also bi-lingual. Also the need for additional off campus classes to accommodate working students | Someone with an education background and also expansive industry skills that provides an insight into what the student of today would need to be successful in the market place. Skills such as hands on skills instead of only academic knowledge. | Someone with a commitment to manage an institution that will generate the future leaders of Orlando and the greater Florida community and also someone with a strong belief in youths and their potential in this technologically changing environment. |

What will be the challenges facing UCF over the next several years?

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| Cost of education, education funding, student loan programs, staffing, housing, and transportation. | An individual that is both fiscally and politically astute. | To create an educational environment that the community can be proud of and that individuals want to work in. |
| Remaining profitable to satisfy the bond repayments for expanding over the past decade thus the open door policy of having over 66,000 students, UCF has a more student more money vision at this time and it needs to stop. Access to education is crucial but if leaders run in it like a F500 business or a public transportation system in New York, it will become a poor educational experience for students and increase the burden on faculty; thus the domino effect. More students to expand from tuition etc., more students need more faculty access, more faculty means even more money reallocation. This year \$2 Trillion in student was defaulted, lets hope UCF isn't leaning on student debt to be paid back in full if at all. | Someone who can halt building buildings and control the population and invest more into faculty full time for the short run. More quality professors and engagement in the classroom will yield great benefits for future graduates; not building another building for "interdisciplinary studies." | Someone who sees the potential of this university and wants to make a name for himself/herself for steering this college in a feasible and innovative path rather than the borrow off a cliff path. UCF has been slammed with lawsuits, known for overcrowded classrooms, no parking, never ending construction, and poor classroom experience with mediocre advisors due to the high volume of students. Best of luck. |
| Overcrowding (too many students), traffic congestion on campus and in surrounding area, lack of Alumni engagement, Florida Legislature meddling | Someone with strong academic credentials (don't hire a politician) who believes in partnerships and community relations | To continue the legacy of Dr. Hitt |
| <p>Finding a way to balance:</p> <ul style="list-style-type: none"> - battling the numbers between sustaining the need for increasing enrollment and the resource to provide the best possible education to all those who would seek it - maintaining the possibility for in-person and more importantly, hands-on learning when enrollment numbers are so incredibly high. - ensuring that one of the largest universities in the nation is also pushing the envelope in terms of educational quality so that a degree from UCF "means something" - pushing the envelope for on-campus sustainability and technology - finding ways to make it possible for student costs on not only tuition, but also books and housing, stay at a level that doesn't leave crippling debt. - globalization of the university and encouraging opportunities for students and faculty on an international level. | Someone who fearlessly believes in the creation of opportunity, who is willing to be fiercely dedicated to quality and can help raise the bar and encourages leadership and engagement on every possible level. | Because they believe in the possibility and opportunity that UCF represent to change the face of the Orlando community and find way to make the world better through education. |
| The primary challenges will be to continue development into an internationally recognized university that provides practical solutions and increase the size of the university endowment at the time. | A person with experience in leading diverse groups of people from government, academia and industry to commit to a common goal. | One of the largest universities on the planet possessing outstanding facilities and talent, UCF sits at the crossroads of two continents providing academic and community leadership for them and others. |
| <p>*Rising costs for students.</p> <p>*Parking was always a challenge (would miss class because the 30 minutes I allotted to find a parking space somehow wasn't enough time) and will become worse as the student body grows.</p> | | |
| UCF is growing and will continue growing so we will need more qualified teachers, programs, housing, better advisors and a stronger foundation for our STEM programs | Someone passionate about STEM programs | Because it's the greatest university in the nation! You're a different breed when you're built by UCF. |

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| Getting into a Power 5 conference. | A leader that is innovative & forward-thinking to take UCF to new heights. | 2nd largest school in the nation, in a great city & state. |
| How to maintain the quality of affordable education to a growing population of students | A leader who is not primarily focused on the bottom line, but instead has the students' best interest at heart. | The University of Central Florida is a dynamic, innovative institution. It is not deeply rooted on "history" but rather the future. |
| Meeting the needs of business by offering classes in relevant fields of study focusing on technology and healthcare. Student loan burden will also be very important. | A visionary, a leader with aggressive growth targets, and a president who can lead us into the future. | The University is one of the largest institutions in the US. UCF is very progressive on constantly growing. |
| Fund allocation; retaining high quality faculty; drop in enrollment | A lifelong academic with understanding of higher education and extensive experience in bringing in federal funding. Please do not go the direction of some other universities in FL by bringing in a lawyer, businessman, politician, etc. | I don't know that there is much of a draw to it right now. Those who would actively want the position are probably the people who we would not want. The sad answer is the draw is probably mostly money, prestige, and power. |
| 1) Getting into a "Power 5" athletic conference. | 1) Someone who understands how important it is to a state university to have a nationally known football program | To bring our university to the top of the mountain |
| Continued growth and keeping up with state of the art facilities for academics and athletics. | Someone who has grown and managed a large corporation or entity. Also an innovator. | To continue it's vision |
| Being considered a top school in the nation academically. | A strong minded person. | To improve the prestige and honor of being a Knight. |
| Competition for funding from the state and private endowments. | - political experience - strong ties to Florida - state-wide connections - possible business background | Not to grow UCF but to improve the existing infrastructure. |
| Growing the graduate programs, lowering class size, reaching preeminent status. | Someone with Dr. Hitt's vision and Danny White's marketing. Please do not seek a politician who does not have an allegiance to UCF. | |
| Moving from simply being the largest to focusing on quality & excellence. | | |
| Maintaining the momentum that has established UCF as a valuable partner to the metropolitan area. | Someone that has worked in and around John Hitt's administration. Now is not a good time to reinvent the culture and direction the institution is moving. | Someone that is focused on providing value to the community and expanding engagement with the space coast. |
| Competitive athletic programs | A leader that is dynamic and willing to make changes to push UCF to a more national platform | UCF is an up and coming school that I am very proud to be an alumni of, any president of this University is in a for challenging but limitless opportunities |
| Increasing the endowment and continuing to expand into tech related education. | Someone from academia that is young and willing to grow with the university. Would focus more on engineering, financial, tech, or medical background | Great university that is young and continuing to grow. |
| Parking. | Someone with valet experience. | They like to park cars. |
| Differentiating UCF from other universities, especially in Florida; Catering to a growing student population and various needs, from commuter students, to those who live on campus, and everyone in between; Staying cutting-edge with new programs, majors, and emerging technology; Managing growth while staying true to values and providing the best collegiate experience possible. | Someone who's creative, nimble, connected to others in the educational community and/or greater Orlando area. Also, someone who's able to see the big picture, while also being mindful of smaller, important details that effect the lives of students. | Because they want to have a positive impact on a growing university in an emerging city. |
| Students should work towards more than just a degree: they should work to find a tangible career path before graduating. | One who understands that a college degree is not a guarantee of financial security. | UCF is rapidly emerging as one of the top schools in the state, and has immense resources due to its massive student body. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Qualified staff are necessary to facilitate this goal. | | |
| Keeping up with the number of enrollees on a regular basis- parking, faculty, space etc. | A proactive leader | UCF is a wonderful university with a diverse enrollment. The students are from all over the country and are striving for the best education and best college experience they can receive. |
| Educationally UCF has continue to provide innovation and growth our jew president needs to continue that vision. Athletic Director White has done a tremendous job but to become a national powerhouse educationally and athletically we will need further money into the athletic programs. | A confident leader with clear vision who understands that this is a program with a loyal alumni base. We need a leader who strives for greatness like President Hitt. I'm proud to be Knight alumni to the point where my son's middle name is Knight! | To build future leaders for our country and continue overall education to the youth of America. |
| UCF's student body is growing and the biggest challenge UCF faces is supplying students with enough parking spaces. Another challenge that the university will be facing is the alienation of students at different campuses. Students who don't regularly attend the main campus may not feel like they're apart of the Knight Family or that they're getting the full college experience. | The kind of leader that can meet these challenges is one who regularly listens to what the students are saying and actively address students' concerns in tangible and transparent ways. I would appreciate a leader who is able to not only say they hear us but to show us evidence that we are being heard. | Someone should want to be the president of UCF because they are passionate about leading our institute. They are passionate and genuinely care about the education of UCF students, meeting the needs of students and are focused on continuously leading the university to be one that offers opportunities to the student body. |
| Climate change and figuring out how to be more eco friendly and sustainable. Stop cutting down the arboretum to make room for more people and start focusing on how to make the current infrastructure better. Place more time into improving students lives than growing the school. | One who cares about the environment and helping others. One who's willing to sacrifice some profit to help students. | To help people get their best education at an affordable price while creating a modern and safe environment. |
| Maintaining our status as a dominate member of the American Athletic Conference. Nothing provides more school pride than success in athletic events. If the new president continues to stress the importance of athletics than we will be ok. | | |
| As an expanding university, accommodation in terms of transportation, housing, and many other facilities and services will need to be quickly expanded to address concerns of current and future students either living in campus or commuting. As the university expands to downtown Orlando, the new president will need to handle all campuses and decisions pertaining to issues at each location. They should also be focused on improving and expanding our research programs as the interdisciplinary building opens in the near future. Utilizing and realizing the potential of our talented researching professionals who work for UCF, and providing them with exciting and cutting edge research projects and the resources necessary to execute them. | Someone with experience leading a large research organization, or previous president of another large university. Someone who is focused on improving the university itself, and someone who cares and listens to the concerns of the students, not just lobbyists or philanthropists. | To lead the largest University in the country and continue to expand our amazing facilities and research opportunities |
| Making UCF a world-class university through brand recognition and identity. Integrating STEM into all courses to prepare future grads for jobs of the future. Having high | Younger and innovative. Maybe an executive from a central Florida company. We need the Danny White of Presidents. | Because it is the best school in Florida...duh. |

What will be the challenges facing UCF over the next several years?**What kind of leader can meet these challenges?****Why should someone want to be the president of UCF?**

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| schools recognize UCF as the premier choice for education in the state. | | |
| Building enough parking to accommodate students and faculty. | | |
| Top athletic program | Someone willing to support Danny White and the financial challenges we're faced with when competing against top schools with boosters and support. | |
| To remain vigilant when addressing race, white supremacists, sexual harassment and global warming. Every fact checked and double-checked. | A progressive, forward-looking individual without ties to money. | To keep the school out of the hands of political extremists. |
| getting to be a top tier research school, dealing with decline in enrollment due to other educational opportunities | someone who is experienced in mooc education/non-traditional education | because it's a school with lots of potential to be a top 25 school |
| Continue to attract the best students possible and not just have quantity, but more important, quality. Also, expand the sports and allow it to become a power program that it has the potential to meet. | An aggressive, experienced candidate with a willingness to hear all sides before making a decision. | Because the school has the potential to become something very special. President Hitt, got it to this point, but the next president may well be able to create a school that stands alone in Florida as the premier school in the state, and that is saying a lot considering the competition. |
| Growth, traffic, maintaining personal touch while being such a large university, motivating a new generation of students, keeping high academics and athletic success | Forward thinking leader with great vision, compassion for people, a servant leader, experience in large university system, able to navigate the inevitable political challenges without becoming too close to it, collaborative leader who can work with all groups in the community | One of the largest universities in the country, diverse student population, still growing and evolving, building on athletic success to reach even higher levels - athletics have brought UCF a new level of excitement on the national map - what a great time to come and be a Knight! |
| Decline in growth rate. | Energetic and dynamic individual with leadership experience. | Because were the best of course! |
| Getting into a Power 5 athletic conference. | A forward thinking leader like Mr. Hitt. | It's the largest student enrollment in the US and the fastest growing football program in the US. |
| Increasing costs to provide services, pressure to continually grow and serve the population of a very fast growing community, and continuing to grow responsibly while preserving as much of the remaining natural resources within/surrounding campus as possible. Key to the continued growth of UCF's athletics programs and reputation will be moving into a P5 athletics conference as soon as possible. The importance of this as it relates to the future of UCF in the context of competing favorably with other Florida colleges and universities cannot be overstated. | UCF needs a leader that views the future of UCF as dynamic, growing, and improving continually. A young, energetic leader with strong ties to UCF would be an amazing find. | Because we're poised to be an athletic, academic, and research powerhouse. We need someone to get us there and keep us there. |
| Growth and technology | Strong Leader | Money |
| As with other universities, diversity is the single greatest challenge facing UCF. UCF will have to take active steps to ensure that both its student body and its faculty come from a variety of backgrounds, including members from across races, socioeconomic status, and gender. This also means developing a curriculum and course offerings that strive to support diversity and encourage inclusivity at the school. | I believe that only a diverse leader can meet these challenges. Someone who wants to fight for social justice and will not be afraid to speak up in a state like Florida that often times fails to realize the importance of diversity and change. Someone who is active in the community, who has experience with implementing creative programs, and someone who is dedicated to helping UCF grow. | UCF is a university that shows promise in becoming a competitive university, a university that will one day hopefully be a household name. Whomever serves as the next president has the opportunity to turn this promise into action and lead the university to join the higher ranks of more reputable schools across the country. |
| The greatest challenges will be increasing student access as budgets are dwindling. | We need a leader with innovative ideas and strong connections to industry leaders at a | We need someone who wants the challenge, and who will bleed black and |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| STEM fields are a growing necessity, but they also place hefty demands on budgets. How are we going to bring in financial support without increasing tuition to an unattainable level? | national level. If our future president brought in big thinkers (think along the lines of Elon Musk) and created a partnership, then the entire school could benefit. | gold. We are a nationally under-tapped resource and we should be competitive with every great school in this nation. We need someone who sees that and wants to make it happen. |
| competitive pay for employees. More streamlined protocol/policies across departments, to make for a more seamless collaboration between departments and communicating with students | A leader open to embracing and promoting positive change and overall efficiency. | Someone should want to be the president of UCF if they want to improve the educational experience of students, and they motivation and work environment of employees. |
| Growing quality programs with deep ties to the community that increase community awareness and support, as well as provide more opportunities for students and alumni. | Someone with strong ties to Florida, particularly Central Florida, but with big picture vision that is not restrained by how things have always been done in the past. | The opportunity to lead the charge to making UCF the top higher education institution in the state, and one of the leading institutions in the region. UCF is on an upward trajectory, and this is the perfect opportunity to build on the present momentum toward something even bigger. |
| Keeping a head coach. I believe that athletics get a school more well known as well as wade Ice. Academically we have a superior school than most, we need to work on athletics so that we can become the top school in the state for funding, scholarship, and alumni relations. | Danny White | They love the school and stand for th Pilar%Űs the school stands for. |
| The increasing cost of tuition and competition from online and other degree programs. Balancing the enrollment growth against the negative stigma of being a degree factory. Being the 2nd largest undergraduate University brings with it perception of a non stringent acceptance policy Lack of inclusion in a Power 5 conference for Athletics. | One who has experience leading a University through significant growth. A leader who can balance the importance of Academics and Athletics | To lead one of the best Universities in the South East. |
| Growth, securing alumni boosters | Prominent Florida business leader | Becoming the top school in FL |
| Continuing to increase the student body, more outside funding for athletics, increase STEM offerings, a way to broach the broadening gap between college educated and skilled trades and a way to bridge that gap and interweave them. | A visionary who is less concerned with their own legacy than that of the institution itself. | Because they are passionate about what makes UCF unique, among them, its urban setting, large student body, growing sports programs. Someone who can appreciate where we began and not abandon that for the sake of what is yet to come, because the future is firmly headed towards the technology where we started. |
| Keeping tuition affordable and staying academically competitive. | Primarily someone with a background in higher education. Experience in business would probably help too. | They love education and research and want to help young people love it too. |
| Growth is a challenge, how to grow while maintaining quality | | Someone who believes in UCF should be the president of the University. |
| Managing growth while providing a quality educational and personal experience. | Someone who understands that bigger is not always better. Students come first and their experiences, good and bad, shape their engagement as alumni. | Someone who is young, who understands the role technology plays in a college student's life and the challenges a college student faces. UCF is HUGE in both enrollment and footprint (satellite campuses and now the segmented downtown campus) - someone with a welcoming, energetic personality would go a long way in creating a sense of community for the university. I'd like to see UCF think outside the box and consider leaders from outside academia. For |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| | | example, UCF has tech roots (FTU) - consider leaders from the tech industry that could come in a disrupt and improve things. |
| UCF should be a university that cares for the benefit of the actual students, not for the money it receives from them. It seems that the university focuses all its fund and improvements towards researches hence why we don't have a good reputation as UM and UF amongst Universities. | A leader who can budget to enhance students creativity levels in all majors as well as innovation. The majority of students are not involved in research nor do they care for it. It seems like that's all the University cares about. | No clue. The school is over populated with way too much being constructed in. It's gotten to the point where people sit on the floors in prerequisite classes because the University likes to accept ridiculous numbers of people as well as overbook classes. |
| shedding its image as a commuter school | An academic leader is needed. UCF needs a leader like Fuchs at UF who will push the school into the top echelons of public universities in the nation. | UCF has massive resources within the city of Orlando and within its student body. Leading a campus like this is truly unique. |
| Mitigating the growth of our campus and keeping high expectations. Keeping a competitive athletics program. | We need a strong out of the box thinker that can fund raise to meet our demands. | |
| Bringing the focus back to academics and the true reason colleges exist. Athletics are a nice distraction but every penny spent in athletics means less money in the classrooms. We must focus on attracting and keeping better professors, that can actually teach, instead of coaches. | | |
| Reduce the cost of tuition and crack down on wasteful spending. | Fiscally responsible | Someone that cares about the individual student, not necessarily how the rest of the country views our status. If they care about the student and make college affordable and high quality, that alone will attract students. |
| Expansion of the university, (law school) Getting more partnerships with corporations for graduate hires Getting more endowment funds Getting more grant funds for research that may lead to Nobel and other types of awards Recruit doctors that will win those awards and also teach Keep UCF as one of the hardest to get into Get UCF in major athletic conference | One that believes in UCF One that has a track record of success in doing list above | UCF has not yet reached it's potential, not even close and the possibilities are endless The ability to continue building for the future as opposed to maintaining like other institutions is very appealing |
| Combating the liberal culture that is overtaking the campus. | A strong leader that will stand up to the snowflakes. | Because it is a school with unlimited potential. |
| social: freedom of speech - allowing people with different viewpoints a safe, platform to actually speak. financial: maintaining financial freedom if rules from local/state/federal governments were mandating UCF do something outside its values | a person with a strong sense of their own moral values and are mission-driven. The type of person who when they move, very good people follow them. Someone who embraces this Country as exceptional and embraces the diverse student population who come to UCF | they have proven successful in their previous endeavors and a hungry to serve, to give back, as a University President |
| 1. Keeping a UCF education affordable. 2. Recruiting and retaining outstanding faculty. 3. Raising UCF's national rankings and influence. 4. Promoting UCF as a national research university. 5. Finding ways (scholarships) to open UCF's doors to more first-generation and low-income students. 6. Becoming an even greater partner with the Central Florida community. | 1. A visionary who understands UCF's potential and can rally campus and community support. 2. An academic (not a politician or businessperson) who understands a university's unique role in serving society. 3. A person comfortable with fundraising, and willing to cultivate relationships with donors and prospects. | UCF changes lives: students/alumni; the families and communities benefitting from its outreach; the people across the world whose lives are improved through UCF research. The real question is, why would someone not want to be president of UCF? |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Keeping education relevant and affordable. Job placement. | Innovative leader. | They see our potential and long term viability. |
| Keeping alumni updated on the school as it grows to the largest school. | A leader based on ethics with an internalized moral identity, that has experience leading an organization for profit or not for profit. | Because they love and appreciate the school as much as the faculty and students! |
| Preeminence; elevating research dollars; leveraging community relationships; continued growth while raising academic standards; pressure to lower the cost of getting a degree; meeting the challenges and addressing the skills gap for businesses, both current and future innovations | First and foremost, UCF needs someone that cares about the university and the Orlando community, and also understands the challenges above. Additionally, the person should be able to navigate the politics, not only of the Board of Trustees and the State University System, but of the state and federal legislative bodies | |
| Advancements in technology, class sizes. | One who is willing to grow with the future, and not try to 'make it work with what we have.' | Because they are passionate about higher education. |
| Transforming UCF from a young up and coming institution into a top notch University. In particular there are three key areas that need to mature; 1) Endowment 2) Quality of instructors 3) National rankings. While UCF has transformed from a largely commuter based school into stand alone University it is now time to transform UCF from a middle tier University into one of the premier higher educational facilities in the country. | UCF needs a well rounded leader that can balance the young and growing aspects of our University such as our athletic programs with a keen focus on improving the educational and research elements of a premier University. We must find a leader that recognizes that the University's impact to our community goes well beyond the students within the school. | UCF provides a leader an exceptional experience to grow and make an impact. Unlike Universities that have been around for 100's of years, UCF is in a place where our next leader has the opportunity to transform the University and leave a lasting impact. |
| Continued expansion and addition of new programs for the certificate, BA, BS, MA, MS, and PhD programs. Other challenges will be to gain and continue recognition across the country. Not only for athletics but for academics as well. | A leader who is open and welcoming of change. One who will fight for the right things for U.C.F. to continue to thrive in an ever changing world. | Because they believe in everything that U.C.F. stands for. Its' mission and its' continued commitment to excellence. |
| Growth, raising money for sports programs etc to be on the national stage | Someone who has done it before | To make this school a #1 school in the country for academics and sports |
| Continued growth and adding additional educational opportunities to meet the demands of a changing economy and emerging technologies | One who is experienced, innovative, flexible, dynamic, and open minded | It is an opportunity to guide and shape the future of Central Florida and higher education |
| Athletics being stifled by the CFP, Downtown Expansion and running all the satellite campuses, new hurdles with the performance based funding and more institutions becoming pre-eminent in the state which will lessen funding. | Innovative, non- traditional university president, adaptive, understanding of Florida politics | They should want to be able to work at an institution that is non traditional and is truly a 21st century university, that breaks the norm to meet the students where they are. |
| Quickly growing student population that may compromise the integrity/quality of the education. | A progressive, forward thinker. Someone who can confidently find more ways to expand campus/deliveries of education for a school that will soon have almost 70,000 students. | Genuine UCF pride. Someone who takes the position should love the idea of progressing an already established university into a model that is known on the global level. |
| College student debt, political differences among students that can lead to verbal and physical violence, beliefs diversity/inclusion, state funding, scholarships/grants availability, Athletics teams conference affiliation | Progressive, forward-thinking, experienced, inclusive, politically independent, ethical, fundraising focuses, community engaging, emphasis on importance of top tier athletics | It is one of the best university president jobs in the country. Unlimited potential for positive change academically, athletically, and socially. Huge opportunity to help this university grow, prosper, and make an impact in so many young lives/families/Central FL/state of FL/nationally. |
| Balancing capacity with growth. Not compromising quality for growth. | Someone with a clear vision and a love for students | We are the fastest growing city in America and have the potential to be a top 10 public institution. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Providing high quality, cost effective and accessible education options for the community at a profit. | The leader must be a visionary. The leader must also possess the relationship skills necessary for building solid partnerships with the business community. The leader must also hire and groom a trustworthy and knowledgeable staff that understands finances, technology, business needs and cyber-security requirements. | Because it is an awesome institution that is ahead of its time with the resources to make dreams a reality. |
| I am very proud of how ambitious UCF is. From my perspective, there is a ceiling on what UCF can accomplish without raising tuition and admitting as many students as they do. There is a limitation on revenue opportunities due to their athletics affiliation with the American Athletic Conference. While the administration has not made it a secret that there is a desire to move into a "Power 5 Conference" (which I appreciate), due to all the ways it could benefit the university. Therefore, I think the major challenge for UCF will be able to accomplish as long as there is such a low cap on revenue opportunities. | UCF needs a forward-thinking, progressive leader who can work with a variety of individuals and can bring creativity and a desire for constant improvement to the role. The last thing I want to see is UCF hire someone with a "set in their ways" mentality that struggles to adapt to change. | It's incredible what UCF has been able to accomplish for being such a young university. But, UCF has barely scratched the surface. If you take the location, facilities, and leadership, the sky is the limit. If I were to objectively look at the vacancy as a higher education professional, it's a dream job. Dr. Hitt did a tremendous job of taking UCF to where it is. The next president would be walking into an ideal situation with a university that has unlimited potential. |
| Overcoming the administration's efforts to thwart public accountability in general, especially through skirting notice and comment when creating regulations, along with improper uses of the DSO and FERPA record exemptions. The Florida House has criticized UCF's abuse of the DSO. (The presidential search committee's controversial formation is a prime example of UCF saying it is transparent - when it's actions show it is not.) | One who will stand up to the bad advice from top administrators and challenge the status quo, and be a change agent to put things back the way they should be. It will tough, because UCF is so big and has so much bureaucracy, but someone who can cut through the clutter and step in to stop UCF administrators from making a bad choice when needed will be key. President Hitt didn't involve himself in the trenches as much as he should have on some issues, and the new leader is a new opportunity to take a hard look at the way things have always been done and improve them. It will be tough to do this because the committee is overrun with insiders (lots of former Trustees that are part of the club - literally who get to go to the luxury boxes, etc. - who see nothing wrong with the way things have been run, but hopefully the new leader is strong enough to overcome that. | To serve the students first and foremost. That means coming in and shaking up a system that is too complacent. |
| <ul style="list-style-type: none"> - Continuing to grow while maintaining academic standards. - Raising the status of UCF in both academics and athletics. - Overcoming the university's reputation for not caring about student and alumni needs. - Forging strong ties with political, industrial and governmental institutions. - Increasing financial support from alumni and the general community. | An experienced academic leader who has demonstrated the ability to work with diverse interest groups towards common goals. A leader who is familiar with NCAA rules and athletic conference structures. A leader who can acknowledge past shortcomings and that is able to envision and execute detailed plans to correct the failings of the past. | UCF has the nation's largest student body and is located in America's number one vacation destination. The job of president offers the challenge of building a lasting academic institution which can become the model for building the university of the 21st century. |
| Rapid student growth | An energetic, imaginative, one with a proven background I also think it is important for this leader to be visible in the community and with the students. | It is an incredible educational university with a diverse background with good community support. It should be an exciting adventure to continue the spiraling growth of this fantastic university. |
| Creative Village. Making it a place students and faculty are excited about as opposed to a place they HAVE to go. I've been hearing a | Someone who focuses on history and lets history shape the way the University positions itself in the future. when you keep | Why would someone NOT want to be the president of UCF? |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>lot of negative feedback about the downtown campus, which is bizarre because it's not open.</p> <p>Also UCF is a very young university, it doesn't have history like most universities around the country. While that isn't a bad thing, some challenges might include giving UCF a "name" and making it known for something other than being a commuter school.</p> | <p>adding new things, the since of being a part of something gets overshadowed.</p> | |
| <p>change in the face of student demographics: more diverse and poorer</p> | <p>someone who understands that students not only need a strong support in the area of academic affairs but student affairs as well</p> | <p>it is a great school that is progressive</p> |
| <p>Focus on academics and job placement. Not on football and athletics. Stop trying to be the biggest school in the world and focus on quality not quantity. A lot of UCF students I speak to seems unprepared for the real world. I currently actively encourage local family and friends of the high school ago to look elsewhere for universities.</p> | <p>A respected academic</p> | |
| <p>Maintaining academic excellence and a sense of community as the university continues to expand...</p> <p>In athletics, we have to be perceived as a destination and not a stepping stone. UCF has received considerable positive exposure because of the football program this year. I'd like to see us build on that momentum.</p> | <p>I think we need a visionary with a strong background in business and administration. In today's current climate, we also need a leader with unquestioned ethics and strong moral character.</p> | |
| <p>Maintaining focus on academic excellence along with athletic excellence. Establishing and maintaining athletic programs as a nationwide known competitors. At the same time, ensure that this growth complements, not take away, from the university's academic prestige.</p> <p>Ensuring students can afford their enrollment.</p> | <p>One that recognizes the university's academic and athletic history and potential and makes sure they keep moving forward.</p> | <p>It is a large school with a growing student body and athletic program. Alumni are making strides into making a difference in the 21st century, such as the people behind the bionic prosthetics to give an example.</p> |
| <p>Managing growth, making UCF a top tier academic university, providing cutting edge educational experiences both on campus and distance learning, staying ahead of the changes in college education</p> | <p>They must have a proven track record at a large leading edge university. Vision to lead the university into the future and keep pace with the changing environment</p> | <p>Just look at the growth of the University in student enrollment, facilities, research, athletics, new medical campus that have come to be in the recent years. The school has unlimited potential. Any college administrator would be crazy to pass up UCF</p> |
| <p>Getting into a P5 conference</p> | <p>Someone who has connections and doesn't take no for an answer. Someone who can work behind the scenes and pitch UCF as the best school out there.</p> | <p>Why not?</p> |
| <p>Increasing the quality of the education being delivered to students. Increasing the stature of our athletic program by being added to one of the major conferences in the country. We lost a great football coach because we may be one of the biggest but aren't yet viewed as "one of the best."</p> | <p>Someone who has a focus on the pedigree and quality, rather than the quantity of students accepted into UCF.</p> | <p>To be an advocate for the school. Fighting for the prestige and success that goes along with being one of the largest universities in the country.</p> |
| <p>Competing for the biggest talent in the academic world to be ready for the new workforce outlook. As jobs change, our skills</p> | <p>Someone who can fundraise for the University, attract national talent,</p> | <p>Because they appreciate and value our history while see our potential to achieve great success. Part of UCF's key</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| need to change. While robots may take over jobs, we need to make sure we have the minds and talent to build, design, implement, and handle the wave of technology disruption. | understand the research and innovation centers. | differentiator is our location - Central Florida with access to most key parts of Florida within 4 hours, Research Park with all major military branches represented, Theme Parks, which open you to engineering talents, hospitality skills, and our growing medical city. |
| The "challenges" will be handling the growth of this nation's largest university. There are improvements sorely, and desperately needed, particularly with the RV parking lot adjacent to the stadium. It needs to be leveled and be able to provide 'safe' parking. Currently, the poor condition of this dirt/gravel so called parking lot is a safety issue with holes, some deep, and if raining, the lot floods. Other issues will be, the 'downtown' of campus which needs a cleanup, holding the lease holders responsible for whichever is a violation of their contracts. There should be no more deal making or quiet understandings over violations, as there is now. Educationally, classes must be expanded to include just about every subject, such as languages, arts, and ALL classes. We're now facing the world's curtain, displaying OUR educated resources and proudly present our own UCF'S look into the future, presenting ideas, and future projects, as well as our own future look into real education. It's time. | issueSomeone aggressive, yet understanding, and with the capacity to make their own decisions, rather than running the school by committee and the ability to fairly compromise. | NOT to retire OR this position should NOT go as a political 'gesture'! The new UCF President should be aggressive during his workdays yet they should be very understanding with the ability to make FAIR decisions and the ability to compromise! |
| Continue to offer personal touch to students with such a large student body. Get athletics program to next tier by joining Power 5 conference or AAC getting similar tv contract payouts. | Someone who has the drive to stand up to status quo and push for UCF to be a pillar in athletics and education. | Amazing growth opportunity. |
| As the university enrollment grows, it has become more difficult for graduates to get professional jobs with livable wages. Growth has resulted in UCF being out of touch and unresponsive to students' needs. Seniors are still in auditorium classes rather than smaller-group learning environment. On-line classes are becoming the norm. Many professors have minimal or no contact with individual students, resulting in less one-on-one mentoring and more rote learning. Office hours offered by professors and advisors are inadequate to provide assistance for all students in need. Faculty and administrative guidance is often misguided due to lack of training and interest. The school our 3 children attended in the last 5 years is no longer the fine educational institution I went to twenty years ago. I was a regular donor and alumni board member and stopped supporting UCF. The new downtown campus might bring back that large school with the small-town culture or conversely increase the decline in loyalty, relationships, and love of learning at UCF. | Focus on students and their success. A leader should be approachable to donors, employees, and other stakeholders; but most of all to students. Pause on student and facility growth until UCF gets control of what is already there. I perceived Dr. Hitt to be an elitist who spent too much time focusing on those with the means to increase funding buildings and prestige and forgot about the students. I have met him on numerous occasions and he still has no clue who I am, except during a brief period when I helped get millions in donations for the hospitality school. | UCF has never met its full potential in comparison to UF and FSU. UCF should be known not for being one of the biggest, but as one of the best so that students and alumni have the maximum return on their investments. The President who achieves that would have done something worthwhile for future students and the Central Florida economy. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>1. Size and growth of UCF</p> <p>2. Expanding alumni base outside of Florida</p> <p>3. Continued improvement of overall education quality and standing in the industry</p> <p>4. With the above, making it feel like family and not the commuter school I attended.</p> <p>5. Balance</p> <p>6. Bringing in the best professors and funding</p> <p>7. Ever changing athletic program</p> | <p>1. Dynamic</p> <p>2. Encouraging</p> <p>3. Committed</p> <p>4. Personable</p> <p>5. Politically astute without being a used car salesman or politician</p> <p>6. Someone willing to roll up their sleeves and dig in</p> <p>7. Young enough to relate and be flexible but old enough to know when</p> | <p>1. Size and growth potential</p> <p>2. Very diverse degree base</p> <p>3. Potential to take UCF to the top in research and education quality</p> <p>4. UCF's willingness to do things differently and try new ideas</p> <p>5. Location, Location, Location</p> <p>6. Relationship with industry</p> <p>7. In a few years UCF will have one of the largest Alumni bases in the country</p> |
| <p>Funding with the other SUS entities, as well as state college; addressing student loan debt and payment for higher education; developing programs for young adults transitioning into independence; addressing growth of non-traditional delivery of education, such as e-learning.</p> | <p>A leader that understands UCF unique position in Florida, vis a vis other universities like FSU and UF. A leader that also understands the role Central Florida plays in both state and federal politics, as well as the demographic changes due to Hurricane Maria and families moving from out of state. The leader must also understand how Florida politics works and the key players, someone who is approachable to students, who is personally dedicated to the UCF "stands for opportunity," and someone who understands Florida</p> | <p>Beyond being the largest undergraduate university, UCF affords its president the unique opportunity to be a leader during an time of instrumental development and change both in higher education and in Florida.</p> |
| <p>The size of the school should no longer be priority number one. The focus should shift to increasing the school's ranking and profile nationally as an academic power house. Shifting to student outcomes would assist with this and bringing forward a more liberal arts foundation to the school would assist with this and highlighting that to prospective students would help increase UCF's profile.</p> | <p>We need a leader who values the academic side of the university experience as much as our school's athletics' standing. We need someone who has either direct experience as a president or a vice president at a state university who can use the resources that we have to increase the academic quality of our school. They need to be given the space and time to put together the vision that will make UCF known as more than just the BIG school in Orlando but the GREAT school in Orlando</p> | <p>Because they have a vision and UCF is the canvas to make that vision a reality.</p> |
| <p>UCF will need to face the growing student population and opening up more classes so each and every student can finish their degree on time. Also, UCF will have to be willing and understand that in today's time technology is key and more and more students will want instant gratification.</p> | <p>UCF will need a leader who is up to date with the newest and latest technology. They should also be willing to listen to the opinions from staff, current students, and alumni to improve the school. Also, the leader should look to other universities and see what they do better than UCF and find ways to apply that knowledge to improve the school.</p> | <p>They love Central Florida and have a willing heart to help out professors and students. They should not be taking the job for the money.</p> |
| <p>With the growth surge of the last few years, to maintain the high quality of education for all students.</p> | <p>Someone who has the vision to see the big picture, and is dynamic and charismatic.</p> | <p>To lead the University to even greater heights.</p> |
| <p>having politically neutral candidates who will not be lobbied or bribed</p> | <p>someone who has made great change in their community but not necessarily because they have money</p> | <p>because they have seen the effects of president Hitt and want to maintain his legacy while improving the community</p> |
| <p>Managing growth, advancing research, becoming a premier educational institution, providing premium quality education for students ready for the 21st century workforce, be ready to address disruption from technology, ai and automation</p> | <p>Someone who is visionary, inspiring, caring, someone who truly listens, someone who empowers the community from students to faculty while also transforming the culture.</p> | <p>Someone who is humble yet passionate and relentless in pursuing excellence for UCF</p> |
| <p>lack of funding support from the State of Florida, continued pressure to take more students without the support</p> | <p>A person with institutional knowledge of the State of Florida college system and clear understanding of what is important .. learning over politics</p> | <p>To be part of a continuing to build a great academic institution steeped in traditions and a leader in excellence.</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Different mindset of next generation. | One who embraces the independence of the next generation but also teaches them that those who are already in the workforce have much knowledge and experience to share. Help them learn to be open minded yet willing to accept and give advice. | They will be working for a university that offers all people to advance. They will be engaging young and older minds in quality educational services. The people of UCF have a strong heart for helping others. Finally-an awesome football team!! |
| Maintain academic excellence with increased growth and changing demographics of students. | Someone with a strong Academic teaching background with coordinating research in various areas. Also the ability to get grants to support that research. | To be associated with a great university with strong academic, athletics, service, and leadership development history. |
| Making the case politically to move UCF into a P5 conference will have the greatest impact on the school. I also think UCF could go even further integrating its brand into the State in all markets. | Someone with strong connections and business savvy along with a profound understanding of marketing and a creative and ambitious mind. | I can't imagine any school in the country being a more attractive option than UCF. Population still greatly favor Florida and the school is huge, new and fresh, and the future. |
| UCF has to appeal more to minority and low income families. They must find ways to help provide a quality education to the less fortunate. Also, I would love to see UCF provide education for students with disabilities such as those with Downs Syndrome. | Someone who cares about children, one who has experience with them. Someone who cares about the whole person. Someone who is well rounded and touchable. Someone who will understand and also appeal to minorities, specifically African-American students. | Someone should want to diversify UCF! Make it look more like the world. From the richest person to the poorest student, everyone should be treated fairly and have a quality education. Someone should want to take UCF to another level and show the world how we can all live together in unity and love! |
| Keeping tuition costs down keeping up with changes in technology | Someone with a personal stake in the future of UCF | It is still the fastest growing university in the US by far |
| 1) In the short-term, a shrinking student body and/or new incoming students which follows higher Ed's overall trend. 2) Continuing to make a high quality education affordable 3) As one of the biggest Universities within FL and especially within the nation. Thus, a President who wants to lead the University's culture to one that is like where they may have been before would be too disruptive. UCF's culture has always felt a bit like a grassroots approach, one of opportunity and one of a never to far away from being grounded. | The new leader must first listen - I wouldn't want to see the new President one who comes in with some assumptions of what UCF should be but ask who we are and who we want to be. We are not like other Universities within FL and especially within the nation. Thus, a President who wants to lead the University's culture to one that is like where they may have been before would be too disruptive. UCF's culture has always felt a bit like a grassroots approach, one of opportunity and one of a never to far away from being grounded. | They see that Dr. Hitt has truly created something very innovative in higher Ed and would want to continue that march forward with innovation, able to adapt quickly to the new student, look outwardly to what UCF can uniquely prepare students for and finally how can the new President with all of the resources that UCF has use to best serve Central FL. |
| Expanding their legacy as institution of excellence in academics and athletics | Our leader must be innovative and proactive. UCF is in prime position to set the new model for college excellence | There is no better university on the nation with more opportunities and potential than UCF |
| I am very interested to see how UCF handles the extreme growth that has occurred and that is imminent. As UCF increases the standards to get into the school, which seem to be much higher than when I graduated 25 years ago the level of competent instructors and facilities needs to match. I also hope that we can become more than a "commuter school", where students come in with an allegiance to UCF and second and third generation UCF students are brought up, instead of hoping to get into UF and FSU growing up, the first choice needs to be UCF. I also hope the next President can get UCF in to one of the top 5 sporting conferences, so that UCF can share in the financial benefits to compete with the historically rich schools. It really needs to be a focus! UCF will achieve real growth at that time. To be honest it is the one thing the school is lacking and deserves | A youthful, 40-55 year old leader who has his/her pulse on today's youth. Someone with great traditional values that is a business leader with ties to some of the historically rich schools. We need to insure that it is a person like Dr. Hitt who stayed with UCF for 25 years. They will need to have ties in several different geographical areas! | As Coach Heupel stated the UCF presidency is or should be the most highly coveted job in the U.S. Who wouldn't want the 2nd largest school in the nation with ties to the space program. We are an elite school. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| ASAP! We need someone with those relationships!!! We need to be able to keep our people and not be a stepping stone! | | |
| Maintaining the momentum built up by Dr. Hitt in both academic and athletic growth. | Someone who understands the importance of both the general student population as well as the importance of maintaining a strong athletic department. | It's the fastest growing and most exciting university in the country. Most universities are where they are and do what they do because they have been around for centuries. UCF is continually growing and needs someone who is a visionary to continue the upward growth. |
| Increasing the national exposure of the University | Someone dynamic and a visionary equal to Dr. Hitt. | UCF, and what it represents, I believe is the future of universities today. |
| Advancements in big data/tech UCF brand recognition in major metropolitan areas NY, LA, Chicago | Someone who has spent significant time with leaders of Fortune 500 executives vs spent his entire career in academia. Education has become expensive especially for out of state students. We need a leader who understand ROI on a college degree program. | Ideally they have a serious chip on their shoulder about taking a truly great school unknown and inferior relative to other Florida Schools and want to leave knowing they put UCF on the map. Academically and Athletically. |
| Teacher to student ratios. Competing in a non level field when it comes to athletics compared to power 5 universities. Growth in general. | A visionary. A person who is going to get their hands dirty and demand from politicians and from the NCAA fair treatment and help to continue growing. | It's potential. Education is up to par with great universities and its athletics continue to grow each year. |
| I would imagine there are plenty of challenges ahead, but not limited to: -A diversified student body -A progressive compelling offering of academic programs -Partnerships with industry leaders to propel our academic and national profile; ie Space X, US Military, medical institutions, silicon valley, and topics like artificial intelligence. -Enable the Athletic Director to continue to build the most powerful program in the State and region. | A progressive, aggressive, empowering, community champion with a strategic vision while balancing multiple tactics. | Market Location/Size, Size of school, Track Record of accomplishments, and the opportunity to build upon a strong and vibrant foundation built by President Hitt. |
| Continuing to strive for growth while maintaining academic excellence. Continuing to excel in athletics while monetary donors are still young and the school is in a non-major conference. | An individual who respects academics, athletics, has a high moral compass and signifies integrity. | They have the opportunity to be the leader of the largest university in terms of student body in the country. A university which is in one of the fastest growing cities in the USA which presents many job opportunities for graduates. A university in one of the most tourist friendly cities in the United States with the opportunity to give their student population one of the best student lifestyles in the country. |
| #1 - Controlling size. UCF has exploded in the past twenty years. This has, for the most part been a good thing. Our new president needs to make sure that growth doesn't inhibit individual learning. #2 - Performing Arts - We need a president with a vision for the Performing Arts that includes a world class performing facility. Currently every high school in the state of Florida has a better performing arts facility than UCF. #3 - Allow athletics to grow without overpowering the true educational ideals of the campus. Graduates don't love the school because the football team is good (Though it is fun when they are!) | Someone with vision and the willingness foster relationships in the community to get the financial backing to make UCF great in all facets of education. This would be someone with a vision for the campus that includes a state of the art Performing Arts facility and a renewed investment in education majors (of which there is a major shortfall in our state). | UCF is a dynamic university. Despite all the wonderful things accomplished, the future still has so much potential. There is an energy on campus and a desire to continue to become one of the great universities in our nation. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Population growth | Academic leader rather than someone political | Continue the amazing leadership like Dr.Hitt |
| Managing the growth in our University. Student scholarship and safety - overall - are priority. Continuing to bridge our university into a research tier school (it's not the number of our students, it's the quality of the education they are provided). Commitment to the institution's academic quality. | There is no way one leader will have all the traits, the selected individual will grow into the position as our beloved President did over the years. Knowledge of academia in an form, strong communication and relationship building skills within that community, and a proven track record of leading talented & brilliant colleagues is a must. | Good question! Passion. It's a calling. Ambition. Leadership at this level can be a thankless task (ask any professor, dean, administrator). Possessing the will -- and morals -- to improve society through education. Ambition, high energy, driven ... what else would drive a candidate to do such a highly scrutinized job? |
| A president that will continue to grow the institution towards the future. The focus should be providing students with a curriculum that adds value to their lives after attainment of a diploma. I believe UCF needs to keep it's relationships with engineering, aeronautical, and technology companies in the area and be there forerunner in the state for those fields. The medical school and healthcare colleges must continue to grow and develop with prestige. UCF should also grow it's accounting and finance programs. UCF needs be the best practical University in the state. UCF should have no place in any culture war or social justice strife. | | It is the best University in the great state of Florida. |
| Increasing funding for sports | Carasmatic and well respected | To help bring UCF to the forefront of Florida Universities because it's an amazing school! |
| Growing number of applicants, a potentially difficult tax plan that will decrease charitable donations, and an increasing foothold by other smaller/younger state universities. | Someone who is in tune not only with faculty and students, but also alumni and athletics. UCF is building major progress on the athletics front, which MUST be capitalized on. Additionally, the school is fielding record number of applicants and the educational prowess must never be compromised. UCF is Orlando's hometown team, and the school must continue to "plant it's flag" in Orlando to secure support and prominence. | To continue the nearly unimaginable trends set forth by Dr. Hitt, and to be the president of the greatest university in the country. |
| Personally I think that the largest challenge that UCF will face over the next several years will be managing quality growth and the restraints that come along with that growth. As we as a university get larger, that demands placed on Faculty, Staff, resources, physical grounds, buildings, and support communities will continue to increase. Moving each of those pieces in lock-step with growth is the largest challenge UCF will continue to face in the coming years | I think we need a dynamic leader who is capable of bringing unorthodox or unconventional solutions to these complex problems while maintaining the prestige and branding of UCF. The ideal leader is one whose resume is not only academia but also business/non profit. There are very few universities in the world that are as large and prestigious as UCF and maintaining that balance needs to be among their first priority. | They should want to be president of UCF because they believe in capabilities of UCF, because they recognize the dynamic challenges that we face and see not only solutions in those challenges but opportunities that can continue to make UCF a leader in academia, leadership, development, and growth. |
| Sustained and intelligent growth in a region with an increasingly fragile water supply. | Someone with a science background who understands the geology of Florida. | It is in a high tech region of the country. We have a space port nearby. We have the everglades down south. Florida is unique with a unique set of priorities. The person should have a talent to balance out needs of future students in a high tech world and environmental needs. |
| Keeping education financially accessible Keeping up with the changing world around us Increasing our global reach for both students here and abroad | They should love the making the attainment of a college degree accessible for all economic classes in the Central Florida area They should be a champion of diversity not only in word, but also in action | UCF is amazing! It is truly a community and one that is where someone would want to be. Although we are young, we are truly proud of what has been done here and bleed black and gold. UCF is known for |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Retention of transfer students once entering UCF Helping to make UCF a premiere university in the area of research Making UCF a top university in the United States for not only numbers but also for academics Increasing the endowments here at the university to assist with the creation of more scholarships and endowed positions and professorships | They should want and create ways to be openly available and seen by students They should have a forward, goal oriented mentality They should agree with and have plans on how to help UCF meet our strategic goals They should be open to hearing the voices of the community both inside and outside of UCF | being the first in many things and will continue to be on the leading edge for things to come. UCF is charging on into the future and others are working to stay with us. UCF stands for opportunity and it is an honor and a privileged to be a part of the Knight family! |
| Keeping up the academics with the growth. Also, infrastructure support for the growth. | Need a person who is very transparent and candid about what is occurring in and around UCF. A person who is not afraid to go before a board and lobby in support of what UCF wants and its surrounding communities. | This is an amazing opportunity to be a part of something incredible and big in our community. It's a way to make a positive difference for our community. |
| Increasing our endowment, raising the prestige of our institution as a research focused university (work to gain access to AAU), manage the continued growth, how to increase the downtown campus without diminishing the on campus experience. The fact that our athletic competitiveness is thwarted by our conference affiliation. | One that centers around innovation. The problems that UCF will face are different than those institutions that have been around for hundreds of years. A leader that surrounds themselves with highly talented individuals and allows them to thrive in their role. A leader who has experience working in research focused university, can help UCF make the necessary advancements. | UCF is one of the largest universities in one of the fastest growing cities in America. While UCF may have some challenges that other older universities do not have, UCF by and large has some advantages that others do not have. UCF is a family, looking at the longevity that Dr. Hitt has enjoyed, that should be very attractive, knowing one could enjoy a long productive career. UCF has achieved things nobody thought were possible, both in the class room and on the athletic field. This really could be come one of the premier universities in the nation and world. |
| Continuing on the legacy that Dr. Hitt has built while creating their own legacy. Making UCF a destination school to many outside of the local area. | One that understands the local landscape. | One that is aware of everything the school has done recently but understands that the sky is the limit. |
| Given the current climate of professionalism (vs. sexual harassment)...I feel that students need to be taught what is good, professional behavior. This behavior should be modeled to them by their professors. Professional behavior OF COURSE requires that no one should be doing anything or promoting anything remotely sexual in the workplace. But, also, should promote professional dress, attitudes, good manners, not cursing, etc. | Any leader should be a person of integrity, intelligence, and ideas. | They have the power to influence the next generations for the better. |
| In the medium-to-long term I think that traditional colleges will come under pressure from different sorts of educational institutions. UCF above all needs to keep its financial house in-order. Sensible growth and financial commitments will be key if overall college attendance starts dropping. If current trends continue (ad they may not) we will reach a point where the breakeven of the cost vs. benefit of a college degree will be at equilibrium. After that, traditional institutions will have a tough time competing for students if they cannot control/reduce tuition. | A President empowered to say, 'No' who can make cuts (particularly to overhead) and control costs. | UCF has been blessed with 3 excellent leaders. The opportunity to build on the legacy of Drs. Millikan, Colburn, and Hitt is a rare opportunity. UCF is still young enough that a president can influence the overall direction of the institution. |
| Some of the challenges are the changing population of Florida, available scholarships | First of all, a highly educated, bilingual, leader and visionary. | To take the university to a higher level that also elevates and enriches the lives of people in the community. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| to recruit students and most of all, professor's salaries. | | |
| Safety and security of their students and many venues. | Dynamic; Hands on, with the courage to build consensus to solve the many fluid issues facing the college. | To build on J.H.'s legacy and his accomplishments. To want to build a better UCF. |
| The growth of the Orlando Metro area and influence in that part of the city. | Relentless Networker, pro athletics, someone who can foster relationships with tech companies to give better opportunities than just Lockheed for careers | Because we have Danny White |
| Continued expansion in Florida and continued growth/refinement of graduate programs in nursing and medicine. Collaboration with area employers to strengthen academic programs and present employ-able students to fill the demands of Florida and other businesses | Multi-cultural focused leader with real world experience in industry | An experienced industry leader would want to be the UCF president to leave the world a better place as they lead the team in educating students for the future |
| The diversity from different backgrounds and effective campus unity. | A person with great integrity, insight, and experience in educational processes. | Because they believe in the development and acquisition of knowledge. |
| Maintaining the diversity that makes UCF great! With the rising cost of post secondary education, I fear that the university will lose what I have come to tout and be extremely proud of about my school. | We need a leader that is innovative and has a strong equity lens. We also need a leader that is willing to work collaboratively with multiple stakeholders, engage the community and build relationships outside of the university as a mechanism to cultivate partnerships. | It is an AMAZING school! There is so much to learn from what we have to offer as a university. |
| Addressing issues of contingent faculty (adjuncts) not getting fair compensation (including wages and benefits), offering competitive online education options, making college more affordable for students by reducing administrative bloat and raising college and staff wages, making faculty loads more manageable, addressing parking and housing on and around campuses (especially downtown), partnering with universities nearby and abroad, offering more egalitarian benefits like affordable childcare, extended maternity leave, meal plans, and more for students and staff. | You will need a leader well-versed in human-centered design and design-thinking so that they are able to study issues and use data and research to determine the most effective course of action to solve the actual underlying problem / human need that needs to be addressed in a feasible, desirable, and viable manner. This type of leader may not necessarily need to be someone with substantial experience in education or administration--instead, it needs to be someone who is willing to listen to all persons associated with the university--not just stakeholders with deep pockets. If the human needs of the university are met, financial security will follow. | For the betterment of others. To show how higher education SHOULD be done--in a manner that is ethical and takes care of everyone, exceeding recommendations and going beyond the bare minimum required by law or the accreditation board. |
| 1. Moving UCF into a Power 5 athletic conference, this will increase revenues for the University dramatically. 2. Learning how to further better the student experience in a university with such a large population. | Someone from a large university with a background knowledge in athletics. They should honestly be like Dr. Hitt with more athletic knowledge. | We can be one of the greatest university's in the country. If we have the right person at the helm, we can move into a larger conference, expand the stadium, and watch the number of out of state student applications rise and revenues rise. |
| The main challenge will be: How to stop admitting so many students. Stress quality over quantity. No one wants to take a class with 450 of their closest friends. | Whomever you can convince to live in that mostrasity on campus rent free. | A fat paycheck is a pretty good motivator. Especially if he has free rent. |
| As we have seen over the last few years, there has been an increasing push for diversity within college campuses throughout the country. UCF is not immune to these social pressures, and diversity is a noble ideal for a collegiate community to pursue. Challenges enter the picture, however, when diversity becomes an end goal and subverts or undermines the educational goals of the school. We have seen this happen through the increased | The kind of leader that UCF needs is one who realizes that education cannot take place without a robust defense of free speech and a commitment--especially as the face and head administrator of a public university--to the First Amendment and the U.S. Constitution. | This position should appeal to someone whose goals for the university are not limited to post-graduate employment rates or an increase in the diversity of the student body or faculty. Those two things, often considered as the bottom line by many on both sides of the aisle, undermine the very purpose of public education. As Thomas Jefferson wrote extolling the virtues of public education, a republic such as we have cannot function without "enabl[ing] every |

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| <p>demand for trigger warnings, public speaker dis-invitations, and restrictive policies toward free speech. These demands and policies are the antithesis of academic freedom and the pursuit of knowledge.</p> <p>UCF, as a publicly funded place of higher learning, must balance its commitment to students with its commitment to the taxpayers of Florida (and the rest of the United States, as of this writing). UCF must reassure the public that it is doing everything within its power to further the education of who I know are some of the best and brightest individuals this nation and world have to offer.</p> | | <p>man to judge for himself what will secure or endanger his freedom." If UCF's new president doesn't have the same heart for public education as our founding father, then she or he is not the right candidate.</p> |
| <p>Carving out a broader image than that of a %Üdirectional school.%Ü Few really know much about UCF - and even fewer about its size.</p> <p>It%Üs not so much being more selective in students, it%Üs more about being selective in administrators, staff and faculty. Look at bringing back the best and most accomplished out of your own graduates - people who truly have a stake in your success.</p> | <p>1. A president needs to be more than a greeter and shaker if the donor money tree. If you have a good product, it will sell itself.</p> <p>2. One that will demand that you hire only the best staff. If they haven%Üt had experience with a flagship university then don%Üt bother. You need those people who know how to operate at the best and biggest of the state systems. UCF is national-class in size; it needs to be so in quality of its staff and faculty.</p> | <p>This is a major national university. It has graduated immensely talented individuals. It is located in America%Üs vacationland. And of all universities in the US, it has the most potential.</p> |
| <p>Moving the football program to a power 5 conference</p> | <p>an open minded one</p> | <p>to make ucf a prestige university</p> |
| <p>Managing the rapid growth of the school. Knowing that soliciting for donations will be difficult due to the young alumni base.</p> | <p>Someone with a lot of experience as an administrator in academia, is fiscally responsible, can 'speak with' the current alumni base as well as the current and future students, understands that UCF reaches well beyond Orlando and Florida nationally & internationally, is understanding of the needs of ALL alum even if you don't reside in or around Orlando any longer.</p> | <p>Good question... Other than power, prestige, and all that comes with the job, I really don't know.</p> |
| <p>Managing growth and university expenses. UCF is too big in terms of student size; the university should focus on quality of students as opposed to quantity. In addition, it's evident there is a lot of money wasted; there's a fairly new Jeep Grand Cherokee with a state license plate; that SUV had to be at least \$30,000. What's wrong with a sedan that could cost thousands less? This is one example but there are many others and they add up. Stop wasting taxpayer/tuition money!</p> | <p>Perhaps someone with business and education experience.</p> | <p>There are a lot of things to love about the school and the campus. The spirit is second to none.</p> |
| <p>no clue, don't care</p> | <p>a strong leader that can meet very strong challenges facing the racial tensions that seem to be facing everyone from the so called "privileged white pretty girl" that may be anything but a hardworking God blessed attractive but very poor got in with a scholarship and still getting judged by others that may look different and carry a torch since their skin color is the same of slaves from over 150 years ago, but come from parents of doctors and engineers with a full scholarship and extra money for</p> | <p>Someone that would want the responsibility of trying to make the world a better place. One who thinks of the ripple effect. One student here can effect many lives, hence the president can effect an exponential amount of lives.</p> |

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| | whatever and don't have to work. There are those as well from all over, like India, Middle East, Africa, Japan, etc judging. Yes reversely. While everyone is judging everyone yet, not judging everyone. Everyone is equal, yet we are different. but no one can grasp that or is afraid to even admit it openly to be called a racist. Good luck with the future. We need to teach better journalism. Print the truth no matter how much it hurts. | |
| Growing the faculty to meet the large student population to ensure that all students are able to learn the more advanced topics of their majors in smaller classroom settings. | Someone who cares about the student population and not just about the business | To continue the legacy that president Hitt and prior presidents set to ensure UCF becomes a legendary school and is well known such as UF |
| Students need to be prepared to engage in critical thinking and be able to apply theory to practice based on their areas of study. Students today are struggling with higher level thinking, writing, and reading challenging texts. | A progressive leader who understands 21st century students, education at all levels, and effective pedagogical strategies. | To create successful citizens who can meaningfully contribute to society. |
| Earning recognition and widely accepted status as a "big name" university among competition, especially within the state with universities like UF, FSU, and the like. | An aggressive but yet passionate and experienced academic professional with a strong reputation and network on an international scale | Opportunity to lead UCF into a historical high of success and prosperity |
| <ul style="list-style-type: none"> -Filing lawsuit against BCS/NCAA due to bias and antitrust violations unfairly impacting UCF. -Gaining entrance into a P5 conference for athletics. -Positioning UCF to overcome UF in admissions statistics to stand clear as the premier public University in the state of Florida. -Enhancing funding levels to compete with UF and other flagship universities. -Managing campus growth (parking and other infrastructure) -Filling in the gaps on UCFs academic portfolio (ex: law school, expanding research arenas) | <ul style="list-style-type: none"> -Visionary -Aggressive risk management, not afraid to "go against the grain" to further UCF's place on the national stage -Continue to support emerging technologies -Brings existing strategic partnerships (corporate, local/state government, academic) or demonstrated ability to obtain strategic partnerships to further UCFs agenda | <ul style="list-style-type: none"> -Largest University in the country -Best campus in the country (new, beautiful, innovative) -Great location in Orlando (weather, growth, entertainment) -Ability to take an already prestigious university and take it the "next step" to become recognized as a premier university across the country |
| Quality over quantity. Staying relevant means not always compromising to be the biggest or to have the most enrollees. If your graduates are not landing positions or are not set up for success than what kind of reputation does that lend? | A leader who is open to listening to the challenges before acting. A leader that has a background in keeping quality while growing. And lastly, a leader who is not afraid to stop growth if it is at the detriment of the school's future. | Wanting and being qualified for are two very different aspects. I believe a person should want this position in order to impact Orlando, grow the Knights community, uphold our Golden Rule and so much more. I believe someone is qualified for different reasons. |
| Keeping college affordable and not supporting changes to the higher ed act. | One with political connections | It's a thriving university that is gaining national attention. UCF has come so far, keep going! |
| 1. Offering unique programs for the fast evolving job market. 2. Establishing itself as the premier public university in Florida and getting out from underneath the already established Florida schools. Maintaining and/or improving the academic scores for incoming freshman and reducing the acceptance rate by increasing applications and maintaining enrollment figures. | Unique vision, integrity, loyalty, drive, communicator, bipartisan, macro-focused, collaborator and someone who has a passion for UCF and not another university. Rely on your contacts and business relationships, but don't bow down to the good ol' boy system and stand up for the morals and principles that makes UCF great. | UCF is a place where dreams are realized and a place where a difference can be made. We are young and nimble enough to change for the future, yet large enough to impact not only the student population, but the entire state and country. |
| I feel that our athletics department should be a main concern these next couple of | I want a leader who has a strong business background. Someone that is not afraid to | The biggest thing that comes to mind when I think of UCF is opportunity. UCF gives the |

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| <p>years. We are at a time where we can become a powerhouse school that the entire country talks about. This will help the school on all cylinders. More people will want to attend UCF, giving our school better talent. Followed by our students getting better jobs when they graduate from UCF.</p> <p>One thing I would like to add while on the topic of recruiting. Please Please Please allow other vendors to sell UCF gear. Here is why: People dream about going to the college of their choice from when they are little kids. Some might be influenced by their parents, a school they watched on TV or what city the University is located in. Others might go to Walmart and like the hat of a gator they bought when they were younger. We need to let our fans advertise and we can't do that if the bookstore is the only place that sells UCF gear!</p> | <p>take us to the next level. I would love for someone who taught or graduated from UCF to become the president that bleeds black and gold.</p> | <p>opportunity for its students to do things bigger than they ever dreamed of. Now it's time for UCF to do things bigger than our community ever dreamed of. Our future president should want to lead us there.</p> |
| <p>As the university grows, additional dollars are needed to keep the college competitive from still more established universities. Football! Getting UCF into a better conference. Campus safety...so many students...very easy for the public to access.</p> | <p>Charismatic business leader...someone who can balance both the academics and sports priorities to have UCF continue to rise as a respected university.</p> | <p>It'll be hard to come after Hitt...he has been stellar...exactly what UCF needed during major growth years....someone should want to be President who has a vested stake in ensuring UCF gets it's proper recognition, funding and stature as "older" universities in the state and country.</p> |
| <p>1) Identify and provide cutting-edge equipment and technology to all disciplines offered at UCF. 2) Identify, hire, and retain high-quality leaders and educators. 3) Show and prove to the world that UCF has moved beyond 'state college' status and is a leader in emerging professional trends and technologies.</p> <p>In my field (archives, public history) my education and training in 2007 are what propelled me into leadership roles today. My peers recognize UCF and the UCF History Dept as leaders in our profession. I am always proud to say I was trained and later worked at UCF in preserving its history. We must remember that in 50 years, we went from a sandy lot in east Orange County and grew into a major metropolitan university. While the university must never lose sight of its roots, it must continue to lead the way in allowing all disciplines to innovate and revolutionize in their respective professions.</p> | <p>UCF's next leader must be someone who is open and communicative. They must be able to bridge the old (ie, early alumni, longtime Orlando residents, etc) with the new. UCF has a young and diverse base, with many of its early alumni still working in their respective professions. The new leader will need to be able to make that constituency feel relevant and part of the university mission, just as current faculty, staff, and students, along with recent alumni, and the Orlando community. In short, the next president needs to continue to unify the base and be the face we see in both good times and in hardship. As the captain of the ship, we need to feel that our leadership is strong, present, and able to guide us toward the horizon.</p> | <p>Simply put, the person for this job should want to be part of the fabric that is UCF. They should want to be part of something that is growing, leading, and innovating. They should want to be in the mix, working with professionals across multiple disciplines who are making a difference in people's lives every day. They should want to be part of something truly special.</p> |
| <p>Meeting the needs of individual students given the tremendous number of students who attend. Integrating the UCF experience with the community through meaningful partnerships with local businesses, governments and nonprofits.</p> | <p>Someone who is a big picture thinker with a heart for the individual affairs of the everyday person. This individual should also have strong ties or possess the ability to develop strong ties to leaders throughout Central Florida and beyond. UCF is becoming one of the most important colleges in the Southeastern United States. It's already huge. Now it needs to grow in</p> | <p>Because they want provide excellent educational opportunities for students as well as contribute constructively to the local, regional and national community of large universities and all that they are connected to.</p> |

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| | the delivery of excellence in service to its students, faculty and community. | |
| Keeping up with the growing needs of the growing metro population of Orlando and the surrounding community; Attracting, training, and retaining top quality faculty with competitive pay, research opportunities and rapid mobility to address the communities needs; Maintaining and growing our alumni involvement in athletics to build community pride in the university; | A leader with a diverse background of education (ie. Not a former politician) principled in educational training (preferably have a Ph.D or similar) with experience to lead the nations largest university. | To move greater Orlando forward into the future as the #1 best place to live and work in the country. |
| Making sure the change in leadership doesn't lose the strong momentum that Dr. Hitt built. | Someone with an energetic, entrepreneurial spirit. Someone with a track record of being a constructive market disruptor. | Because they want to Charge On and continue to build UCF into a preeminent institution - academically, culturally, and athletically. |
| tuition costs and funding needed for sourcing qualified faculty members STEM degrees; diverse knowledge for business degree seekers age of university, maintenance of physical plant and growing facilities student security | someone with business skills who can bring key players together, understanding of the marketplace and job needs in the next 10 years - focus degree criteria to set up graduates with base skills to succeed someone willing to take risks to drive improvements | build on President Hitt's success and the growth of the university amazing campus with diverse students and degree programs take the university to the next level of academic success and recognition |
| Academically, the school needs to continue to grow its hi-tech programs and relationships to continue to be the leader in the state for those specific industries. Furthermore, the school needs to continue address the rising costs of tuition. With regards to extracurriculars/athletics, the school needs to address the challenges of not being in a top tier athletic conference (SEC, Big East, etc). The AAC is a good conference, but as evidenced by coach Frost's departure, we will continually struggle with retaining top level coaching talent (and summarily lose them to other destination jobs) until we are in an automatic bowl conference. | A visionary who understands the state of Florida, politics, and athletics. The next president needs to be able to "sell" UCF to the community and the state. | To be the leader of one of the greatest schools in the nation would be a great honor! |
| Artificial Intelligence and Robotics will replace 47% of the workforce by 2037. Many professions will have no skill set that technology can't do better and cheaper. . The way we educate needs to change. Technology should drive down the cost of education allowing for less brick and mortar and fewer professors. Remote learning should allow the students at UCF to be taught by the best professors in the world. Not limited to the ones you find locally. The new president needs to be an innovator in education instead of seeing how big or how many students we can pack onto UCF's campuses. This is not specific to President Hitt or UCF. Its pervasive in Universities all over the country. We need a big thinker. We don't need an administrator, we need visionary. | An innovator. A futurist. An individual with fresh new ideas instead of bringing old ideas from the President of another University who won't lead us into a new direction. | Hopefully not for the obvious reasons. I hope its someone who sees this as an opportunity to correct the course of a broken and over priced system instead of what this position means to him/her. The current system has left its students with 20th century educations, deeply in debt and ill prepared for the future. I'm thankful I've been out of college for 27 years. I'd hate to be starting where the kids of the last decade have started. |
| Growth of student body and capitol improvements to keep up. | One who is technologically adept who can utilize forward thinking ideas. | |
| Continued progress in athletic success (keeping Danny White is key to that), establishment of the downtown campus | A modern leader, with a creative, innovative, communicative strategy to exceed expectations regardless of | UCF is, and will continue to be, a force in the development of an educated work force in Florida and abroad. It's connections to the |

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| and it's own prestige, fundraising towards the endowment, expansion of the medical city | challenges. A leader that brings in, and engages the natural advantage of a University of this size: it's Alumni. | technical and business corridor in Central Florida, the space coast, and South Florida are assets desirable of any forward thinking leader. |
| State fund availability. Changes politically. | A forward thinker. Someone who is focused on the share holders. Pick up quickly and isn't afraid to get in there trenches with the employees and students. | Growth opportunities. Wanting to bring UCF to the next level with all activities. |
| 1. Obviously, the downtown expansion 2. The potential or ability to move to a Power 5 in athletics 3. Developing new programs | Someone with experience in both education and growing businesses. | Because they love the University, and want the best for it and it's students. Also, understanding the impact it could have on the Orlando economy and workforce. |
| To maintain QUALITY growth that has a distinct academic direction w/o leaving the sports....especially football.....in the back seat. Sports \$\$ are a huge asset to other Florida Universities....and UCF could/should be no different. | One that has at least regional prominence if not national. Well rounded with their fingers in both academia and an understanding of how sports plays such an important role in bringing top talent as well as \$\$ to the University. Schools with much less academic prominence than UCF, but with teams that consistently rank in the top 25 in the poles, seem to outpace us on numerous levels. | Orlando is a young and dynamic demographic. It's the 2nd largest University in the U.S. and has unlimited potential for upward mobility and recognition. |
| Maintaining a physical growth of campus to meet the exponential growth of student population (i.e. parking, classrooms, etc) Rebuilding the football program after Frosts loss | Somebody who doesn't name the library after himself | To meet and exceed the standard and put UCF on the map, get people to know who we are. |
| Becoming a destination university for domestic and international talent. Continuing to expand the university's footprint in central Florida and beyond. An ever changing political and economic environment. | Someone who is: Creative, innovative, and inclusive. | In addition to academic and athletic accomplishments of the present and past, UCF is one of the largest Universities in the country in a major American city/market. UCF has enormous potential, as well as ability, to compete with the rest of the country and the world in all areas of research and innovation. |
| Growing competition and being able to keep up with growing demand. Need for technology is crucial for the campus | I think an inspiring, motivated leader that knows how to continue the vision of the school and to move us in to the future | They need to want to be there and to be the leader that everyone needs. |
| Emphasizing the quality of the education it provides as opposed to the quantity of students it admits... | One that is aware of the diversity of the students at UCF (and therefore their needs and strengths), and who sees them as more than numbers on the way to building a successful business but rather as human beings full of challenges and potential... | They would have the opportunity of improving the education of a great diversity of people that if well taken, may then go on to have big impacts on the world... |
| One of the primary challenges will be controlling growth. While being one of the largest universities in the country gives UCF recognition, it also gives the impression that the university is less discerning and makes my diploma feel less prestigious. The size of the university has not benefited us in terms of our athletics as we have a power 5 enrollment but a small university conference. | A leader that understands that athletics and research improve not only the national opinions to prospective students and donors, but also have the capability to infuse significant capital into the university. A hybrid between a Teresa Jacobs and a Buddy Dyer...for those who understand that reference as it relates to the growth of Downtown Orlando. UCF needs a similar leader. | I equate UCF often to TCU. TCU has been a fairly well known and prominent university inside the state of Texas, but did not really have national notoriety. Commitment to the football program allowed TCU to change from a small conference to a power 5 conference. The result, increased national exposure and increased out of state enrollment. Increased out of state enrollment resulted in increased revenue. UCF has that same potential but on a greater scale. Who wouldn't be involved in that potential? |
| It seems that athletics are the university's current top priority, not academics. Eventually, the challenge will be convincing employers that UCF students are competent and well-educated. A degree from UCF is | A good university leader would be a well-educated, intelligent person who values knowledge, curiosity, and tradition. | Becoming the president of UCF could be an opportunity to bring UCF back to tradition and academia. A presidential candidate should want to provide the best |

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| starting to look just as prestigious as a degree from a local 4-year state college. | | environment for future generations to learn and mature. |
| Designing education programs by which students obtain academic credentials that are relevant and beneficial to local, regional and national employers. This could be achieved via internships, co-op opportunities or practicums. | Someone who is dynamic, creative, an out of box thinker with not only academic credentials but also has expertise in working with the business sector. | Second largest university in the country that has additional growth potential and that is located in an ideal climate. Central FL is expanding economically and has significant upside potential. |
| Classroom size and parking. The class size of courses with 500 students registered are housed in rooms that hold 300 seats. | One that looks for quality of education, not quantity of enrolled students | To lead a university that is prepared to make an impact to the world with research and technological advances. |
| Athletics funding and parking | Someone young and upcoming, another long term president is needed, someone who's been here, who knows this university and it's admin already | |
| To keep the University out of politics. Stay away from the liberal agenda. Stay business focused and out of political correctness. Do not follow the same path as the University of Missouri. | The individual needs to be a constitutionist. The individual needs to believe in our great country and American Exceptionalism. | Hopefully because they are driven to improve the University and not use the position as a political platform. |
| Assisting potential as well as current students afford tuition. Averaging rates of participation with rates of matriculation per annum. | Someone who understands global academics, is culturally sensitive, honest and willing to challenge systems. | UCF provides excellence in academics, offers scholarly arts, scientific, and athletic programs. UCF is a thriving Institution located within a growing metropolis. |
| The key will be branding the University while still maintaining academic integrity and creating growth with positive relationships. | A visionary who has both large corporate experiences combined with educational expertise. A person who will continue to improve community relations bringing partnerships for improved Central Florida infrastructure. | To create a legacy that improves all the share holders of central Florida. |
| 1) matching numerical growth of the student body with the growth of qualified faculty. 2) seeing the sports programs grow in prestige. IE: UCF entering a new conference that would in turn attract new students and faculty. | This leader needs to be proven, yet not saturated by one university system. This leader would need to be dynamic and able to able to adapt to the UCF system and grow it. | The possibilities of success are limitless. Also, Hutt built an incredible foundation. |
| Growth, of course, in every aspect. Academics, Athletics, Research will need to be guided by someone who continues to hold the same high standards for each and has the vision to keep them cutting edge. | Someone in the mold of Hitt. A solid moderate with vision who sees the value in both academics and athletics. | Unlimitless all- around potential. A University and community poised to be a National leader in higher learning and in the college experience it provides. |
| Less people seeing the value in education vs the cost. How do you make it an experience over 4 years that people can learn how to be a better person and have hard schools since people aren't trades people as much anymore. | Need someone who has a strong vision for the future. Someone who sees current path of education isn't correct. Someone who can embrace what young people are looking for into a university. | They should recognize that a university inside a city (vs gainsville) will be more attractive to new students moving forward. Pushing us towards that path and noticing that the history of old universities is not something great but instead an anchor and not trying to recreate what they have but start something new. |
| getting the best teaching and research talent | Values good teachers and rewards teachers appropriately. Willing to experiment Inspires key leaders working under him | Great Location Growing School |
| Competing within the world of academia for students, resources and energetic, resourceful leadership. | A communicator who can speak with ease to University supporters, faculty, staff and most importantly, students. She or he will have skills that will serve to continue to bring UCF further into the 21st century as an academic leader. The new President will be a people person. The new President will not only lead in the establishment of goals for | To realize a personal goal of obtaining a top professional leadership level within a modern, contemporary university. Additionally, to make a positive contribution to their chosen profession. |

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| | the University, but will encourage all involved, especially students, to set their own personal goals. The President will have an executive blend of personal education and experience in the field of academia within a university setting and demonstrate the ability to lead in all aspects of a modern university. | |
| Need to focus on providing a valuable and respected degree offering in highly competitive area, esp. STEM and business. | A leader that knows how to focus and market this vision. Bigger is not always better; Focus is needed to step out of the midrange of degrees offered in FL and offer a respected degree. | Because they have a vision of how to address the challenges of preparing the next generation for a fast changing and competitive world. |
| | The "Scott Frost" of Academia (honestly, though). By that, I mean someone youthful and energetic, an "up-and-comer" who just needs a platform to shine. Someone with a strong foundation who is creative, revolutionary, an outside-the-box thinker, and someone who challenges the norm, but can continue to grow and strengthen the UCF "brand". | |
| Growth as a university will require stronger integration into the community of Central Florida. Stronger inter departmental cooperation would benefit both the students and the faculty. | Someone with a strong track record and genuine interest in bettering the UCF community, rather than a personal agenda. | Not for personal gain. For the betterment of the university. For the strong direction and leadership they can provide. |
| Increasing exposure & status | Innovative, experienced, flexible & connected. | Prestigious university with unlimited potential |
| I believe that UCF needs more degrees online. UCF is probably the only university in Florida that does not offers an MBA online. FSU, USF, FIU, UF all offer MBAs online and have left UCF in the dust. This obsession of using the Downtown campus to milk money out of professionals and executives is affecting online programs that can benefit more students. Also while research is important and brings in millions of dollars and prestige we must respect the wishes of some professors that just want to teach. All professor at UCF are pressured to continually do research and this affects there performance in the classroom and the time the spend with students. I want a PhD teaching me, not a student assistant. | The new president must be somebody that understand that the education system in the U.S. is changing. More states are offering now middle and high schools virtual schools that allow children to stay home and have a more intimate, one on one learning environment. We need more online degrees both undergrad and graduate. | To help the community be involved around UCF events. To make sure that more students graduate on time and do not drop out. To make sure that U.C.F. standing as a nationally recognized and respected university is spread around the world. Somebody that support ALL disciplines not only STEM degrees. |
| Building on the 2017 football season. Admit it or not, the 2017 football season brought a tremendous amount of notoriety to the school in an extremely short period of time. No expense should be spared on football staff, or the program in general, in order to cement UCF as a powerhouse program. Additionally, UCF needs to maintain its growth while also becoming exclusive to increase the value of its graduates degree(s). | A strategic thinker with the ability to convey a clear and concise vision to faculty and staff. | The next president will have the opportunity to build upon UCF's recent history (the school is young in comparison to its cohort), and catapult it to be the "it" university in the South East. |
| How to grow the education in terms of prestige and not population. | It needs to be an outsider, someone that hasn't slogged through the politics of public schools for 30 years. It should be someone that doesn't need the money or want the job for 20 years. | To change the schools perception of a commuter school that is the largest in the country to that of a prestigious school along the lines of Texas, Michigan or UNC. |

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| Continuing to grow and maintain quality. Also finding the most meaningful initiatives - finding the biggest ROI. | UCF needs a great communicator to articulate our vision and have the fortitude to say no. | The candidate should want to show the importance of a large university has the community and should want to make sure UCF is nationally known in several fields. |
| Growth vs Quality Education | A leader focused of quality over quantity. A leader having attention to detail. A leader willing to delegate. A leader with an open mind. | UCF is a critical component of the Central Florida Economy. A lot of what happens here in Central Florida is linked back to UCF. From providing well trained students in their respective fields, as source for growing firms to identifying new business sectors and business opportunities. UCF is a unifying organization from pride in our athletic teams to quality of education. |
| Continuing to prove the value of a college education in a rapidly changing world. | A leader who emphasizes science and technology, and continues to grow the innovative research departments. | UCF offers the biggest upside of any school in the country: size of the school offers a variety of programs, academics are thriving, athletics are on the verge of greatness, and the partnership with Downtown Orlando. |
| UCF being recognized as a high caliber sought after school in the state. I hate feeling like the step child to the other "big universities" in the state/country. I don't necessary think that means by growing in student population. I believe that is being recognized as a school with top notch academics and athletics. A school that has tradition that students can see and feel when they step on campus. A school that has alumni that are proud boasting they are a UCF Knight! | A youthful but established leader that understands how to have fun but being respectful at the same time. | They can envision us becoming that high caliber university that is rooted with tradition and alumni love. |
| Challenges would include: safety for all students on and off campus, crackdown on drug use, review of fraternity initiation practices, growth of population in Orlando. | Someone who is innovative, creative, and knowledgeable of UCF's mission and vision. | To continue where John Hitt left off. |
| Keeping a quality education within arm's reach at an affordable price with increasing college costs. Maintaining high standards across the board (academics, athletics, amenities) as our student body continues to grow. | Someone who shares the values espoused by the university with respect to making education attainable for a large number of people without sacrificing quality and cost, while also continuing the momentum from President Hitt. | UCF is teetering on the verge of becoming a standout institution of higher learning, and I believe we are poised to become the next namesake university in the state of FL. With the highest enrollment in the state and (first? second?) in the nation, a forward thinking mindset, a full spectrum of academic opportunities for undergrads and graduate students, a recent medical school, and a respectable Division I-A athletics department, our next president will have the opportunity to bring UCF from great to world-class. |
| To be seen as a high quality, innovative university worthy of more significant respect and attention. | Someone who will balance both athletic strength with educational excellence. Unfortunately, football seems to be the most effective way of gaining public respect. | An opportunity to lead into a new era. |
| Demands for more majors such as Biological Engineering, Biomedical Engineering, and Law. Globalization and Global Network. Computerized World. Space Stations Usage. Etc. | The one who is very competent to expand curriculum such as Biological Engineering, Biomedical Engineering, Law College, Etc. Very competent to make real computerized UCF. Very competent to make UCF National and Global Institution. Very Competent in the importance of space colonization in Space Stations. Etc. | UCF Location is very competitive in environmental conditions such as weather. Very moderate developed region. Also UCF in a highly Technological Areas. UCF needs more improvements and growth. |
| Uncertain of state budget cuts and being able to handle that and grow. More money | Forward thinker - younger, to mesh well with Danny White. I hope he is apart of the | Because of the opportunity to continue building a brand that Hitt helped grow. |

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| for a TV deal from a conference would help us greatly. Big push for a bigger conference or at least helping negotiate a bigger contract with the AAC when the rights are up. | search, bc he has done things I have never seen done at UCF, and I would want him to be happy and get along with his superior. | It's not a spot that you are making sure you don't fall off the mountain, but a spot that you can take this University anywhere you'd like to go, as long as it's up. |
| Making the downtown campus feel like it is part of the UCF experience. Keeping tuition low and approachable for people of low to moderate income households without strapping young people with astronomical debt for their entire lives. | One who is a relationship-builder in this city and in the state. | This is likely one of the hottest higher ed openings in the country right now. This is a vibrant place, and we have to do more than just have size. We also have to have quality in everything we do, or let's not do it. |
| UCF will need to ensure the value of a liberal arts based education, and elevate it's stature in the academic community. It will need to rely on innovation, and be a leader in the state for quality education and programming It is important to me that UCF remain an institution where a well-rounded, liberal arts education is the cornerstone of its values, and does not veer off into teaching hard technical skills simply to ensure for employment for students when they graduate. My hope for UCF in the future is that my degree continues to gain value, and that the university engages me as an alum in a meaningful that extends beyond philanthropy. | Someone with empathy and values all areas of study, and is willing to commit to every student and every alum. | Because they see how great UCF is, and have an exciting vision to lead it into the future. |
| Someone who can take our university to the logical next step in Dr. Hitt's 20-year plan. Continued drive for quality vs quantity with admissions. Fight for exposure and funding in athletics. Continued improvement of existing facilities and programs (engineering 1 bldg and affected students) Strengthening of strategic partnerships with greater Orlando businesses and organizations. | Evolutionary rather than a revolutionary leader. Stick to UCF's core ideals while taking our university to the next level in national recognition in academics and athletics. Someone who is compassionate, patient, a visionary like Dr. Hitt, and a fighter when we need them to be one. A true servant leader who is out to continue to fight for and improve on the UCF brand. | The opportunity to lead the incredible people that make up UCF. |
| Staying competitive with other more established universities such as FSU and UM. Not only in athletics but also in education. | Someone with an eye to the future but who also understands how they got to where they are. | An up and coming school in the public eye, more people from a national standpoint now know that UCF is a contender both on and off the field. One of the fastest growing schools in the nation, it has the potential to truly be the school of the future. |
| sustaining current academic and sports success, growing the school while keeping classes smaller in size, and continuing to be a well respected institution and growing awareness that UCF is the best school in Florida. | A smart and thoughtful leader who knows UCF well already, preferably someone who already works there that has the respect of the students, faculty, staff, and alumni | Being president of UCF is an opportunity to really take the school to the next level and to become a national player in sports and academics. President Hitt did a great job, we need someone like him that loves UCF and understands its potential. |
| Community integration for the University. | Someone who has a good handle on how to approach urban problems of growth, dealing with a diverse campus and using the strength of diversity, both academic and | To make a positive impact on the future of our community, state, nation by training leaders in every facet of academic and research endeavor. Our next President |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | cultural to fuel and propel the university forward. | should focus on the contributions that our University will make in preparing our young and on the mining and the distribution of richness of the elders in our midst. She/He should have the vision, not only to look forward, but to bring the lessons from the past forward as well. |
| recruiting and growing community ownership of sports. | inviting, honest, strong, innovative | It is a great school with some community athletic support which has so much more to give and grow. It is a place to build a legacy. |
| Growing too fast and maintaining all of the UCF facilities, buildings, etc. | A person that leads with a clear mind and is willing to listen to his advisors. | Because it is a great university and it would be an honor for anyone holding the position of President of UCF. |
| Tempering growth. While it's great the numbers are getting so large, like the communities around Orlando, the expansion off students and buildings may outpace other aspects, such as budget. Also, constraining the sky rocketing costs of tuition, but that may be a State/US issue to tackle. Additionally, continuing to be a competitive university known for its innovation. | One who's focused on the long-term sustainability of the university. | It's young, energetic, and innovative, constantly pushing the boundaries. |
| Providing degrees where graduates are in demand. | A dynamic community leader that recognizes the opportunities that Central FL offers. | This university sits right in the middle of everything great about Florida. People, growth, space, beaches, golf, sports, Orlando, the arts, schools, young population, friendly competitive attitude, and much much more. |
| Continued growth, especially in research and building of the overall endowment. There also needs to be a continued focus in growing the athletic department and getting us moved in to a Power 5 conference. | There is already a great leader at UCF in Dr Danny White, I don't believe he's the right choice for President; but a leader in his mold would be the ideal situation for UCF | It's the largest (or second largest depending on the year) University in the country with a strong technical history and background that has the room for even more growth. |
| Keep up with more established programs | An innovator | Wants to continue our growing trend |
| UCF will be facing the high demands of a competitive work-force that is being fed by certificate and quick study programs. This is a challenge because there are certain technology schools that reward degrees in a shorter timeframe which may bypass the need for a 4 year degree. | The leader must have experiences with successfully competing with alternatives to the traditional school setting; such as virtual learning and certificate programs. They must also have experience with leading a large institution. | The person who wants to become the president of UCF should want to hold fast to the traditions at UCF while continuing the trajectory of making UCF one of the Top 10 Universities in the USA. |
| Balancing a growing school while still paying attention to the satisfaction of current students. Not just looking forward onto what is next. It is important to continue growing, however the academics of the current students need to be of the upmost priority. The school needs to really listen to students current needs, not just making the school updated in face value ways. | One that is excited for the future of UCF, but not only geared toward growing UCF. While it is amazing to be such a large, growing university. Quality should be more important the quantity and a leader needs to recognize this. Also, one that will be devoted to UCF and not just making a stop along the way. This leader should be confident in their ability to reach out to the community to make UCF more adored by Orlando. | UCF has limitless potential at this moment in time. It is growing so fast, while being dedicated to its students knowledge. On every front UCF offers strength. The colleges provide some of the most talented professors that give students a wealth of knowledge, incredible athletic programs, numerous opportunities for involvement and much more. UCF is young and in its most important years in determining how the school will set its future. |
| Building a culture around alumni investing in creating a better research institution for the future generations of Knights. | A collaborative well rounded leader who knows how to engage Networks and see transformative projects through to completion. | Because they want to create a better world and knows that UCF has the ability to be that research leader. |
| There will be many challenges ahead. The top priorities should be preparing students for a changing job market, many traditional "safe" jobs are no longer there. Gone are the days of working for one or two | We need a forward thinking leader that is not afraid to take risks. They should be looking at not only the obvious risks but move to address the less obvious risks as well. This person should be analytical and | To make the world a better place. UCF offers an unprecedented opportunity to shape the minds that will change the future of not only central Florida, but the entire planet. |

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| companies then retiring. Additionally, we must address the student loan bubble and strive to provide affordable financial aid as well as programs that provide job transferable skills. | make decisions based on logic. However, they also need to be compassionate and empathetic. | |
| Ensuring that graduates get the jobs they have studied for. Assurances that when counselors state that there is a demand in that field, that students find work in that field. | An honest leader working hard in the community and employers to hire grads. | Not because of financial gain. Someone whom puts the success and employment of students first. Just admitting as many students as possible does not make a school great. |
| <ul style="list-style-type: none"> - Increase the academic standards - limit the student population, UCF is getting too big - Develop a more active Alumni outside of Orlando | <ul style="list-style-type: none"> - Educator with experience in higher education - | <ul style="list-style-type: none"> - a university that it is growing (not student body) and has a lot of potential - great location |
| Continued rise in the rankings of four year universities and gaining national prominence. | Someone with charisma. Whose likeable. With experience in similar position at other nationally ranked universities. Someone with a background as professor at a university. | UCF is becoming Florida's largest university and is located in a primary area of the state. |
| Attracting the highest level of students. Maintaining active alumni and contributors. Maintaining momentum from the current football season into coming years and creating a consistently ranked program. | A brave one. | Because they love academia and believe in the potential of UCF. |
| Developing the identity of the downtown campus, new opportunities with space exploration and experimentation, expanding virtual and global learning, better partnering with international universities, keeping up with business needs in our program curricula, keeping up with technology in our program curricula, increasing our endowment, keeping good professors, better (national) media coverage (especially with respect to athletics) | Visionary, one who will be willing to listen and delegate authority (if it's worth doing, it's worth delegating), established career, proven success | He believes in the mission, creed, and opportunity UCF has to offer to its students and the world. |
| Remaining current with evolving technology development and cultural/political shifts. Effectively preparing students for success in a changing workforce culture. Funding and connection with the community will also remain as a priority. | Visionary. Dynamic. Able to connect with business and industry, local politics, and a young student base. Outstanding communicator. | Large, growing university. Connection to a dynamic area - tourism, space, high growth markets. Younger university still has opportunity to define its character. |
| staying on top, keeping up our new standard of excellence and national attention | perhaps a business leader or another sitting, high level university president | UCF has grown intelligently over the years, managed growth, upgraded student athletes, degree programs...we now need a forward thinking leader that understands where education and our world is moving. |
| <p>Receiving students who have not been educated. Common Core has destroyed two generations of students. The colleges and universities in America will need to explain "the how to's" to the students so they will understand why they are being taught something that they will need to apply in a real life situation when they graduate.</p> <p>Americans must be educated first by American institutes of higher learning who have American interests foremost in their programs. This includes teaching patriotism, love of God, and values where no individual is wronged.</p> | <p>A person who has the strength to stand up to an establishment and individuals who want to maintain a status quo mentality.</p> <p>The president of UCF must have the ability to foresee where trends are going, the industries and fields that will be affected, and select faculty to prepare the next generation to excel in those areas.</p> | To fulfill a personal milestone knowing that their leadership made an impression on a generation that worked to make America the greatest and best country in the world. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| Knowledge is power. Knowing where to go and how to obtain information will be critical in making decisions or influencing decision makers. The future is involving at a rapid rate in every area that knowing where to going to obtain accurate and objective information that will allow an correct decision to be made is more important that trying to remember what was done in the past. Look to the future and recall history so past mistakes are not made again. | | |
| Maintaining the strong alum pride and school spirit that has been built this past year. | Someone who can connect with the students in a personal one like scott frost did | They are proud of the school and believe we are just as good at any other Florida university |
| Large population limited resources Different demographic of students.. how do we support them? Retention of talented faculty and staff | Someone who understands why diversity and Inclusion is important | Because they can see the opportunities that are provided to current students and alumni |
| Staying focused on delivering highly capable graduates. Very concerned that desires to grow athletics program will undervalue academics. | Well rounded and able to connect with the people. Someone who believes education should be available to all that want it. | Its a great place to learn, grow, and shape the future |
| Producing graduates that can hit the ground running... More focus on STEM, less on liberal arts... Reduce the size of classes, quality over quantity... Hold the line on tuition, more grants and research opportunities... | The next President needs to prioritize academic excellence and achievement over athletics. That is not to say athletics doesn't have a place but let's be honest, that is not the draw... We need a leader that can build on what has been achieved over the last 25 years and strategically move UCF in a direction that puts us on par with UVA, GT, UC (you pick), and UF... It should be our mission and goal to break the top 100 amongst public schools in 10 years or less. | Opportunity, Opportunity, Opportunity... My gosh, the possibilities... |
| educating the campus community, and the community at large on the risks associated with greenhouse gas emissions and climate change. move education focus to creating leaders rather than followers. | speaker invitations, on and off-campus presentations. Billboards. Faculty focus meetings, hiring, speaker invitations. | to help change the world, by leading the next generation of leaders. |
| Maintaining quality instruction and graduating student placement for employment and higher education | Someone with high integrity who is skilled at addressing the needs of both students and faculty | Should be excited to be at the helm of a progressive, ever growing, respected institution of higher education. |
| Controlling growth while still providing quality education | Someone who is familiar with UCF and has been learning under Dr Hitt | Great location, room for growth. |
| growth and debt | one that understand that it is important to keep debt low | |
| Leadership in research development and implementing changes for: medical industry, transportation industries, public policy & governance especially for the comprehensive care of elderly & children. | A person who is proven & has accomplished some of these things. | Only for the purposes of leadership. President's role is to assist with confirmation of UCF's opportunities for important roles in forming leaders and getting ready for becoming forerunners & Titans of industry in Florida and globally. |
| Growth - changing careers therefore majors growing and changing for students. | One whom is a life longer learner and wishes to continually better themselves as well as their team. | UCF is not only in a great location but has a very diverse staff and student population that make it an amazing University! |
| I think the hardest thing for UCF in the coming years will be to stay ahead of its continued fast-tracked success. Overtime, UCF will become a powerhouse Florida University that is everybody's first choice rather than second choice to FSU or UF. However, I think UCF has to stay patient and | I think it should be a leader who sees the gem that UCF is and will continue to push UCF forward in a way that brings the community together, makes every UCF degree matter (from art media to biomedical sciences) and sticks to UCF's values of continued excellence. | Someone should want to be president only if they are ready to be committed to the public service job that this position entails. And they should want to only be president if they are ready to apart of a job that can be thankless sometimes because not every student, parent, community member, or |

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What kind of leader can meet these challenges?

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| use their recent success in science, athletics, research and other areas to make sure the students are not being forgotten in this new found respect as UCF gets more money and opportunities to influence the Florida educational system. | | faculty member will see the bigger picture that they are trying to create for the UCF community. |
| <ol style="list-style-type: none"> 1. Regaining public trust that UCF is a staunch proponent and defender of freedom of speech regardless of popularity or controversy. 2. Campus security during growing threat of mass terrorism attacks. 3. Maintain high academic standards in the face of eroding entrance scores of applicants. 4. Concentrate on academics and not on politics or political correctness. | <ol style="list-style-type: none"> 1. We should seek a proven leader from the military, a corporation of national stature, or a university that has experienced national growth stature within the United States. 2. I believe we need a leader with established solid moral values and supporter of the constitution of the United States of America and belief in equality of opportunity. | <ol style="list-style-type: none"> 1. To establish UCF as a top-ranked university in America known for academic excellence. 2. To lead UCF to meet the above challenges. 3. To ensure every UCF student receives the opportunity of the best education in their chosen field. |
| Vision. UCF has become a well known school and the students applying to this school come from many countries and backgrounds which makes it a well diverse school. We need a UCF president that can see and exploit that to make UCF even more competitive among other top schools. Where do we want UCF to be in the next 5, 10, 15 years. What other careers will benefit Central Florida. Where is the growth. We need to attract great faculty that offer great experience too. | We need a Leader that has passion and perseverance. A leader that can manage a school this big and make it grow academically. | Central Florida / Orlando is a great area. We are blessed to be in one of the most sought destinations for tourism. We have great beaches on both sides of the coast. So, having a University with a tremendous potential is in itself an Asset. I am so impressed with then growth and the beautiful campus. I am an alumni and my Son goes to UCF. I can't be more proud to be Knight~ Go UCF. |
| I think UCF faces challenges in the areas of business partnerships and continuing to expand their academic research. | UCF needs a leader capable of identifying business partnership opportunities to increase research grants. | UCF is a great institution on multiple levels (research, athletics and location) with a lot of growth potential still to be realized. |
| Management of growth. UCF has grown into a major player on the collegiate circuit. I would like to see a focus on maintenance of academic excellence as well as a keen eye on making UCF competitive in the future. | Someone with a proven track record of high academic returns in a major university. Especially in sciences, engineering, and math. | Passion for education at a high level. Once again, someone who has handled major accounts before. |
| Standard of education versus growing number of students on campus. Quality should always be a priority over quantity and the money made by the university should be invested back to the students. Tuition is way too expensive, so students should get as many opportunities as possible while enrolled. | A leader who has the students' best interests at heart. A leader who is experienced enough and is willing to make changes in the spendings of the university to bring back focus to the students and lower the tuition costs. At the same time, a leader who is able to connect with what it means to be a Knight. It would be great to have an alumni as the next president. | The main appeal should be to make a difference and to take the university on the next level. It would be up to the next president to continue the legacy of the already thriving school. |
| Encouraging students to expand their knowledge of America History and appreciate the country we have. Be sure the individual students do not get lost in a large institution. | A good leader should have good listening skills be able to bring people together for common goals. | To have the opportunity and desire to move UCF forward in the future. |
| <ol style="list-style-type: none"> 1) Emphasizing quality education, facilities and access as we continue to grow our student body. 2) Continuing to increase UCF's admissions standards, to be considered premier academic destination in Florida, and nationally. 3) Continuing to build a nationally-recognized athletic department; push for move to power conference. | We need a young, energetic and passionate leader who will commit themselves fully to UCF and the Orlando community. We need to continue efforts to rally central Florida around UCF; not just students and alumni, but stress that UCF is Orlando's Hometown Team. Someone with ties to UCF/Orlando would be a great bonus, but as Dr. Hitt showed, is not required. | Ultimately, they should share the vision of Dr. Hitt and their desire should be to continue to build UCF into a premier academic and athletic institution, one the central Florida community will be proud to rally around. I am a very proud native Floridian and alumni, and our athletic success has made UCF a known name all the way in my current city of Seattle! Let's keep it going, to keep attracting the best talent to Orlando. #ChargeOn |

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| Upgrading facilities while excelling in academics up to the highest standards in the state and country as well as continuing athletic success. | A leader that can connect to the students and faculty | One of the largest universities in the nation and a very popular up and coming school. |
| Managing growth while continuing to offer quality education and campus life. Including being restrictive on admissions to bring the best and brightest, while also attracting atypical students. | Strong, intelligent and knowledgeable are obvious. The not so obvious should include flexibility, open-mindedness, critical thinking and more than others - common sense. | It is a high profile position at a still up and coming, yet established, university in a great location. |
| The university must seek to develop and educate students who can excel no matter which degree track they pursue. It must raise the expectations of its students. It must increase the value of a degree from UCF by expecting the best from its students and faculty. It must not be a factory that cranks out degrees in large numbers only to see the value if a degree from UCF be less than that of its peers. | Someone who has a proven track record of advancing a university's academic standing among it's peers. Obviously, UCF needs someone who works well with the community and financial supporters. | Seriously? Why would someone not want to be president of one of the largest Universities in one of the best places to live in the country. You didn't ask, but I can tell you who I would not be the next president and that would every politician who has reached his or her term limits and who seeks the job simply to further their own nest egg and who has no experience or background in academia. I don't care how politically connected he or she may be. |
| A few challenges UCF will face in the near future is the expansion of the student body and being able to keep up with the demands of both the student body and the faculty of UCF. | The leader must be versatile and be able to make strategic decisions that can ensure healthy student population growth and satisfaction as well as ensure there is a good student to faculty ratio. | Someone should want to be the president of UCF because they are passionate about ensuring that UCF continues to be a wonderful college. They should want to be a part of our community and the betterment of the college. |
| Growth, parking, alumni relations, technology | Someone who understands the incoming freshmen, current students and alumni. Should be progressive and fiscally responsible. | Because they care enough to keep the legacy moving forward and they understand the heartbeat of the community and wish to make UCF and Orlando an educational example of excellence. |
| Maintaining the growth while not compromising the quality of the institution. | He or she must be an innovative, outside of the box kind of thinking professional. While a traditional background in education probably needs to be in there somewhere, they also need some business process improvement experience or other similar experience that can not only create a vision for the university, but also have the people skills to empower the staff surrounding them to be creative. | I would like to think it's someone who understands that having the ability to get a quality education is a game changer for many folks. I am a first time college graduate in my household and went on to become an attorney. The opportunities that higher learning have provided me not only have challenged me to be a visionary, but also have the opportunity for higher income. Whether we like it or not, a higher income opportunity means that I can now afford to pay for my daughter who is starting college soon. This to my family, when they came to America, is what the dream is all about. The person who wants to be president wants to lead, change, innovate and create all at the same time. |
| To worry less about political correctness and focus more on teaching truth. By challenging students to learn differences for themselves. To prevent UCF from becoming a daycare as so many other universities have become. | One who recognizes the origins of universities. These institutions are for higher learning, promoting independent thought, not an arena for professors with personal agendas. One who does not allow the rights of some be trampled to protect the rights of others. Treat all as equals, no "safe" rooms. Person would likely be Christian and conservative. | To promote and uphold the standards of excellence in higher education. No political agenda. |
| The change to online courses has and will continue to evolve education. UCF is on the forefront. But continuing to maintain the | Forward thinker. But without risking integrity. | It is the best university in the nation. Growth, development, future possibilities |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| highest standard of education and produce exemplary graduate could prove difficult. | | |
| Growth | Organized | to continue the legacy of the former president. |
| A responsible "citizen" in Orlando Community (charity, higher education, collaboration ext), more involvement with local entities UCF Downtown increase endowment for students (UCF Foundation) | | |
| Cost increase mitigation without impacting education quality. | Proactive engaged leader with a strong achievable vision. Creative. | Outstanding university with high potential. |
| Enrollment by qualified students. Because of UCF's agenda to grow the size of the student body, the bar for qualified students was set very low. It's one thing to be the second largest university by enrollment in the country. It's an entirely other thing to prove to employers that the students who graduate should be employed. It's time to focus on quality rather than quantity. | There are other challenges, but this one challenge requires leadership to move away from the past administration's policies. It will be difficult especially when departments are rewarded for number of students enrolled by increases in faculty and facilities. | This person should have a true passion for delivering high quality higher education, with an emphasis on high quality. |
| To be recognized world widely due to the weakness of world university rankings. | young and aggressive person like the football coach. | Located in entertainment city? |
| Challenges: 1) Introducing new departments at the university. College of engineering should start new departments to keep pace with global changes and trends. Technology is changing very fast. 2) Vision and mission should be focused on globalization so that graduates can fit themselves in every corner of the world. 3) Object-oriented education and research so that community will be benefited from the existing knowledge and developed knowledge. 4) Rich library will be reachable to extract knowledge. 5) Better research institutions. 6) Better health service. Healthy community will deliver sound outcomes. | A dynamic, hard-working, object-oriented, person who can understand the change. | UCF is a eminent, research university with potential to reach in the top of the industry. |
| Social platform's, bridging technology with logic | One that understands the perceptions that these ideas brings and can bring them together to increase there intentions in a positive light. | |
| Discipline and civility Cost | Strong, fair but sticks to rules, avoids situational rules | To lead faculty & staff in preparing youth for REALISTIC future, guiding all involved away from emotional, political decisions based on fads. To allow TRUE diversity on campus, teaching true acceptance. |
| Improving the overall academic reputation while maintaining the size and program availability of the second largest school in the country. Additionally, fighting for brand recognition and State Tax dollars in a crowded Florida University system. | One who sees UCF as a final destination, not a stepping stone towards another job at a different University. | Because it has a ton of potential to become a leading University in the state, and the country. |
| Over crowding on campus and lowering standards to let students in. | | |
| skyrocketing tuition rates, Religious freedom protection under the Constitution. | Servant Leader that is not extremely left wing. | Because they are a great Leader in higher education and in it for the benefit of the students. |

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| Increasing cost of tuition. Changes in the workforce to a more gig economy and will people want a 4 year education. | A leader who is paying attention to the working world and not only focused on preserving academia. | It is a shining example of a university for all. |
| Education will become even more global. Also with technological increase you will need to expand other non traditional opportunities for education with ensuing you still expands traditional educational opportunities/infrastructure. | The right candidate will require business and or educational experience managing contracts or infrastructure projects. Also leadership and especially military experience is important. In order to keep tuition down the next president will "need to do more with less" and having a military leader as the next president will help this. Honestly I do not know if you could find a senior military leader with educational experience but if you can they would be a good candidate. | UCF has only increased their quality of academic programs and faculty unlike other universities which are struggling. UCF's recent partnerships which led to the development of the UCF school of medicine will dramatically assist with the future healthcare shortage. The next president will have the opportunity to build on current projects which will enhance the local economy but also enhance UCF's contribution to reducing national shortages (e.g. healthcare, teachers,) |
| Growth in the health care majors and education majors. | One who is positive and committed to a growth mindset. | To exert positive leadership in a leading state university. |
| Managing growth, reaching out to the Orlando community, developing a more nationwide presence, increasing research opportunities, maintaining high standards of quality education in all colleges and areas, and supporting freedom of religion, including Christianity, on all campuses. Multiculturalism is good, but multicultural efforts have been demeaning Christianity in many colleges and universities. This should not be happening. | A leader who supports the Constitution of the United States and has a moderate, nonpolitical mindset. A leader who embraces difficult challenges and works well with all types of people. A leader with vision. A leader who can present ideas well and develop strategic plans for successful implementation. Maybe a woman! | Because it's a fine, growing institution of higher learning with excellent quality standards, and because it presents opportunities for education to students of all income levels as a state university. |
| Rising tuition costs, building school brand, remaining competitive with other Florida state schools, keeping curriculum relevant, ensuring students are able to be employed (strong career resources), competing on the sports fields and gaining access into bigger sports conferences. | Someone with Industry & academic experience. | One of the fastest growing Universities with one of the largest enrollments. New Medical School, expanding satellite campuses, competitive sports programs with a chance to enter bigger sports conferences |
| Maintaining qualified and caring professors who ensure the classes are getting the instruction the students should receive. Bringing UCF to the same level as the power schools. | Someone who prepares for what the future brings to UCF and stays engaged with UCF involvement in the community. | UCF has grown into a positive recognized university across the country and needs to continue to maintain that recognition both academically and sports related. |
| Continued growth and achievement in a crowded field of state universities. Ensuring that UCF receives appropriate levels of support in terms of funding from the State of Florida, academic/research grants and fundraising. The aim is to ensure that we are preparing our graduates to become contributors to society. Ensure that we continue to identify, recruit and hire top academic talent and researchers. | A leader who continues to prioritize partnerships through the business/private sector as well as federal, state & local governments. | President of UCF is one of the best jobs in all of the country. President Hitt has done a tremendous job of raising the profile of the university and developing partnerships across the region. His successor will need to carry on his work and seek out novel approaches to ensure that UCF remains at the forefront of academics, athletics and prestige in the Southeast. |
| Free speech for all, including Christians and conservatives! | Someone who's proud to be an American! How about a veteran? | To help young people prepare themselves for the harsh realities of the real world instead of coddling them. |
| Making each student feel as if they are part of something. A team and / or family. I feel that UCF has focused on growth so much, that most students do not have a life long connection with the people or the school when they leave. That is a shame since a degree only gets you so far. It is the | Someone not focused on profit and size but on quality and driving strong student relationships with each other and with the college over a lifetime. | Someone who cares about the product UCF produces and the life long experience it should get back to being. |

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| relationships you make in college that give the college it's real value especially later in your career. College is a life long experience. I am an alumni and I currently have a daughter at UCF. I also have a son at Florida Southern, a much smaller school with strong identity and student to student experiences. Differences in experiences that each of the three of us has/had in college is what is forming my opinion. While a lot of that experience is based on the student herself, we do not want UCF to be just a mill. | | |
| Growing UCF into a reputable school in all facets. So far we have acquired the numbers and are developing our sports program, but now we must find prestige and build our brand to attract an even higher quality of students who will be contributing alumni. | A dynamic leader who visualizes the growth and the change necessary. One who is willing to take risks of all types. | Because they see the potential in our community and want to be a life-long night. One who bleeds black and gold. |
| Growing pains of an expanding athletic program Expansion of Orlando around the university, needs to address traffic to and from university Engineering need to be more at the forefront of autonomy and repairable space systems | Someone that is familiar with supporting athletic programs, and working with politicians. They need to understand how to recruit members of engineering academia leveraging their families with the city of Orlando, and opportunities to make a change in the way the world operates. I think someone who displays decisiveness and cunning will be 2 of the most important attributes. | Because it is the largest university in the United States, has a growing athletic department, leading in multicultural studies, and in engineering. It does not have the prestige of other universities, but it does have the ability to say that you built something great. |
| defining it's position given the current political climate without disenfranchising either side of the spectrum. | One who is empathetic to all of their constituents and acts accordingly. They will be making decisions that affect so many people and hopefully, through those decisions, aim to serve all of UCF. | UCF has the ability to become one of the foremost research institutions in the country. It has a grossly diverse student body and faculty, an alumni association that grows larger every year, and a great location in central Florida which will grow more in the coming decade. |
| Being inclusive and socially progressive and establishing itself as an academic standard. There has been a lot of focus on building as a sports and athletics school which I feel has been very successful - time to start building back on academics. We need to maintain ourselves as a high quality academic choice and start building further on student and faculty research, instead of being just a sports-centric party school. That's not the reputation that we want. | One with a background of academic leadership and with a history of cultivating competitive degree programs and well funded research opportunities. Yes we need someone with business and finance savvy, but we cannot put a business person in that leadership role and expect them to understand the nuances of academic development and prestige. | They should have a passion for the learning and development opportunities presented by higher education, and have a vision for the academic growth opportunities for the university at large. They should want to bring their experience leading other institutions to a place of financial stability and academic success to the UCF platform. They should be invested in creating a university environment that is healthy and supportive of both the student body and the faculty. Create equal opportunities for all students and faculty. Be an example in this increasingly crazy world. |
| There will be several. First, will be money. The university was trying to raise millions of dollars to keep Scott Frost as Football Coach. All the sports teams require funds to compete. Teachers need to receive support, including financial, as well as equipment, books, technology, and facilities. This all takes money. Secondly, with the changes in K-12 grade programs in Florida over the years, the students coming into the university system are not equipped for college life. This is also true with those international students who as first language | Just like a good leader in any industry, company, or situation, they have to have good "vision" to see the "big picture" and focus on the goals set forth by the university. They have to be flexible to adapt to changing demands and environments. They have to have empathy to put themselves in others "shoes" in order to understand their employees, teachers, and students' needs and perspectives. They also have to be charismatic and somewhat of a politician in order to be a leader in promoting the university, working with | It will be difficult for a new person to come in after a very successful leader who has held the position for as long as President Hitt has and who has led UCF to what it is today. You need someone who is confident, who has many of the personality traits listed above, and who can lead people to accomplish things not thought possible by bringing out the best in people. UCF is the second largest university in the country. It has a great reputation with many nationally and globally recognized programs. It offers challenges for that someone to maintain the |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| is not English. UCF and other state universities will have to provide programs to make up for the lack of a quality education in the K-12 grades. | other community leaders to make UCF an integral part of the Orlando metro community, and to work with government officials at the local, state, and federal level to ensure UCF receives the consideration it deserves at budget time, when making requests for new programs, and advise them when UCF can assist in studies and evaluations of issues, concerns, and problems in order to make our community and state better. The person also needs to see their role as a support person - someone who is there to support the programs, staff, and students with whatever they need to succeed | position and reputation of UCF within the local, state, nation, and international communities. |
| Cutting costs and creating value. | A democrat | to bring quality education to those who seek it |
| Continued academic excellence and quality of staff with an increasing demand based on growth. Gaining visibility outside of the region through high level academics, research recognition, and athletics marketing. Competing with the other state universities that are also growing in these areas, and seeking affiliation with athletic conferences that can help generate more awareness and more funding. | An aggressive, innovative, and respected person currently positioned in university leadership. Someone who has a vision for continued overall growth, and experience dealing with "Power Conferences" and television contracts, and not afraid of rapid change. As I'm sure UCF uses advisers and councils to engage with these entities, having a president with extensive experience and knowledge of how these operate will be invaluable. There is nothing like someone who is directly connected to the school working for your cause. | Untapped potential at an already successful University, so many alumni, students, and members of the community are just waiting for a reason to really get excited about UCF. Some are always there to support no matter what, but the majority are still waiting for a reason to come together and shout the name to spread the word about how special a place UCF is. |
| more effort from all colleges including UCF should be directed toward bringing down the soaring tuition costs for new students entering the college world. It is the biggest problem for colleges and students to keep the higher education learning available to the middle class without having to go into high debt to finance an education. It is stunting the whole life growth of students futures long after graduation. | A leader who is fairly young with dynamic new ideas. Flexibility for new ways of developing growth that is environmentally friendly and cost effective. I know that UCF has gotten involved in helping create new technologies such as solar power and want to see this more going forward. A payoff there in both learning development and financial benefit. | Because he or she would be in the "cat bird" seat in central Florida. The university has had fantastic growth since I graduated in 1976 with a BA and I think it will do so again in the next 30 years. Central Florida is a high growth area of the state and managing the growth is the main effort of a new President of the University. This will be a position demanding a nimble mind looking to make big things happen that is not available to many other universities around the country. I have been impressed by the current President and how well he has handled the rapid growth until now. This position will have a great effect on the whole central florida area business efforts and development. |
| Change in leadership; both for Football and Academics. | A strong, forward-thinking, change embracing, compassionate, collaborative leader. | For the love of the university as well as to guide the university where we are currently aimed and to new goals. |
| Needs of the community Competition from other colleges/universities Staying abreast of changing job market and providing programs to meet new demands | Visionary Strong involvement in community Good listener | Yo bring university to next level of academics |
| Athletic program gaining entry into a top 5 football conference. Recruit and the lack of a more diverse faculty. | One who understand the landscape of college athletics. One who can continue our growth both in student enrollment. One who can increase UCF endowment. | Top 100 public institution in the country. School located in the top 30 media market. Number 1 in the student enrollment. Diverse student population. New Medical school. |
| Improving our academic standing, earning significantly more research money, and | One who is passionate about UCF, has prior experience, and knows what is important to | |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| obtaining better partnerships for our medical school. | the UCF/Orlando community. (Sounds a lot like Provost Whittaker) | |
| Cost of tuition and Faculty salaries. The subsidizing of the sports program through athletic fees. The university will find the athletic budget can not be met through donations alone. The new tax bill will eliminate tax deductions on these donations and tax coaches fees. The government will start to view the sports program as a "for profit corporation". Where will this "sport money" come from and still fulfill the needs of faculty and students at the same time. | One type of leader the university needs to avoid is the recent suggestion of Buddy Dyer, but any government elected official. A leader that can bring in financial concepts and international integration strategies to UCF area and a world leader in education. | One reason not to be is to use it as a political platform. |
| <p>Possible changes in tax laws that impact charitable giving to educational institutions and college athletic programs (personally, I support a low flat tax for everyone with the elimination of deductions and loopholes, but UCF must be prepared to deal with whatever becomes law).</p> <p>The unfair impact that the P5 monopoly has on monetary income to our athletic programs.</p> <p>A general decline in ethical values, leading to a possible increase in students who think plagiarism and cheating is fine as long as they don't get caught.</p> <p>Students coming to college without general life skills such as budgeting, balancing a checkbook, time management, setting goals and milestones, and job searching/interviewing. A general decline in student willingness to take responsibility and to sacrifice to get through college ("I want it all NOW"), resulting in students running up credit card debt and taking out unnecessary loans that they will not want to pay back later. This, coupled with the companies that hawk the "easy money" to these kids can create terrible financial situations and psychological issues when they start to realize the mess they've gotten themselves into.</p> <p>UCF will need strong, sensible counselors that will help students understand the where employment trends are going, and who are willing to get to know a student's interests, strengths and motivations to help them make the right decisions on major, class selection, schedule, etc. They will have to be willing to tell a student they may be making a mistake in their choices and have the people skills to get the information across in a way that it's understood and (hopefully) accepted.</p> | <p>This is a hard one! Someone who understands education (obviously!) and business/industry (to understand current needs, future trends). They must understand micro and macro economics to help the university make solid financial decisions. They must be an excellent communicator and a UCF cheerleader since they are the face of UCF and will need to influence donors, industry leaders (to develop relationships for research relationships and grants) and lawmakers, and set the tone among the educational and support staff. They need to understand the importance of strong and successful athletic programs in making UCF a nationally recognizable name and building strong connections between the university and its students/alumni.</p> | <p>Because they recognize UCF's strong academic and research accomplishments and unlimited potential. Because they recognize UCF as being in the perfect location for connecting to huge industry leaders in the aviation/aerospace, medical research, hospitality/tourism. Because UCF is located in one of the national hotbeds for football recruitment, which has taken our young program to the point it's at right now, and will help continue its climb to national prominence (lawyers and lawmakers may have to help break up the glass ceiling that's trying to keep UCF and other "mid-majors" from advancing any further, however).</p> |

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| <p>1. Continuing to provide a top-notch education for a reasonable cost.</p> <p>2. Providing access to higher education to students that receive little or no guidance at the high school level.</p> <p>3. Growing status as a premier research university.</p> <p>4. Continuing to integrate the university into the local, regional, and national employment structure.</p> | <p>Someone who is adept at listening to stakeholder needs, formulating a strategy to meet them, and then presenting their vision in a way that will garner enthusiasm and acceptance.</p> | <p>Tremendous opportunity combined with an absence of many of the legacy issues (lack of transparency, byzantine decision making culture, political handcuffs) that encumber administrators at many older universities.</p> |
| <p>Consistent growth without sacrificing the quality of education programs</p> | <p>Someone who has served as a Provost and actively participated in regional accreditation committees</p> | <p>To ensure the sustained growth and commitment to educational excellence; strive to be a leader in the higher education community</p> |
| <p>Sustainable funding with a lower tax base. Maintaining enrollment with tightening discount rate.</p> <p>Continuing to grow while maintaining hiring, admission, and academic standards.</p> | <p>Transitional leader/Servant leader who can lead based on the needs of those he/she is leading and the needs of the organization.</p> | <p>The potential and growth as well as the reputation has so much potential to continue to grow. The right leader and vision can make this a premier institution.</p> |
| <p>The financial strain that a college education foists on students and families is only going to grow. UCF has always provided a good value, but we still need to move away from the pay-to-play concept that has invaded modern academics. Either a student is deserving of an acceptance or scholarship, or it isn't.</p> | <p>Someone willing to acknowledge that a degree only goes so far. I graduated with an MA a few years ago, and have found it difficult to find suitable employment. A leader will understand that in order for alumni to truly be engaged and charitable, they need to be earning themselves. A larger emphasis on post-graduation employment and professional opportunities needs to exist.</p> | <p>To lead rather than to follow. The fact that President Hitt found it necessary to start commenting on political issues only when Donald Trump was elected is embarrassing. We get it, universities need to appeal to the millennials who will be populating their halls (going into debt to do so). Well, that isn't exactly the most solid or lasting business model. Responding/pandering in uninspired fashion to current topics like immigration and social justice is not going to set UCF apart in any way. Welcoming debate and research on all topics, from all ideological platforms, will. So, it all depends on what "the vision" is. I'm sure my input will be kindly swept under the rug, but sometimes you have to dance with the one who brought ya.</p> |
| <p>Taking the Athletic Program to the next level and getting into a P5 conference.</p> | <p>One who values the importance of supporting the Athletic Program</p> | <p>It is an amazing University with unbelievable potential in a great community.</p> |
| <p>Opening a Law School, Getting into a POWER-5 athletic conference</p> | <p>A forward thinking progressive technical person that uses data to make decisions</p> | <p>The Challenges, the greatness of UCF, and living in Orlando</p> |
| <p>Pressure to destroy the White Race</p> | <p>A Trump loving conservative - a real American!</p> | <p>Good money, nice office!</p> |
| <p>Growth, losing the football coach, opening the downtown campus, being such a large university</p> | <p>Someone that is totally used to a big university atmosphere and can embrace Orlando.</p> | <p>Because they appreciate Central Florida and a large university.</p> |
| <p>Access to higher education for low-income students from diverse backgrounds. While I appreciate the growth of UCF's reputation, to lift the Orlando and greater central Florida region, we need to ensure that higher education and training is accessible for all citizens. This includes undocumented students, minorities and women in STEM fields.</p> <p>For many years under Dr. Hitt's leadership, UCF has demonstrated a commitment to providing the best undergraduate experience in the State. While the focus of the university has drifted towards a research institution, this doesn't mean we have to sacrifice the value of a high quality</p> | <p>A person who listens and is interested in engaging the local school districts, community colleges, business and industry and local politicians. Focus on the region, and not only on rankings. UCF and community college such as Valencia serve the community well and allow UCF to keep its motto- UCF Stands for Opportunity</p> | <p>Because Orlando is the best place to live and grow a family. We have a strong economy and opportunity to eliminate poverty through educational programs and social services. And the citizen of Orlando and Alumni of UCF look towards the president of UCF to serve and lead the institution towards greater access to prosperity.</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| <p>undergraduate education. From an impact perspective, both socially (quality of life) and economically, the university should remain focused on providing a high quality education at the undergraduate level. There is greater impact to the community if we raise the college education attainment level of citizens beyond a standard high school diploma to the level of a bachelor degree. While research degree (graduate level and above) benefit the world, the local community benefits the most from skilled and well trained citizens with a college degree.</p> <p>Continuing the great work of the DirectConnect to UCF partnerships. Work towards enhancing partnership with local community colleges and K-12 districts to support the education ecosystem. Students who begin kindergarten in the region should see a pathway from k-12 through the undergraduate degree which leverages partnership with k-12, colleges and UCF. Aligning curriculum, programs and grant initiatives should be the priority of UCF.</p> | | |
| Continuing to develop the positive national reputation and recognition that we have built over the last several years under President Hitt in education, sports, community relations, and many other fields. | An experienced leader who isn't afraid of competing educationally with major programs in the country, public or private. A President who understands what it takes to grow, but while at the same time not sacrificing quality. | UCF is a pipeline for growth and development. With available land to grow physically, and a location that can attract quality students and businesses |
| To have a larger mix of incoming students from all over the United States come to school at UCF. | I would have to say an open minded well educated Black Woman. | Because over all UCF is excellent school and has an outstanding Public Administration program. |
| <p>Fundraising and establishing prolonged alumni support and donations.</p> <p>Maintaining a campus that promotes the free expression of all speech, beliefs, and opinions without fear of violence or bigotry.</p> | An apolitical, open-minded, strong, courageous, and fair individual who puts the merits of education first and understands that university should foster a culture of critical thought, not groupthink. | |
| Over growth!..parking, ect..as long as this is controlled growth it is not a bad thing..several times I have been on campus and could not find a place to park..even in the garages..I am proud of the success of UCF however and confident of the future.. | One who can lead UCF into the future with the challenges of growth and global competition..must be an energetic go getter who is fully committed to the university.. | Because of the reputation and global attention UCF is receiving.. |
| <p>Parking</p> <p>Quality of online classes/ replicating the in-class experience</p> <p>Internet/wifi security</p> <p>National recognition</p> <p>Sports ranking/classes</p> <p>Security/safety in Greek life</p> | <p>Significant/proven experience with large and small donor fundraising</p> <p>Proven experience with building partnerships and relationships with sector leaders not just academia but public and private</p> <p>Experience building and most importantly growing University athletic programs</p> <p>A leader who also sees the community as a classroom</p> <p>A leader who values Research, incubations, technology, and diversity.</p> | <p>UCF is exciting and is on a growth trajectory. We are gaining name recognition and with that come some incredible opportunities. Charge on!</p> <p>In my experience, the faculty love their students, who wouldn't want to work there?</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Grow into an institution that is offering more relevant curricula with high quality educators. | Flexible, independent, cooperative and able to withstand the rush to be just a big institution. | Passionate interest in the educational and human standards of our future children. |
| Getting into a P5 conference. | Someone who is kind, who is important, who is special | Its the greatest university in all the land! |
| Keeping the college experience and student comraderie intact with the campus splitting in two (downtown campus) and ever increasing technology/experience out of the classroom. | One that is well versed in technology and inspiring people. | Why wouldn't someone want to be the President of UCF? |
| Bringing UCF to the national scene in sports | one who possesses Dr. Hitt and Dr. Millican traits | challenge of raising UCF to a national top-ten institution in academia and athletics |
| Keeping campus safe, improving academic advising | Someone motivated and determined who is willing to set challenging but achievable goals for the university and knows how to delegate tasks to the appropriate individuals | We are an outstanding school and are always innovating and trying to improve in order to ultimately make the world a better place. |
| Traditional vs online campuses Successful employment of students after graduation Educational costs Debate that allows for different points of views to be heard | Innovative | Welcomes the challenge of building the reputation of UCF to the best university in our state. |
| Sports. 2nd most populated college and we don't have the best coaches, not the best recruiting, nor the best teachers. | Someone who brought a school from a no name to a country leader, sadly like the leaders of s. FL in Tampa. | To see the school success and prosper from where it is today to becoming the best ranked college in the state and even the nation. |
| <ul style="list-style-type: none"> - To stay relevant via degrees & courses offered & research conducted - To keep an inclusive atmosphere that supports a multicultural community - To encourage rigorous & high standards of academic integrity and focus - To offer programs that not only keep students and faculty involved & motivated to stay aware of important issues, create, think critically, support causes they care about, be kind - but programs that also support the UCF community itself wherever needed, whether financially, recreationally, academically, socially, etc. | <ul style="list-style-type: none"> - A leader who is - A critical thinker - Open-minded - Self-aware - Resourceful - Motivated - Kind | <ul style="list-style-type: none"> - To help solve problems that need solving across the UCF campus - To be a voice for UCF students, faculty, staff, alumni, and the community - To help create opportunities for UCF and the larger surrounding local and global community to join, educate each other, build connections, and work to add to an improved and more sustainable future socially, economically, culturally, environmentally, and in every other foreseeable realm |
| Getting into a Power 5 conference Having the financial wherewithal to pay top dollar to its football coach | One like President Hitt | Because it is a sleeping giant that is waking up. The future is bright. The research opportunities with the proximity to the space center and the research triangle provide unlimited opportunities for students and faculty. |
| Growth and expanding degrees offered. | A leader who has experience handling growth. Also, possessing the ability to fundraise for scholarships and naming of buildings. | UCF is a muticultural university located in a wonderful place to live. It is a university that has grown over the years to one of the largest in the state. The next president will guide the growth and shape the future direction of the university. |
| Quality in a large university. | Quality over growth. Consider the impacts of growth. | Ability to make an impact on a large organization. |
| Direction of its growth - business v. high tech | Preferably an employee of our State University system | Someone who has great vision for our school like President Hitt |
| Continuing to build and finish the current projects. In addition, making sure to maintain the existing UCF infrastructure. UCF is getting to the point where we are being recognized nationally, if not globally and are biggest challenge will be | UCF needs a leader that can see the big picture, but also recognize all the little pieces that go into it. We need someone who can embrace our roots as an old space school and continue to push the horizon to achieve the ranking of the top university in the country. UCF needs someone who can | Anyone should want to be president of UCF for the mere fact that we have achieved so much already and we haven't even come close to our glass ceiling. President Hitt has guided us to such a prime position that we now only deserve to be a top university. UCF has been given so many much needed |

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| maintaining or improving our public image as a top university. | handle the pressures of these rapidly changing times in our society and culture. | resources to become a powerhouse within the academic, sporting, community, and other areas. There is a growing level of pride not only within the Orlando area, but reaching out further. President Hitt's successor should want to embrace our legacy and want to continue to improve it. |
| Access to higher education through electronic commuting as opposed to physical commuting to the classroom. | Technically proficient. Socially capable. Strong visionary. Good listener and consensus builder. | Top ranked University with Community backing. |
| Reducing environmental footprint (carbon emissions from energy usage and student-transportation) and eventually attaining carbon neutrality (this includes developing a strong academic-operations relationship), developing enough additional research space to achieve Preeminent University status, advancing the athletic program into a "Power 5" conference so we finally receive the "layman" respect of a top university, and continuously evolving and developing academic degree programs that allow UCF graduates to not just be competitive, but have a competitive advantage in acquiring and succeeding at post-graduation jobs and careers. | Only an ENTJ (extroverted, intuitive, thinking and judging) Myers-Briggs Typology personality can do this. These people are less than 3% of the population but are comprised of the names you recognize as leaders that have advanced their respective industries or fields and move humanity forward. This person must also have a clearly established "why" that is driving their passion and actions. If their WHY isn't at the level of stating "because UCF deserves to be mentioned in the same breath as MIT, Harvard or Oxford...", then they're aiming too small. The next president should aim to surpass the achievements of Dr. Hitt, and by a significant margin. | Because UCF is a place that can and should be considered to be a Preeminent, world-class university that attracts and produces the best minds - the future leaders of mankind. Period. |
| Improving the value of the education and degrees offered by UCF. UCF must focus beyond expanding the university and ensure that its offerings are of the highest quality and relevance in the world of today and the world of tomorrow. | UCF should avoid hiring a politician or former politician for this job. Someone who can come in and get down to business and make difficult decisions, without regard to politics, is necessary to drive the university forward. The foundation is there, but the next leader can't get bogged down in glad-handing and political theater. | Why wouldn't they? UCF is one of the biggest universities in the nation with some of the greatest opportunity available to it. Any person who values challenges and shots at major success would want this job. The next president has the chance to make UCF one of the preeminent learning institutions in the nation that could (and should) be mentioned in the same sentence as some of the currently more well-known public and private institutions. |
| Demands of employers are changing. Harder to get jobs. Need to get athletics into a larger conference. | Someone who understands that we need quality, not quantity in regards to students. The large number of students who aren't as motivated will take away time and opportunities from the more dedicated ones. From a sports side, someone who is dedicated to providing the right resources to the program. Someone who understands that perception of employers is somewhat driven by the quality of the sports program. While it might not be true or a good way to rate a prospective employee, people know schools based on schools. | They want to make the school better academically, not just larger. |
| As it gains more national prominence, UCF will need to find more ways to remain a viable option for the majority of Central Florida residents. It can not become a school for just elite students as it is a community resource for education. | A team builder, someone connected to the Central Florida community. They have to understand the uniqueness of all of Central Florida, not just the are proximity to UCF and downtown. | The opportunity to be a part of finishing the creation of a great, world-class center of learning that understands how it is crucial to the success of the region. |
| ? | caring | |
| One challenge that UCF will face over the next several years is being able to provide a quality education given the growth the University has seen. | A leader that listens to the academic community can meet these challenges. | Someone should want to be president of UCF because they believe in the collegiate academic system. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| Still giving funding to the ARTS in addition to the growing sports teams. | | |
| Growing student population with limited campus space. | Aggressive and sensible. | To bring change to the school that students have been urging for, for years. |
| Technology, cost and overhead, and taking all sports to the next level in terms of budgets and facilities. | Any leader can. Race or gender should not come into the equation. Lets get the best match we can get. | Because the foundation has been laid by Pres. Hitt. Continuity should be a priority. |
| Expansion of the athletic department, expansion of the college of medicine and completion of UCF downtown campus. | Passionate, young, energetic person. | It is one of the top growing public, academic and athletic institutions in the world. |
| The primary challenge for UCF over the next several years is for the university to establish itself as the primary center for education, while adapting its resources and mission to a changing world, affected by technological development, climate change and political divisiveness. Further UCF must meet these challenges while encouraging a spirit of community within it's students, faculty and alumni. | The leader UCF needs must be 1.) Charismatic so they may inspire the existing and future community of alumni, students and faculty, 2.) Astute so they may navigate UCF through what will be uncommon era, 3.) Benevolent so they can educate with goodwill and charity, 4.) Resourceful so they maximize UCF's potential | The next president of UCF should be inspired by the foundation laid by our past presidents. They should recognize Central Florida as a maturing region in the US and they should be excited to lead an emerging University. UCF will dictate how Central Florida matures into the next century and the next president must have the foresight and energy to recognize and embrace this role. |
| Building the sports programs and keeping Danny white | Someone who cares about the school as much as President hitt | Cares about the school |
| Dealing with the massive growth in student body. Making sure young alumni can find jobs. Creating all the facilities from student housing to parking for all the influx of students. | A young but experienced visionary that's worked in the college ranks and understands the central Florida area. | Because it's one of the fastest growing colleges in the fastest growing cities in America. It's on the rise and becoming one of the top universities in athletics academics etc. it's potential is amazing. |
| Having enough infrastructure (faculty, staff, buildings, etc.) to keep up with the insane number of students. | Someone who can raise tons of money and isn't afraid to spend it. | It has great students, alumni and staff that truly care about UCF. |
| Keeping pace with market resource demands of our graduates. | Visionary | Because it has the largest educational influence in one of the most diverse states in country. Florida will be on the forefront of growth in industry going forward to diversify away from tourism. |
| 1. With such a large enrollment, difficulty in retaining so many quality instructors. 2. Seek more intern opportunities for undergrads. 3. Additional funding to maintain/upgrade campus facilities. 4. Alignment with more established institutions, perhaps by an athletic conference upgrade. 5. Ramp back up engineering programs to support the future growth around Cape Canaveral. | 1. A leader who encourages academic freedom and values open exchange of opinion. The campus culture is too liberal and not tolerant of opposing thought, as was expressed by my UCF kids, who can't write honest opinion papers, stifling their educational growth. This rules out any current UCF faculty. 2. Ideally, someone with public university leadership experience in Florida, so as to already be aware of state university system shortcomings. Experience at more than one FLA public university. 3. Ask what academic visions they have? How will they accomplish those with limited funding? | 1. Location, location, location compared to any Florida city with a public university. A large main campus that is not cramped and satellites that expand the footprint. 2. Orlando has a vibrant business climate, theme parks, airport, Cape Canaveral. 3. The I-4 corridor and local toll roads provides for a variety of room for a wide variety of growth. 4. Medical City- an opportunity to complete the vision. |
| Reducing the student population to a manageable level. Promoting Florida students first, before admitting foreign or out of state students | One that can reverse the current downward trend of ucf | To right size the student population to make UCF great again |
| Growing its reputation to be the premier university in the state of Florida. Continue to grow in research and technology grants. Meet the challenge of a large university with attention to academic excellence. | A leader with vision and experience in leading an academic institution that will continue to grow its mission of education in the state of Florida | To want to have the school be a center for technology within the Orlando area, and recognized around the U.S. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| Addressing the needs of our ever growing student population. Many of our older building are in dire need of refurbishment and we are quickly outgrowing our campus. We also need to add more programs to attract more students. A veterinary medicine program and more options for advanced degrees would help diversify the degree options for students. | One that can listen openly to students and alumni and also has the connections to make these changes happen. | UCF is already an amazing school and each year we get better. That's an exciting opportunity. We need someone that will continue to focus on UCF being highlighted for academic achievements as well as athletic achievements. |
| The increasing population of central Florida and the subsequent increased number of high school seniors applying to UCF would mean a need for more faculty, staff and police force. | Someone with a visionary mind like Dr. Hitt has as well as a love of the potential for UCF to become a top 50 academic institution and top 25 athletic powerhouse annually. He/she must also strive to increase alumni giving and increase the property to support this growth. They should have years of experience as president, VP or provost at another large university and be around 55 years of age to ensure that their vision would be reflected for several decades to come. | UCF will be one of the top institutions in the nation and the world. Anyone with a vision and a desire to become president of a great university should want to do so at UCF. |
| Future growth, rising tuition costs, continue to remain a cutting edge on the technological front | one who can adapt to change and is constantly learning, one who can cope with stress and prove him or herself to others | It would be an honor to lead the most technological universities in the country |
| UCF is growing at an exponential rate, and we need a leader who is prepared to handle this growth rate. | We need a leader who has a lot of experience and is prepared to handle the continued growth that UCF is seeing. | |
| In the midst of "bigness" not to lose sight of the mission...educating individuals to be contributing citizens of the 21st century...employed citizens who give back to the community. | Someone who has exceptional academic credentials and also community and student involvement as a priority. Would be great if he likes sports...Go Knights! | We are the second largest university in the nation in student enrollment, but still have the feel of being part of a community. Our large enrollment is due in no small part to the variety of educational experiences offered to both traditional and non traditional students. UCF gives all students a chance to better their lives both professionally and personally. Touching lives with high quality academics and touching communities with volunteers and educated, committed citizens that impact not only Central Florida, but communities in the United States and around the world. We touch the lives of those with disabilities with programs and prosthetics for the disabled which help them be productive citizens who contribute to the communities where they reside. Our demographics are diverse and are one of our strengths. |
| 1. Maintaining and improving the forward-thinking growth and systems Dr. Hitt established. 2. Fundraising - especially in view of budget cuts from state government. 3. Maintaining and improving the quality of our academic programs. 4. Maintaining and improving the quality of our athletic programs, especially football. 5. Improving the perception of UCF and our brand nationally. | A person who shares same values and vision as Dr. Hitt. | 1. UCF is the largest public university in the United States. 2. UCF has a major research park adjacent to campus. 3. UCF has a 21st century medical school. 4. UCF is located in a dynamic growth market and sunny central florida. |
| Continued focus growth. The University needs to have a greater medical focus. (Would recommend regenerative medicine.) We also need to continue to advertise to the world with top sports programs. | A leader for UCF must be balanced knowing the value of academia and a strong sports program. We need our students to be seen as relevant in the world community by having best in the world academics. Strong | UCF offers an opportunity to change the world one student at a time. Our programs touch not only the students the University teaches, but also the lives of the individuals to whom students interact. We can clearly |

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| | sports is needed for marketing and introducing the university to the masses. | offer an opportunity to change the world in the humanities, science, engineering, and medicine. In our world today, this opportunity is hard to pass. |
| <p>Continuing to produce graduates that are poised to excel in their respective industries. As an EE grad and someone that comes back to campus to recruit for my engineering company, it is so important to have students that are well rounded and competitive with the other big engineering schools. This obviously translates to other majors/careers as well.</p> <p>It is important to make sure there are high quality teachers, courses, labs, research opportunities, and professional development to allow students to be successful.</p> | | |
| <p>I think UCF will need to deal with its changing population, its developing image as a top tier university, and its ability to better prepare its graduates for a world that is changing in many ways. The population of our university will no doubt change to reflect the changes our country is undergoing, and I am proud of how UCF has worked hard to be an inclusive atmosphere for its students, and see it continuing to do this in the future. UCF's image as a university is moving forward in a positive way, and I hope it continues to do so. As a high school teacher, I work hard to promote my university as a viable option for students to consider. That hasn't always been easy, as few high schoolers were aware of what UCF had to offer, and saw it as "sub-par" when compared to other state schools. That, thankfully, has changed in recent years. I would encourage UCF to do a better job of advertising itself to Florida high schoolers, because it truly has a lot to offer and in many ways is superior to the more "traditional" state schools!! Lastly, I would mention the need to better prepare UCF students to compete in an ever changing global economy. While UCF ranks high in its technical programs like engineering, I would encourage the university to continue its push forward in all STEM related fields. We cannot lag behind other universities or other parts of the world if we are to continue to stay competitive.</p> | <p>The best leader for the challenges for our university will face in the future is one who can see the bigger picture, and be willing to take the advice of those around him who are smart enough to hammer out the details to achieve that larger goal. Check your ego at the door, and remember to put your students first. If you can do that, then decisions involving faculty hires and football uniforms will come with ease.</p> | <p>I would hope that someone wishing to hold this position did so because they truly have the well being and the education of students first and foremost as their objective. It is a huge responsibility to hold the futures of 60,000+ lives in your hands, and it should not be a job taken because of desired notoriety or financial gain. While those may be well deserved benefits that come with the position, they should not be the driving force behind the choice to take a position of such magnitude. The desire to see students learn and succeed should be at the core of why someone would desire this position.</p> |
| Continuing to offer relevant education with sensitivity to the ever-changing world, including providing students with resources to cope with that change | Someone with a broad range of experience in both education and industry; someone who is passionate about students and interested in shaping a better society | Because of the fact that UCF truly does stand for opportunity |
| Managing high volume continued growth within the parameters of sociological changes. Maintaining the commercial | Progressive with the talent to bring the academic and community talents together. | It is one of the fastest growing universities in the state and ranks high in the nation for producing students and graduates of great talent in their fields. That person would take |

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| corridors and academic excellence associated with U C F thus far. | | a position of continuing the work of a past master and be able to build on past success . |
| Success. Managing a successful school is more difficult than fixing a failing school. Dr. Hitt is retiring at a peak period, and it will take a special person to continue raising the bar further. | Someone who has experience with a large scale trade or business. Experience herding > 500 cats will be needed. The person following Hitt will need a core plan that they want the school to follow. This core plan should probably be different than growing the primary physical campus in Orange County. They should be passionate about their plan. They should care about the current UCF programs and should have an open mind to adding new programs, like a cybersecurity program. | They should want to be president because they want people to be able to get a good job after graduating. If UCF properly educates students and has good industry partnerships, students will get better jobs, be lifted from lower income, and will live a better life than they otherwise would have. This should be the goal of UCF, and the new president. |
| Rising to higher academic rankings and prestige. | I'm hoping you can figure that out. | Because UCF is the best. And I assume he or she will be allowed in the lazy river. |
| Growth of student population while maintaining academic standards. Competing with other state universities that have more influence with the Florida legislation. | Broad minded CEO focused on academic standards, community connections, and growing our athletic departments (P5) | Dr Hitt has created a opportunity to step into an institution that is or should be considered a first tier public university. UCF is dynamic and innovative and could be the model for higher education. |
| One challenge is the pressure to have a successful football team and it becoming more important than academics/research, e.g., cutting an instruction day short to accommodate ESPN. (The selection committee snubbed UCF's football team, so why should UCF make accommodations?) Please lead by setting an example for all institutions nationwide. Furthermore, with enrollment at all-time highs, the new President will need to improve the quality of education at UCF, e.g., improve the student/professor ratio. Where is all the tuition money going? Please let it be into adding parking facilities, faculty staff, and improving research buildings and labs and not into sports programs. | One whose focus is on academics and research. One who is morally/ethically grounded and whose leadership is based on solid principles, e.g., integrity, good communication, organizational, and problem-solving skills. One who can cast vision and set a mission for UCF based on the values of UCF - perhaps even redefining the values of UCF. One who can work with other institutions (e.g., IST), and local businesses and government entities (e.g., Research Park) and beyond (e.g., Lake Nona Medical City and Lockheed Martin). Hopefully, the next President will be an independent thinker and not be politically-led (at any level). | This person should have a vision for the next step in the evolution of the university. While quantity has been the focus over quality (as seen in enrollment), the next President, I believe, will need to focus on the quality of a UCF education. (Hopefully, UCF will not be just a stepping stone for the next President.) |
| National attention. We must build tradition while winning. Whether it be success in sports, education rankings, graduation rates, post grad jobs, etc. Rally alumni, support faculty, and lead students. Be consistent. | Loyal, supportive, competitive, and intelligent. | Look at what we've become in 54 years. |
| Competing Degrees | Make the school cheaper for more people to get into. | To lead an amazing school. |
| Funding and maintaining high academic standards for a large university. | Someone who maintains good relationships with state legislators. Someone who is a good fundraiser. Someone who has experience at a large university and has been able to maintain high academic standards. | Because he/she wants to continue the high standards established by Dr. Hitt and has a vision of how to get UCF to the next level. He/she should focus on creating an atmosphere of family to help all students toward success. |
| Making arts a priority on the main campus. A visionary who can lead UCF to becoming one of the leading Universities in the world. | Someone who considers the needs of all the programs at the University. Someone who can create an atmosphere of learning and leading while creating a culture that | They will be taking over a university that is excelling but will want to build upon those achievements and work on prioritizing the needs of the entire campus. Particularly the |

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| | improves quality of life for all individuals. Someone who will begin to make arts a priority and not continue to put it on the back burner for another day... | failures and neglect of the previous President. Don't just make promises, demand action! |
| An increase in enrollment and the addition of new satellite campuses. | A forward-thinking leader experienced in higher education. | To help improve UCF. |
| Too many students, not enough parking. Quality of life in the area is going down because of unsustainable growth. New leader should look to upgrade the quality of the education and not try to be the largest school in the world! | Someone that has a commitment to look for quality of education and not have 35+ students in every class. Someone that relates to the community and listens. | \$\$\$\$ They will be paid very handsomely. |
| Admissions- Must remain a high level of standard for admissions without being exclusionary. | Someone with experience at a smaller university | All the resources we have to offer. |
| Providing opportunity to students with a need for commitment to their studies, as the world changes quickly around them. Provide leadership opportunities for internships. Continued understanding of the power of research. | Open-minded, willing to go get opportunities for the future not to wait for the needs to come to UCF's door. A person willing to meet the researcher, students in the classrooms. | Strongest university in the US, Alumni willing to participate in assistance . |
| UCF continues to grow every single year. It will get to a point that the University could be over populated. Admission will be a bit harder to get due to the amount of students that will be applying for admission to UCF | Someone that can lead by example. Someone that have faced many troubles, but his passion and dedication made a huge impact in the institution they were part of before. | Its not all about the title of President, its about the impact that you are going to make in the community, with the faculty, and staff. Its the little things that will make the difference, and the many things you are willing to give up in order to push the University forward. |
| I think a primary challenge is faculty salary funding - finding money for more "hard money" (i.e., not 100% grant funded) TENURE-TRACK faculty jobs with more reasonable teaching loads to allow for more research productivity. Many high-quality faculty candidates choose to go elsewhere where they do not have to chase grants for 100% salary support (nor be in a hard money but high teaching load position), or because they hear that Florida schools have a reputation for being very focused on grant funding (as a junior faculty member myself [not at UCF], I've heard others in other states say this about Florida schools and UCF in particular), or because the stress of the grant culture pushes them out once they are at UCF. It is important to support research, and faculty obtaining grant funding should be a part of that, but it is tough to attract and retain top faculty candidates when they can go elsewhere and have 50% or more of their salary be hard (non-grant) money with a lower teaching load. | Someone who is business-savvy and creative and can think outside of the box on ways to generate and redirect funding within the constraints of a public state school. Someone who values research and high-quality teaching. | Because they value all the great work that is done at UCF, value the faculty and student body and staff, can envision future growth and can articulate a plan to achieve this growth. |
| additional growth and continued focus on the quality and high standards for each program. | He/She needs to be focused on the community, faculty, students and administration as it relates to collaboration, strategic vision, ability to work with the state and federal government agencies along with focus on meeting the needs of business owners and large corporations. | To make a significant difference in the lives of students, the community and the world. Needs to be able to build on the past success's, but also leave their own mark on the University. |

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| cost of education | honest and down-to-earth | They understand the importance of education, and they understand that as one of the largest universities in the US this education should be attainable to all. |
| > Dealing with other modes of learning (online vs classroom) > Funding challenges in the state and cost of education for the student (no longer "public" education) > Making sure the student-faculty ratio is competitive with our university peer group > Offering a well-rounded educational experience that does not place importance strictly on a STEM education to the exclusion of the humanities and arts > Attracting and retaining top faculty and students (always an issue) | Someone that can lead with integrity and respect for the ideas and inspiration of others... someone who will hire people better than himself/herself... someone who will understand the role of technology in our world today...someone who will want UCF to be on the forefront of new ways of teaching, learning, and partnering with business to meet the needs of our world in the future. | Location, location, location. UCF's location in our state provides a multitude of opportunities to impact the Central Florida business community and partner with industry from all over the world. The increasing footprint of Medical City, our improved stature in Athletics as well as the growing diversity of the region, should attract candidates who want to be a part of UCF's future. |
| Balancing National Impact and school attendance costs | Articulate, persuasive, bold, not afraid to hold staff accountable | 2nd largest school in the country with Nationally recognized academic programs in Engineering, etc. |
| Raising the level of scholarship. We are a good school for training ordinary people. We need to be better at cultivating the extraordinary. | We need to steer towards a scholar, or scholar-soldier, and away from former politicians. UCF does not need another lobbyist in Tallahassee. It needs a thought-leader who will attract talent and implement a strategic plan that directs it towards global prominence. | Why not? Who wouldn't want to help shape the future? |
| Attracting top students to UCF and building upon the successful programs | Someone who will think outside of the box and challenge the norms | UCF is a great place to be. It really does stand for opportunity. |
| Students will organize in large numbers to demand affordable tuition/fees and student-loan reform and a binding commitment from the university to not develop the Arboretum. This sort of community organizing tends to score a decent amount of attention from news media. Same goes for UCF's development of its downtown campus, the majority of which will be built on gentrified land in the Parramore and Callahan neighborhoods. | Someone who's the stark opposite of Dr. Hitt. Someone who isn't out-of-touch and who actually cares about the daily and long-term challenges and struggles students face. Someone who will actually speak to student media. | Because he/she genuinely seeks to effect lasting change in the community -- not just further grow an oversized university. We don't want an overpaid, glorified fundraiser who spends students' tuition dollars on a large home, catering and country club memberships. Someone who is of the people and who cares about preserving Central Florida's natural and cultural heritage. Again, the opposite of Dr. Hitt, who is of the good ol' boys club. Some diversity would be nice; and someone who's actually a Central Florida native, but not Lee Constantine. |
| Meeting the needs of its many, many diverse undergrad students. | One that understands that it's about the quality of the education. One that understands a college is, at its core, and institution for learning and it should not be treated as a business on the front lines. | To have the opportunity to lead an innovative university that is just beginning to hit its stride! They should want to continue charging on with the inertia that has begun from President Hitt. |
| Extensive technological advancements and maintaining our athletics to get into the Power 5 | Young, Experienced and willing to change if needed | Thriving student body and alumni who put a lot of effort into maintaining our wholesome atmosphere |
| Maintaining diversity at the Student, Faculty and Administration level. With the exception of U.C.F., all my life I attended schools where people looked exactly like me. This put me at a huge disadvantage compared to others who had the gift of diversity. We are stronger when we have different groups that come together for the betterment of our valued university. | We need an inclusive, process orientated leader that can communicate to all groups. | U.C.F. will be the powerhouse university of the next century. |
| I'm thinking the over saturation and "upkeep" of UCF throughout Central Florida and beyond will be the biggest challenge. | Someone who is NOT politically correct, someone who sees the world for what it is, and sees our region for what it is. Someone | Who am I to say why someone SHOULD want to be the president of UCF? But for me, if someone believes in UCF, believes in |

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| It's good to grow and continue to improve and add facilities, but eventually there will be a breaking point and the ability to keep up will decrease. There will also be an over saturation throughout the community, and people will probably get sick of seeing UCF everywhere and in everything. Managing the public perspective on that front will be a challenge. People may start to look at UCF as more of a money-making venture instead of a place of learning. | who is actually in tune with the citizens, students, alumni, etc...Someone who isn't afraid to speak their mind, even when it makes others feel uncomfortable. Someone who won't just cave in to demands from people and/or groups because of "...a negative public perception" but someone who will actually speak the truth and inform the public, instead of thinking the public is too dumb to understand. | the students and advances and faculty, believes in the curriculum and creating the opportunity for others to earn their way to success, and believes that UCF is the place for all of that, they should consider being the president of the University of Central Florida. If someone is proud to be a Knight and willing to work throughout the community, not just for the affluent, but for the students as well, they should consider being the president of the University of Central Florida. |
| Enhance UCF academic and research image and reputation at the national level; Continue to bring in renowned scholars to the faculty team; Continue to secure funding; | national reputation with proved track record in funding, faculty, research improvement. NO "political correct" politician type | A national pride in high education for the future |
| Establishing a personal connection with students in such a large campus and student body. | Someone who put students' educational experiences first. | To make it a better school. |
| Getting nationwide attention for academics, awards, reputation, research and other areas that areas outside of Central Florida are not aware of. Recognition equates to more and better funding. | A person who is comfortable in being on a Nationwide stage promoting UCF's accomplishments outside of athletics. Athletics are excellent vehicles to gain recognition and should be wholly supported making it possible to play with established programs who are already recognized off the athletic fields. | Location, location, location. Why live anywhere else but Central Florida? Be the kind of person who wants to be the catalyst to help UCF reach the next level in all areas whether it is athletics, research or academia. |
| - Continuing to grow while at the same time maintaining academic excellence - Building/maintaining community partnerships - using the football season as a stepping stone and not just having one great season to help gain community support | - someone with a diverse background and experience in all areas - someone who is willing to give up everything to meet the daily schedule of a University President - ability to react in a moment's notice to tragedy/crisis | To have the opportunity to make an impact on one of the largest student bodies and |
| Community Colleges | A Donald Trump -- like personality | to drain the swamp |
| UCF needs to support and enhance their research and academic standards to gain respect for more than its large numbers. Our athletic program needs to sustain their momentum and needs work but it's not the biggest challenge for the president. | Someone who has led a successful research program at a top academic university who knows what kind of support helps faculty and staff versus the kind of "support" that has the opposite effect. Ask the seasoned research faculty and staff who have worked directly under your candidate for their opinions even if this reaches back in time through the candidates resume | Because they love research, education, and the experience of a university and is thereby driven to bring UCF to the highest stage in these areas through excellence in all areas but especially research and academics |
| * A rapidly expanding of non-degreed workforce needing vocational reinforcement and redirection * Transitional career training as technical and medical advancements evolve * Availability of non degree seeking courses and lectures for senior citizens as the waiting list balloons * Make UCF the hometown life-long university that meets the needs for all of its students so that UCF does not translate to U Can't Finish | Someone who has been involved in volunteering and local community service organizations rather than focused on being the hub of the Me Generation. A go-getter willing to be involved rather than only appear for photo shoots Someone organized who is willing and able to delegate | UCF has a strong reputation as a commuter school that has successfully evolved from a technical university with minimal roadway access to a rapidly expanding and multidimensional university. Students learn how to make an impact within their chosen field and their community; robotics that give people who have lost limbs and can now not gel or be lost souls is an example. Our president should want to be a working part of the mission plan rather than a salaried figurehead. |
| Providing a first class education that is in tune with the needs of a changing society. | A progressive one. | UCF has outperformed themselves in all categories. As a more senior graduate (Class of 1975) I have seen the school grow from 12,000 students to its current size. Growth - especially growth of this magnitude - brings |

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| | | challenges. Anyone with appropriate credentials who is willing to stand up to these challenges should be considered. |
| Maintaining mass without students feeling mass produced! | Rare! Deborah C. German, MD. | Because they have some modicum of competence commensurate to this immense challenge and wish to serve! |
| Larger class sizes | Someone with a strong educational background who sees potential in the growth of UCF and Orlando | Because we are a strong community of very different people who come together for the common good of the University |
| Itself | Anyone with brains | Cause it's ucf |
| Lack of parking as we accept more students, especially around the engineering/computer science locations. I loved my time at UCF and I will always be a die hard knight, but I hated having to spend 20-40 mins finding parking to get to my class. Also, there was a distinct lack of variety in time slots for classes. | Someone who takes a step back from growing the school more (as in adding more nice buildings) and focuses on making what we already have great. Fix up the engineering buildings (what this school was originally for), add more parking. THEN we can add more buildings. | Everyone I've met at UCF has been an open minded, ambitious, and down to earth human being. There is so much potential and spirit at this school. A leader of UCF would be well known for leading the school to continue growing and become well known for this. |
| 1) Adequate funding will be a major issue as state funding will continue a downward trend. 2) Recruiting and retaining great professors and staff will be a challenge due to #1 above. 3) Making the downtown campus viable and safe. 4) Major infrastructure renovations on the main campus are needed. #1 above applies. | This will require an experienced leader capable of building relationships with key state and local business and government leaders. This person must also have a strong academic background to insure the value of a degree from UCF and capable of creating new degree program to meet the needs of the employment market and changing technology. | Great opportunity to build on the success and impact that UCF has on central Florida and the state. UCF has the opportunity to have national and global impact in the future with the right academic focus and leveraging of partnerships. |
| Its great news that UCF is the largest university in the U.S. But what does that mean? Its more important to focus on quality than quantity. Therefore, we have created a benchmark for other universities but lets go a couple steps further and become known for the largest university with the most number of STEM, healthcare or engineering graduates with whom are joining major companies with the local area or nationally. Are we supporting the future of the economy and business by producing high quality students... | Someone who has a vision and experience with communities, academia, sports, alumni and culture. Someone who is dynamic not only as a University Leader but able to collaborate with leaders in the Central Florida community to help support the vision. This leader should also want to create a landscape of more culture. This will in turn attract alumni and local adults to get involved with UCF. I think this is a major piece we are missing. UCF alumni association is not sticky - meaning there are ways for alumni to participate one or two times with certain events but then they don't come back - the desire is not sticking. | To become part of a major growing city with lots of opportunities to shape the future. President Hitt has provided a nice foundation for someone to come in and flourish as long as this person has the vision and is dynamic in personality. We have very experienced leaders in Central Florida who are visionaries too. This is why it would be nice to choose a President who has experience with communities and also focused internally on the success of attracting good faculty and students. |
| Managing growth to serve the entire student population well. | Innovative, not just an academic. Fundraiser and open to doing things differently. | To take the school to the next level. To put UCF on the forefront of academics, athletics and integration with the central Florida community. |
| 1. Ensuring they are preparing students for the numerous changes and innovations expected in technology. 2. Change in how students learn, i.e. online | A leader that can meet these challenges is someone that thinks strategically, long-term and is well read in numerous areas. He or she most likely should have a background in academia, a love of learning and the drive for excellence. | UCF has grown tremendously under Dr. Hitt. The next leader will have the chance to not only build on Dr. Hitt's tremendous successes, but also build their own legacy and continue to build UCF into a top-rated university in the US. That's a tremendous opportunity for someone that has a goal to be the leader of one of the largest universities in the US. The weather is not bad either! And don't forget that football team. |
| Funding for the University will be a large priority. Due to legislative changes in funding being received from the State, their needs to be a focus on how to avoid passing through those shortages to the students so | I believe a leader that can exploit new and creative strategies for funding. they don't need to be the single idea maker but able to find and take input from others talented in funding issues. | UCF is the greatest opportunity in the nation for continuing to develop a young university into one of the most prestigious educational places in the world. Dr. Hitt has done such a fantastic job elevating the |

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| UCF remains one of the most affordable schools in the nation. | This leader needs to be charismatic in communications and able to deliver the message of our needs in a clear, nontechnical method. | school during his tenure and has laid extensive groundwork for the next President to utilize for their success. |
| The sheer size of it. We will need a leader that can handle this massive student body count and continue to make it functional. | Someone with prior University Presidential experience. Possibly a President from a smaller university or comes with much leadership experience from another large university. | Of course. What kind of question is this? Why would they be hired as President of UCF if they did not want to be the president? They need to have a passion for helping the future of our country, care about community needs, be involved in various community events, and genuinely support UCF. |
| Never being able to find a parking space and spending thousands of dollars to be taught by graduate assistants. | Someone willing to regularly speak with students and faculty about issues that may make them uncomfortable. | It is the university with the most potential in the entire country. |
| Ensuring that UCF remains a university that focuses on diversity and inclusion. If we are to become a top tier university, ALL students must be afforded equal and equitable opportunities of success. We must address tuition rates, establish programs/initiatives which focus on minimizing student debt and ensuring that we highlight in demand fields. | A leader who practices servant leadership and is transformative. He or she must value the role students, staff and faculty play in overall school culture. Someone who obviously values academic achievement but also recognizes the intrinsic value that extracurricular activities (sports, Greek life etc) add to the university. | He or she should want to be president of UCF because said person believes that higher institutions of learning are incubators of world innovators and world changers. Someone should want this role because he or she believes it is part of their purpose to help grow the university and all who makeup the university. |
| Setting the bar higher. Keep UCF competitive in terms of acceptance rates. Make classes more challenging. Encourage more co-op/internship programs (see Northeastern Univ. in Boston as an example.) Be progressive! Stop building so many parking garages and encouraging cars, make UCF a walkable campus! Shade trees to keep walkers cooler, water fountains to refill bottles, bike areas, etc. My parent's sent me to UCF in 2008 without a car and I felt like the only person. They were outraged that a college freshman needed a car to survive. (You really didn't, but I certainly made it sound like that and it felt like that to me.) Branding and marketing has improved 10 fold since I graduated, keep it up! Be diverse, be elite, be progressive. | I am a huge fan of President Hitt. I am also now a huge fan of AD Danny White. I like the young energy and motivation he has shown. UCF is a massive university, so someone with excellent experience would be helpful I am sure, but young energy and fire could be great. At the bottom of it I think the best leader would have an innate passion for learning and promoting education. | It's a fantastic place to be. Obviously the location is excellent, but the next President can propel UCF even more into the national spotlight, which is exactly where we belong. |
| To consolidate the duplication of efforts on campus which at times create adversarial relationships between different areas of the university. | A dynamic one who isn't necessarily an academic. Someone who is not afraid to lean in against the grain. Definitely, someone that will challenge the status quo and the reinvent the University, as we are at the beginning of the decline of traditional educational hierarchies. | They get to lead the next great established University in Florida and quite possibly the freshest and hottest collegiate brand of the 21st century. |
| Continuing to be a leader when it comes to inclusion and diversity. Making sure that the explosive growth of the school/student body doesn't dilute the quality of education. Continuing to grow the athletic program with integrity, while using the platform to grow the UCF brand. | Someone with a vision, and a desire to embrace & expand on Dr. Hitt's legacy. A short list of replacement candidates that doesn't include qualified minorities and/or women would be disappointing. | Because he/she has a passion to take the university to a academic, social and athletic level on par with any university in the country. It is my hope that the new president treats UCF as a destination, and not as a stepping stone. |
| Promoting UCF's identity around the state and nationally. This duty includes promoting UCF's top majors and programs so when the public thinks of UCF, they think majors X, Y, and Z. | Someone who genuinely believes in UCF and its mission. Believing in UCF's mission means this person must be willing to continually promote and establish relationships within the city of Orlando, across the state, and nationwide. | Someone should want to be president of UCF if they wish to be a part of building the profile of an up-and-coming University instead of resting on what it's already achieved. This person should be an active member of the UCF community. Not one for |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | | someone looking to be a figurehead with a prestigious title. |
| Managing overall quality and value of a UCF degree. | One with combined business acumen, and sociology understanding/awareness. | So that they may be the visionary guide and manager for the greatest university. President Hitt will always be a %03father%03 type figure to me, but he was more a mentor whom I gave full trust. |
| Over enrollment with not enough resources Ucf does not have the knack that other large schools have to give students the attention and support they need | A leader who understands that ucf is a big university but should help to maintain a small university feel | Ucf has so much potential to be a university of excellence. I would want a leader who can leverage the communities support and help ucf to become more visible and known nationally |
| Growing not just in size of students but in quality. And the flexibility of tuition costs and schedules for mature students wanting to further their education, in addition to first-time students. The idea of a college degree has changed but that shouldn%03t mean it cannot evolve as well. | Well-rounded, humble, one who can withstand political pressure. One like President Hitt! | Because they represent and lead one of the largest student bodies and their alum from an organization that is vital to our future growth as a community. |
| Continued growth, staffing for larger student body | An interactive one who focuses on the student life, teachers commitment, and growth in education and the status of UCF in the community. | It is one of the largest campuses, with a vibrant student culture, excellent athletics, incredible professors and staff, and it continues to develop constantly. |
| Managing the growth of the school along with keeping focus on delivering impactful above satisfactory classes and degree programs. | Someone who is driven, focused, and goal oriented. A person with a vision of where they see the university and who can use their talents to work with the faculty staff and community into making UCF a top university. | They want to make UCF every students first choice and truly give students the tools to contribute to the workforce and also the tools to be tomorrow%03s leaders. |
| Getting too larger. Bigger isn%03t always better for the school. Staying competitive and relevant in athletics. Success in athletics lead and support reputation of school. | Someone who has vision but also understands challenges. Supports football and our other programs. | Future is bright. Learners university. Young alumni base. |
| Funding. As such a large institution, UCF will continually be seeking additional funding and, along with other significant internal funding centers (e.g. Athletics), it needs a much better long term strategic approach. | Technically and politically savvy with a concentration on innovation. | Monetary, ego, prestige. I don%03t see UCF Presidency as a stepping stone position. |
| Defining its image. Today UCF is probably known nationally for two things - its large size and its football team. While these are both impressive, we could be known for so much more. Do we, as an educational institution, want to be known only by our football team? Can't we publicize our other academic achievements? And what message are we sending by the large student body size? While its great so many people want to study at UCF, what are we sacrificing by having so many students? Another challenge is the career readiness of its undergraduates. What industries are hiring recent graduates, and how can UCF make sure their graduates have a fulfilling career or are able to be accepted into graduate schools? | A leader who can think in the long term, who can see what UCF will look like in 10, 20, even 50 years from know. Someone who can look at the many pieces of the UCF puzzle and make one cohesive picture. | It's truly one of the greatest universities in the US. Sure, it's not a top ten school, but it's so unique in that it has something for every kind of student - the student who wants a liberal arts education, a student who wants small class sizes, a student who wants huge school-sponsored events, a serious student athlete, a student who wants to go on to medical or law school, etc. UCF is also in one of the best locations a college can be in - it is surrounded by an amazing, spirited neighborhood, but isn't relegated to a small college town with nothing else in it. They can enjoy the local grocery store that proudly displays UCF decorations but can drive a few miles away for an amazing internship or job in just about any industry. |
| Due to growth and success of football program, May have to consider making asmissions criteria a little more stringent. And Maintaining student safety on campus. | A leader who loves God, has unwavering convictions, is decisive with when faced with big challenges and has a strong track record of making the right decisions when faced with challenges, and a leader who above all loves student, and wants to see | UCF is one of the greatest and growing institution of higher learning! Preparing future leaders to become innovators, and equipping them to be healthy successful members of society.. such a wonderful opportunity to serve our citizenry!! |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | them succeed both academically and in society. | |
| Providing the resources to support maximum growth. It's one thing for the campus to grow in terms of the number of students served. However, for students to not fall between the gaps, more staff and faculty should be hired. Staff and faculty need to especially trained in the areas of mentorship. Many are very focused on research and due to the large class sizes, it makes it difficult for teachers to really connect. As UCF grows, it is essential that staff and faculty numbers grow in proportion to UCF's student population growth. | Someone who has a background in student affairs/student personnel and thus can be assumed to be someone who is familiar with caring for the WHOLE student. An ideal leader will also have knowledge regarding the business of the university, or at the minimum have some leaders positioned around her/him that are well versed in this. I'd like to see this new leader have a really big heart for students. They are people, not just dollar signs. | Because they want to build a legacy and make UCF known internationally as the school of choice. We are a fairly young institution so we still have some time to develop. This person should desire to be president because they like to build things. |
| Safety. Rising education costs. Ensuring that as the university grows, quality does not erode. Respect - UCF is not respected at a national level. This must change starting with our football team. | A visionary. Education, research, and technology is evolving at a rapid pace and we must be the school to set the standard, not follow it. The person must also have a passion for UCF to the extent that he or she bleeds black and gold. Mostly importantly, the next president must not be in it for his or her own personal gain (i.e. no dirty, untrustworthy politicians!) | There is only one reason - to build UCF into the best school in the nation. |
| I think now that our football program has gained more attention, there's an opportunity to capitalize on that momentum and use it to bring UCF to the next level. UCF is already a big school (and a great school!!) but doesn't necessarily have the same reputation for being a prestigious school academically the way that UF does - I think that's the next challenge facing UCF. Similar to football, I believe academically UCF has amazing professors and great academic programs, but may not get the recognition the school deserves | A visionary, someone who can think outside of the box, but also someone who will appreciate what makes UCF great just the way it is and not solely view it as something to be changed | Even after many years away, the first thing I think of when I think of UCF is Home. Someone should want to be president of UCF because they want to be part of one of the largest schools that still somehow manages to have such a tight-knit sense of community. Because they want to be part of the magic that is UCF. |
| Daca, Puerto Rican hurricane residual damage, social justice, pay equality for female instructors, ensuring that the police department is appropriately trained and free from any sort of biases, Trump's changes that are going to hurt education and students that attend ucf dramatically. | A leader who is well versed on what is going on in the world today. A leader who's not looking for a renowned title, but a leader who has ucf students and the central Florida community's best interest at heart. Someone who will bring diversity to campus. I certainly would love to see a woman of color, person of color, or a woman with a great mission to carry on UCF's name to a positive light in the eyes of our nation. | Again, someone should want to be the president because they're passionate about improving and growing our community in a positive way. They should be an alum with their heart in central Florida. |
| Finding the balance between growth and staying true to what got the University of Central Florida to where it is now | Someone who can realize the potential of the university and ensure that everything from sports to faculty are suitable for continued growth. I believe sports may be one of the cornerstones to ensuring the UCF name continues to grow and the reputation follows suit. | Potential. |
| With the huge and quick growth, UCF needs to ensure professions are of top notch quality. It's not enough to be big, | Creative, determined, respected by the community. | What an awesome privilege. To oversee one of the most amazing universities in the country. Academically sought after by top |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| it's important to be respected academically. | | notch students, a medical school, with a teaching hospital in the near future. UCF is a huge part of Orlando. |
| Changing the culture of targeting students by UCF police for University disciplinary action. Give the students the right to due process and put a stop to the kangaroo court that forces self incrimination. The UCF police target students without probable cause and then turn students over to Office of code of conduct rather than arresting them. The police know that in a court of law it would get kicked for illegal procedure. | A non bureaucrat and one that actually cares about the students and will put an end to their kangaroo court. | There is an opportunity to do the right thing for 66,000 students. |
| maintaining and organizing the growth of the college. They will also need to make sure the graduation rates of the students does not start to taper off from the current success of the school. | someone who is familiar with overseeing large colleges and a large support staff. | to take charge of the current growth and help continue to move the college forward. |
| Being recognized as a top tier school as much as a school with the most students as well as a place where anything is possible | A young, self driven, non-politician who is not afraid to be the first to do something and who will not cower behind political correctness. | It's a one of a kind place that has huge potential, and it is and should always be the leading name in innovation. |
| One challenge will be figuring out how to have such a large student body while being good environmental stewards of the remaining natural lands on campus. These lands offer faculty, students, staff, and members of the community great opportunities to connect with the real, natural Florida and attain a sense of place-a sense of what makes central Florida unique. The challenges to these natural areas are great and our commitment to them should be just as great. These lands are living classrooms-the likes of which have disappeared in most of Florida. It's important that UCF have a national and even global presence, but it's equally important that the university remain engaged and relevant in topics of concern in Florida. Particularly in topics of science, natural resource conservation and management, STEM, climate change, solar energy, green building and infrastructure, etc., UCF should be Florida's flagship university. | The President of UCF needs to be able to see the biggest picture-how does UCF continue to offer the highest quality education and educational experience while honoring the place and the landscape and the communities it occurs in? | They should want to build both a professional and a shared legacy that embraces all that UCF is but which will take the university to the next level-extraordinary learning, continued breakthroughs and discoveries, and uncompromising integrity. They should have a deep commitment to all scholars-whether they are students, faculty, or the person visiting campus to learn from a hike in the natural lands. They should understand that those lands, once destroyed, are gone forever-and cease to serve as living classrooms. |
| Maintaining Excellence in one of the largest university in the country. Especially in academics, research and athletics. | A forward thinking leader that surrounds himself or herself with outstanding team members and possesses a servant leader management style. | UCF is the premier partnership university which has the scale and excellence to impact the State of Florida |
| Growth management and urban planning. | Elected city or county official, urban planner, city or county managers, developers, engineers. | Advancing the interests of the university. Someone with a commitment of furthering the excellent tech, engineering and medical programs that are prominent fixtures at the university and someone who has interest in fostering a large, diverse student body. Also, the president should look to expand programs that assist students of less affluent communities, those who otherwise wouldn't, become college students. |
| Growing alumni base nationally and still a disconnected mechanism for alumni | Diverse experience. Global background. Experience from an aspirational peer | Large, well organized, well oiled machine that is poised to take the next step in |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| engagement. It's not working. Bring back the alumni association. Also, with a focus on digital, STEM, etc in the US, UCF must work to establish its brand globally in this area (which it already has a foothold) while remaining relevant for other majors - not viewed as a degree mill, but rather a destination for other majors as well. | institution. Focus on research and brand development of the school. | prominence and global reputation. Graduate programs on the rise and undergraduate well established and fueling the future. |
| Maintaining affordable education costs while improving the educational experience. | Need a dynamic leader that will be able to connect with the community and be a change agent for sustainable growth. They should be willing to accept the present but project for the future. | Because they can lead one of the greatest young colleges into a dynamic future. Exponential possibilities. |
| UCF Downtown (or whatever people call it) is a terrible idea. It will be a challenge recovering from it's failure. | Any one but the current Provost. Do a real search. | A leader that wants to improve not just continue the status quo. |
| Expansion, respect as we become more well-known and we fight against the traditional powerhouses and continue to build a tradition of excellence. | One that is RESPECTFUL, generous, and listens before he speaks. I think it's most important that s/he IS respectful AND commands respect. Distinguished, accomplished. | |
| Becoming a top-notch academic institution. | The type of leader needed to meet these challenges is one who can balance focus on academics, with research and athletics playing their roles as well. | It's a growing institution with a central role to play in the local community. Many of UCF's graduates remain in the surrounding area. The new president has the opportunity to make UCF ever more stellar by attracting top-tier academic talent and putting it on a par with other top-flight institutions. |
| Focusing more on developing the STEM departments and allocating more of our budget towards majors that have the largest impact both financially and in our reputation as a school. STEM majors should benefit most from the next president as I feel strongly that we are lagging behind in regards to our focus on Creating the Future. | Someone knowledgeable about the direction of the future in regards to incorporating more technology focused degrees and classes. Someone who will dedicate the future of our school to creating the future and not diverting funds to other departments as much as they have been. | Because we are a booming campus, with a growing alumni base, centered in a highly developed city that continues to develop. We have strong ties with some major companies. |
| Maintaining the vision set by Dr. Hitt | Someone who sees the importance of the role UCF plays in the local and regional economy | A growing and thriving University in a region that is one of the fastest growing in the nation from a population and job growth standpoint |
| Cultural sensitivity in general. UCF is a diverse school and needs to continue to be sensitive to that, and to continue to support its most vulnerable populations of students. People of color, foreign students, and lgbtq people in the Senate and other leadership positions ensure that everyone is represented and that makes us stronger as a whole. The growing political divide in the country is going to affect higher education, and UCF will need someone to rise to that challenge and speak up. There's a balance to be struck between people actively using free speech zones on campus to say what they want, while discouraging blatant hate speech, etc. Parking is also a huge issue. If people can't physically get into campus, then what's the point. | Someone who is experienced yet cognisant of the times we live in today and the issues that young people are facing (i.e. someone who is not too old). Someone who knows this University or at least universities that are similar to UCF. Someone who is respectful and listens to all sides, and who is willing to stand up and defend the student body (as well as individual students in the cases of victims of sexual assault, etc.). Someone who is willing to stand up to outside entities when they put students at risk (i.e. fraternities despite whatever revenue they bring in). | UCF offers quality education in many arenas to a diverse student population. With its central location, students pour in from all corners of Florida... And many of them go back home when they've gotten their degree. UCF has the potential to shape the state in this way. It's a big, beautiful, fun campus. I'm proud to have graduated from there. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Continuing to build a winning sports program. Expanding programs such as Nursing to meet future demands. | Someone who is forward thinking, global minded, and can collaborate with others to accomplish goals. | UCF has the most potential in the nicest climate in a growing city. We are attracting top talent and on the verge of greatness. There are opportunities here and around the world for our graduates. |
| To continue steady measurable growth without bringing on a new President that that might have a predisposed agenda or allegiance specific or an allegiance to a group or crowd that believes they deserve exceptional access. | a leader that is intrinsically motivated and very comfortable in his/her own skin. | Being able to live in Orlando is a positive in itself and that's before one considers becoming the leader of a University that is quickly becoming the picture of the fastest growing both in students and in opportunity b |
| Ensuring quality of education and messaging. We must go beyond the number of students we have...everyone is aware. As an alumni and community partner I want someone to lead on the quality of the school, faculty and overall education. | Open to innovation, strong communicator and collaborator. Someone that demonstrates UCF as a trusted partner. Must be a strong visionary and able to adapt the education requirements to future needs for future leaders. | To continue to growth UCF to become a premier university in the nation! |



SECTION 10B | SURVEY FEEDBACK

Students

UNIVERSITY OF CENTRAL FLORIDA

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| The traffic and add adding being more involed in the community | A leader who know education and volunteering helps | Its the biggest university in Florifa |
| Parking !! | | |
| Quality over quantity. Prestige of university in the eye of the nation. Funding for growth and stability. | | |
| Parking and maintaining excellence with teachers and the quality of education. | Organized, respected, hard working | Because it is the best University in America |
| Stricter enrollment criteria, expanding athletics (specifically improving football program for longterm success), producing more PhD programs, lowering tuition and fees. | Experienced and driven but young enough to not be out of touch. | To make the university as great as it possibly could be for everyone. For selfless reasons rather than selfish. |
| Parking, sanctuary campus issue, campus open carry laws. | A rational leader that listens to what the students want and makes decisions based on what is best for those students, not necessarily a decision based on money. | Besides a high paying salary, someone should be dedicated to taking the university to new heights both in academics and athletics to ensure students get the best experience. |
| over population, parking, financial aid issues linked to the republican tax plan | fair, some one who cares about academics and students | |
| Space | | |
| Growing in academic caliber in addition to slower growth to raise the academic caliber of our students. Also, getting the respect that is deserved from the US academic community. | It needs to be a forward thinker who is passionate about having the university grow in a responsible manner. | They want to be a part of a growing University with a number of colleges that are getting awards in their fields. |
| Moving away from mass-produced, massive enrollment classes without true in person instruction. Actually offering challenging cutting edge academics. | A strong leader committed more to academics than a football program. | To make Orlando the educational hub of the southeast. To make orlando competitive to New England and California in terms of quality educational programs. Someone who doesn't want to emulate the educational model of University of Phoenix. |
| We are a great school, but, there is always room for improvement, we need to become Florida's premier university academically and athletically. All of us knights have unwavering love for UCF. Hopefully we will reach for the stars. | Someone who sees and embraces the potential this university has to offer. Someone who is academically fierce and does not compromise. Someone who will love this school as much as most of the knights attending UCF. In short, they need to bleed UCF. | With this university, the sky's the limit, literally and figuratively. |
| Being able to sustain such growth. | An already proven and credited leader. | Potential to dominate the American Conference, fastest growing school in the nation. |
| Safety and traffic control. | Someone who can focus on the needs of students. What are the problem students facing? Additionally, someone who can keep an open mind with heated topics. Someone who can put that aside and worry about the university. | Their passion to continue UCF's legacy. |
| Having competitive graduate students that are funded at a level equal to or better than other R1 universities to support the research goals of the university. | Someone who understands that graduate students are the most important part of a successful research program at the lab, department, and university level. | UCF is rising in almost all areas where many other universities are declining. |
| Maintaining quality while growing in size | Someone who is representative of the diversity of UCF's students | Looking to make LONG-TERM contributions to our growing school |
| UCF is facing needs to accommodate such a large student body while still working towards the goal to be Net Zero (meaning our environmental impact is minimized by creating as much energy as we require) by 2050. | We need to make sure that the next president not only believes in climate change but is dedicated to including green energy initiative and energy conservation methods into every new building or building improvement. | Because they don't just want UCF to be the largest University in the country but a leading University in the country. |
| Parking | More parking | Love of life long learning |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Racism currently U.S is facing due to President Trump. | A Charismatic leader. One that embrace diversity and allow equal opportunities to people. | They would probably passionate about education, and the future of the United States. |
| Growth of the student body is the main challenge UCF will be facing, along with allocation of funds for future expansions. Parking is always going to be bad but there are ways to alleviate this, also the growth of the student body will have an impact on the needed class sizes and possibly the addition of faculty and classes to alleviate this. | UCF needs someone who isn't afraid of taking risks and who has a solid plan to deal with growth. Being one of the largest universities in the country and leading them into new territory is no easy task, I feel like ucf has been growing more off campus instead of at the main campus level. We need someone to bring back the growth of the main campus as well as off campus sites. | UCF needs a president that garners respect, but is also understanding of key developmental problems. The next UCF president should have the same core values and the willingness to overcome obstacles for the betterment of the student faculty and local community. |
| Continuing to build on the momentum started by Dr. Hitt of attracting the best students to the point where this is just as desired of a destination as other schools in Florida, which it should be because we have all the tools. Part of that is also a great athletics department to bring more attention to the school, which Danny White has done a fantastic job of starting. So continue to build on that as well. | Someone who is a visionary and can see the incredible potential that this university has and can envision the steps needed to get us all the way there. And someone who is open and honest and can communicate those ideas and then follow through with them, not just talk the talk. | UCF has the potential to be one of THE destination universities in the nation. Orlando is great, our campus is beautiful and continually getting better. We have good academic programs, and there's tons of potential in terms of job opportunity and partnership here in Orlando which career services already takes advantage of. |
| Becoming more environmentally friendly and maintaining the community based feel with a growing student body | One who is ambitious and up for a challenge. UCF is a great place with a lot of resources but there's a lot to be done. | For the potential, to continue what dr Hitt started and continue to make UCF one of the worlds best schools. |
| Balancing growth with excellence. Continuing to look for innovative ways to meet the needs of 21st century learners. Ensure EVERYONE has access to a quality higher-educational opportunity - UCF prides itself on being non-conformist. Let's not lose that defining characteristic. | Visionary. Non-conformist. Responsive. Personable. In-the-trenches leader. Life-long learner, themselves (are they continuing to learn and grow? do they take classes on the side? - great!). This goes without saying, but be sure the leader is liked where they are coming from. They must have success where they are now. Let it be someone for whom the decision would be tough, because they love their people, now. | Desire that EVERYONE be given the opportunity to continue life-long learning and growth. UCF is a people's university - it is not elitist. We are welcoming and innovative. Let them also love UCF's current goals - we are not looking for someone to change the direction of where we are going. We are looking for someone to support and grow the established vision. Let UCF continue to be Florida's friendly hub of discourse and innovation. |
| Better quality of all programs on campus and not accepting students who are disqualified. The acceptance rate should be higher. | A leader that emphasizes diversity and more support for international students. | To bring more opportunities to students who deserve recognition and support for their career. |
| Increasing diversity in a struggling America... Recognizing UCF's position on controversial topics Understanding that injustice still exists within society More scholarships for minority students for undergrad/graduate students | A leader from a diverse background in the realms of professionalism, academics and culture. | To continue to legacy of President Hitt but also make the profound and necessary changes for UCF and the surrounding Orlando community! |
| Adjusting to the increasing student population while being able to provide proper support for all students equally, improving the quality of education in relation to other state universities, providing more financial aid | Someone set on perfection focusing on all the little details that matter to a student like making sure therapy is available to all students or making sure they're getting attention from faculty as it is hard to feel special in lectures of over 400 students | It's has so much potential to grow |
| 1. Increasing faculty to support the student body. Fully assessing a class size on 150 is challenging for a single instructor. 2. Community-based participatory research, ensuring the downtown campus truly is a part of the community and doing research with the community, NOT to the | Passionate leader that focuses on the success of students, and elevating their academic careers beyond undergraduate. Innovative leader, who builds community, national and global partnerships. | Innovative University, Excellent College and Programs, Second largest institution. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| community. Also not resulting in gentrification of that area. 3. Building the UCF Health to a combination of colleges - Medical, Nursing, Physical Therapy, Public Health etc. World class health institution | | |
| Prioritizing academics over sports such as football! | Someone who is balanced and is able to integrate all parts of a universe into the forefront of everyone's minds, rather than prioritize only one section of college as the prime focus for students and bystanders. | They should want to produce a productive, innovative, and welcoming atmosphere at UCF. They should not have ulterior motives or sense for personal gain. |
| Finding the balance between growing outward and focusing on what we already have. I believe UCF at times is way too concerned with growing and the future that it loses sight of the students already here at the university and the present. | Someone who finds great value in what has already been accomplished at this university and is still unafraid to continue to push the boundary. | Because it is on the brink of becoming a national powerhouse in all aspects. |
| Not having enough professors and classes available for each course especially General Ed. courses. Parking will become more intense. Security will become more of a priority as students become more unsafe with current events and times happening in society as well as in our community. | A leader with a new set of eyes for the school that can easily see what is working and not working for us. I feel like once you're with UCF for so long you just get used to our challenges and call them the norm for our community. | Someone should want to be the president of UCF because even though we may be huge and unmanageable (at times) we go to UCF because we love it and want to make a difference in our community, and learn at our awesome university. |
| Political divisiveness | A black disabled lesbian | Because there have been too many white men and it's about time for someone new |
| Addressing climate change is a huge challenge for our country and leadership needs to be taken at the local level to advance sustainable initiatives to reduce UCF's GHG emissions, ensure food security, and become more energy efficient. | A leader who cares about climate change and is willing to implement innovative policies and programs in place to make UCF more sustainable is essential. | We are one of the largest universities in the country, educate and provide opportunities to a large number of students and are America's partnership University. |
| UCF must focus on graduate education much seriously in future. The way undergraduate education was expanded is commendable, but I think to lead and be counted amongst the best in graduate studies and research a different path has to be pursued. Since, I am from engineering, I can speak about it. Globally we are miles behind in graduate engineering program rankings. Many of the developing countries engineering schools are much ahead of us. We must take examples from top US engineering schools on the way they have provided research facilities to their students and faculties. Administrative efficiency has to be significantly improved to be counted amongst the most efficient. | The most important aspect is he/she must be open to ideas. Must be dynamic and someone to whom everyone feels connected to. Also, it would be best to have someone who is young and can understand the challenges of today's generation, rather than someone from who pursued their education when the global challenges and requirements were different from today's. | There is no doubt that with the steps UCF has taken in last decade or so under the able leadership of Dr. Hitt, we are on a sound platform from where we can aim skies. Hence, for someone who wants to be in a leadership position where he can influence a large young community and in turn positively help the US in churning out future global messengers and leaders, then I think UCF is the best place to be! |
| I think the president should focus on the parking situation. I live in Hercules and the parking their during IM games is horrible. It's so bad that it gets to the point where I won't even go out and get something to eat because I know that I will be looking for a parking spot for 15 minutes, which is absurd. That's really my only issue, the parking. | The type of leader that can meet these challenges is one who is driven and determined. One who will set a goal and follow through with it. Won't crumble under pressure and one who LOVES the knights. | Someone should want to be the president of UCF because it is a great school. I believe at this point in time it has the most students in the nation. And it would be a great opportunity and experience to lead all these students. The football team is getting much better which is awesome. |
| Making late evening, online, or lecture capture courses more readily available for working professionals. There are many adults who wish to go back to school to acquire a bachelors degree. However, there | Someone who can see the value of having a highly educated population and how it could improve our community and our country as a whole. | They have a vision to continue increasing the quality of UCF's education, campus, and sense of community; as well as providing new and innovative ideas in order to extend |

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| are not many options available at UCF for the course types listed above for juniors and seniors. Adults are either forced into online education at for profit schools such as Strayer, inconvenience their employer with schedule interruptions, or not reach their higher education goals. UCF has a great reputation and instills pride among it's students and alumni. It would be wonderful if UCF extended it's reach to the many adults who wish to acquire a bachelors degree and share the honor of being a UCF graduate. | | the university's reach while not compromising our values. |
| Growing population with diverse needs. Safety. Rigorous academics. | Someone who knows UCF, it's students, and it's needs. Someone who is charismatic, relatable, and genuine. Someone who wants to do it because they are passionate about the university, not the power. Someone like Dr. Whittaker. | Someone should want to be the president because they see how special UCF is and see it's endless possibilities. |
| UCF is growing immensely and now that we are in a good place we need to start being more limited to who we accept here. Also Parking is still a big issue, we need to stop building more building when parking is still such a hassle! | | |
| Growth, Being Environmentally stable, low-income students. | One who keeps politics aside, focuses on the problems ahead and makes sure UCF is leading the nation in being sustainable, high graduation rates and keeping scholarship money coming in. | Because they want to see change in students coming in to universities, they want it to benefit everyone and not just certain degrees that are needed at the time. |
| The Tax reduction bill, net neutrality, racism, sexual assault/harrassment | An open minded leader who is actually for inclusiveness and for all people | Biggest school in the nation |
| Attracting students from all over the world to attend. | Someone who can take our UCF brand to new international heights. | Because we are the fastest growing university in the country. |
| Growth in enrollment vs ability to expand physically | One who is a future oriented and can focus on the long term as well as short term | Ucf has so many growth possibilities from the hospitality college to medical field. Paired with the growth of Orlando....it's a great place to be |
| The amount of students in relation to the amount of classes and class sizes. | Someone who communicates well with students and faculty, someone who is proactive, and someone who is not afraid to manage a school of 66,000 students + faculty. | To be a leader of one of the best universities in the nation, as well as in the state. |
| UCF claims to be a champion of diversity and has a lot of diverse students from all over the world and county. While diversity recruitment and retainment can definitely be improved, I am more concerned about what will happen to the diverse students we have now (and hopefully in the future) given the current political situation in the U.S. With the rampant xenophobia we have right now, we have already had incidences of discrimination on campus (recall the supposed shooter in the library that was profiled by a woman who never even called the police to report a "shooter" but somehow thought it was okay to post on social media about a Muslim gunman who she was "pretty sure" had a gun but was actually praying). How will we respond to White Supremacists coming to do rallies, | We need a leader embodies change. No more white male supremacy within the highest leaders of our university. We have so much diversity in Orlando, why are our only options for a new leader white men? There is no problem with having white men in leadership, but when that's all there is then I wonder who is truly being represented. Students, staff, and faculty will all go where they are represented because that is also where they are welcomed and most understood. When the Rec. and Wellness Center began to hire new leaders who were women, gay, Black, Latinx, etc. they saw a change in student leadership and staff. If my only experience at UCF was at the gym I wouldn't believe that 50% of the student population is white and only 11% Black and 24% Latinx; I would have assumed | Because he (I'm assuming we will have a male leader) cares about creating a space in which a diversity of people are free to learn, socialize, research, volunteer, and become great citizens and leaders in the U.S. The new president should want to be so because he is concerned about the future of America and wants to play an extremely important role in educating and growing the soon-to-be leaders of this nation. |

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| <p>like what happened at UF? How will UCF protect the many DACA and other non-citizen students who are attaining their education at UCF while living in constant fear of deportation? How will UCF cultivate an attitude of acceptance for ALL people? What will UCF do if a student gets stuck in their home country while visiting over break because of some new travel ban? What happens when UCF tries to do a research conference and the keynote is ban from entering the U.S. (which has happened this semester)? The biggest challenge facing UCF for the coming years will be political. Political in the sense that no issue on campus (racial or ethnic discrimination, radical protesters on all sides, anti-immigrant sentiments, etc.) can be separated from the conflicts we are dealing with as a nation.</p> | <p>the school is much more evenly mixed and has a really high percentage of international students because that is who is at the gym. Why? Because they have diverse representation in leadership, thus diverse representation in staff, which draws in a diversity of students. Our school is not made up of only white males so why should our leadership? A diverse president will draw in diverse faculty and staff and, thus, diverse students.</p> <p>But, I assume this will not be an option since the supremacy of white leaders is so strong. Therefore, our new white male president MUST BE WILLING TO ADVOCATE FOR STUDENTS. For some, attending UCF is the only protection they have. Even if the new leader has no clue what is going on, we at least need someone who will care about the political barriers facing students and willing to defend our rights as students. WE make this university, without us students, our leaders are nothing. Build us up and we will build up this university.</p> | |
| <p>UCF prides itself on being an extremely diversified school. Therefore, it is important that our new president understands and supports our students' diversity. As a child of immigrants, it is important for me to know that my school will always welcome students of diverse color and religion. As a woman, knowing that my personal psychological health is taken into consideration is what will make me feel reassured at UCF. Students need to feel safe as well. With many "DREAMERS" being deported from our country, I, along with many other students want to be reassured that the new president of UCF will look out for these issues and help them succeed in life.</p> | <p>A leader that can meet these challenges is someone who has experienced poverty/struggles or immigration. A president who is actually looking out for all students best interest in their field of education. I understand that UCF (as well as all universities) are pushing for STEM programs but the new president should also think about advocating the arts as well. The tuition money that students pay should be put back into students' education and facilities, rather than our football coach. I love football but I do not agree with the practice of paying a coach MILLIONS of dollars. In the meantime, the professors at the university do not get paid a comparable amount and therefore may feel undervalued. The new president of UCF should take these challenges into consideration and put education at the forefront of their philosophy.</p> | <p>I believe that someone would want to be the president of UCF for a multitude of reasons. These reasons include prestige, wealth, to make a difference in the university and to leave behind a legacy. I believe that UCF's new president should be a person who not only hears the voices of the students and faculty but also listens to them.</p> |
| <p>Maintaining quality education while still growing in student body. Providing on campus housing for the ever increasing student body.</p> | <p>A smart relentless person willing to put in the time to do the best job they possibly can by example</p> | <p>We are a big and growing university in a big and growing university</p> |
| <p>One major challenge that is facing UCF is overpopulation. It is a nice feat to have the nation's largest university, but is it really worth sacrificing quality? My upper level courses that are going to dictate my career and future should not have 300+ people in them and I feel like it's due to not enough staffing and overpopulation. Rent in the area is as high as it's ever been and there isn't a lot of on-campus housing options that are accommodation 66,000 students.</p> | <p>Expand along with the student body. I know it's faster to accept people to the university than it is to build new facilities and accommodations, but they should be working hand in hand with each other.</p> | <p>UCF is the fastest growing university in the fastest growing city in America. There's huge potential and upside to our relatively young university. The future is bright and it's always better to be innovators for the future instead of followers for the present. UCF sets a precedent for many on how to be innovative while being productive.</p> |
| <p>Parking.</p> | | |

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| Not becoming complacent. I love UCF and would enjoy seeing my children come here. OH! And enough food and enough parking! | A qualified leader will have the character to bear the weight of his or her calling as President. This should be the number one quality. After that would be creativity. | UCF is a beautiful campus in a remarkable state. The athletics department is growing more competitive every year and the board has shown its commitment to the community and the school. |
| Growing without a good plan to support the education of as many students we plan to grow by. Shifting focus back onto education and coercing the UCF population to be more present on campus and in the classroom. | Someone who isn't afraid to change everything to fix underlying issues with both UCF and higher education as a whole. There is a systemic issue with the entire education system where learning is not at the core of what we come to college for. | To enhance our EDUCATION, and challenge students to achieve the highest level of LEARNING (not necessarily grades). The value of our degrees will skyrocket when the product (our graduates) are seen as students who went through a rigor and are intellectual and professional. |
| People say we only focus on the quantity and that we don't possess the quality of education. We need to ensure that our major programs get recognized and ranked. Not just for the fame, but for the betterment of our university and world, we should be able to provide top scholars into to the work field who are capable of improving other things. I am not oblivious to the fact that this is broad, I want to emphasize that we should improve our quality of education since we already have to numbers. | One that does not play by the books can meet these requirements. It should be someone who is ready to make an effort to talk to anyone, not just a board member but a student as well. | |
| The construction that is never-ending, spending more time and money on our ports teams than on improving the campus and resources towards average students, an incompetent financial aid office and staff, etc | One who cares more about students, staff, and faculty than a huge paycheck and tenure for sitting around. | I have no freaking clue. |
| Overcoming the population of students and having availability of them taking classes and getting around. | One who understands all aspects of involvement on college. Someone who very active when they themselves were in school. | Because they want to see us strive. NO just in sports and academics, but extracurriculars as well.. |
| Corporate encroachment of academia is an epidemic. What began with the objective of bringing more funding into universities has morphed into a one-sided arrangement. The private sector has influenced academic culture to the point of controlling our curricula. UCF is a prime example of the problems this brings. Students are treated as products on an assembly line. The quality of classes is low. The political involvement of students is discouraged. Graduate students are underpaid. Unions are not allowed. We need to regain our identity as an academic institution. | A person with no corporate ties. Someone with experience in leading non-profit groups. | To change the disastrous direction in which we are going. Universities are bastions of progress and change for society at large. |
| UCF has to deal with the increased cost of education, rising student debt, and the constant influx of students seeking education and experience in order to obtain jobs. | An understanding and somewhat youthful leader is necessary. Someone who has grown up with similar experiences to students today rather than someone without a connection or true understanding of life today for students on minimum wage and from low income areas. | The next president should want this job because they want to give students a chance at a secure life, to help build up the next generation, and to put UCF at the top of list in education. |
| politics vs. welfare of the school and students | someone who knows how to separate the two but can also ensure safety and wellbeing | to lead and bring guidance to an already well-run school |
| Overcrowding | An open minded individual | We have a great school that can be the best in Florida. |
| Continued struggle parking and construction times; ie. 6-9 months to fix/renovate the | A proactive leader, one which is aggressively getting things done on campus. If UCF needs | Someone should want to be the president at UCF because they want to make a change |

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| reflection pond is absurd with the amount of resources UCF has. In general everywhere else in East Orlando has adjusted well to the rapidly increasing amount of students at UCF, EXCEPT UCF. More apartments, restaurants, and amenities arise all the time, while the UCF campus itself cannot accommodate the amount of students they let in. While they are expanding campus for a larger capacity, it takes the school over a year to build a library addition due to the fact no one works on construction on nights or weekends (which is the best time because there are no students). | anything right now, it's a leader who is up-to-date, and working diligently to tackle current issues. I am sure most students complain about parking and construction but little seems to be done to address this issue. Both of these take additional funding, but with the capacity UCF has, a lack of funding is likely due to poor allocation of funds. If that is the case, a president who be head on in reorganizing parts of the university to free up funds would be useful. Overall, UCF needs someone who is willing to make changes, UCF is a massive school with an arguable overcrowding issue which may only get worse, and the president must have a plan to combat this issue. | to the University. They want to be the one that brings UCF to the next level to closer rival UF and FSU. As a student at UCF, I would love for the fact that I graduated from UCF to be an impressive accomplishment, and for the university to be highly regarded. This can only be done by someone who is willing to take the school to that level. |
| Supporting the Greek Life community as students in the Greek Life community do so much towards the UCF community with philanthropy and other events. 85% of Fortune 500 executives were part of Greek life. The first female astronaut was Greek. So was the first female senator. And college graduation rates are 20% higher among Greeks than non-Greeks. | A leader with an open mentality. | they should want to be the president if they want the UCF to not only strive to be better than everybody else, but to be the best version of our own selves possible. |
| Staying affordable and improving quality and inter-communication between departments. Reducing frustration for students. Maintaining diversity. Making UCF a classy school that other schools aspire to be like. | Not greedy, and be a progressive thinker - even keeled. Pretty much Captain Picard. | Because they like a challenge, not because they like a spotlight. Because they like to serve in leadership, not be a head honcho. |
| UCF will have to face challenges like changing laws regarding taxes, education, student loans, and student athletes. There are current debates going on about extra taxes on graduate students as well on whether or not student athletes should get paid to play, or whether their playing is paying for their education, which is what the point of their athletic scholarship should be. UCF is expanding rapidly, campuses are opening up, and the student body is growing ever more diverse. | UCF needs a president who holds both the athlete and the honors student in equal regard, and doesn't assume that one is exclusive of the other. We need a president who will be fair and inclusive of all students, to continue the legacy that President Hitt leaves behind. We need a president who is also outspoken, one who wants to change for the better, rather than just be a stagnant leader. If they oppose grad student taxes, they should say so. If our leader won't stand up for what they - and our university - stand for, then what role models will our students look to for inspiration? It would definitely not hurt if the president was not a white male. We need something different, this student thinks. That, or someone who thinks differently. | To provide a stellar example and help shape the generations of influencers of the future. As president of a huge school like UCF, what you do and what you say shapes the lives of many, and it is truly a ripple effect. The best for society and for the student body should be at the heart of a president's worries. Making more money for the school is not that important. Sports are not that important. Influencing minds and inspiring others, equipping them with the confidence, the know-how, and the tools to shape their future, strong in their convictions, is what UCF should focus on. That is what is important. |
| Teachers and Parking versus number of students | Gets stuff done. No showy speeches that mean nothing. | I imagine running the biggest school in the country is pretty prestigious and pays well. |
| Accommodating the sheer amount of students we have. I myself already have problems with, for example, getting into a required class that fills up too quickly. I feel that UCF is doing their best to expand in things like seating and whatnot, but if a constant stress is on students that can't get classes they need, there's a problem. | Someone who gives equal attention to all needs of students and faculty/staff. Some departments get a much bigger focus while others are left playing catch-up. | This is an incredible school. There is so much good going on here! We have such a diverse range of people making the world a better place and making a name for Orlando academically and with school spirit. |
| UCF will be challenged with being a university that is responsive to the needs to | One that understand that while they may not represent that minority group, they | Someone should want to be president because of our potential. Not the potential |

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| all the communities it serves. Not just the communities that are the most vocal but those who have little representation in the community at large but the full support of the university. Also, as the university moves toward furthering its goal in being an HSI and eventually an MSI, the university must look at the quality, thought and genuineness of the initiatives being put in place to create this type of institution. Make sure to have diverse representation (i.e.- gender, socioeconomic backgrounds) within these groups; choosing to tap unique, qualified individuals to work toward those goals. | must do their best to understand differences in experiences. One that has genuine track record of understanding and managing community concerns while creating a completely inclusive campus culture (i.e.- more than just adequate monetary support for varied orgs) | linked to size (i.e.-Big)- which frankly the attachment to the size of university is something the university needs to shy away from. But the person should want to be president to foster the potential of the dreams and opportunities each student who matriculates at UCF. Foster the quality, equity of opportunity and full knowledge of the options UCF offers to grow their "BIG" potential. |
| The biggest challenge I see is students not wanting to pursue a higher education because of the cost or finding ways to pursue a career in the field that they studied. As a student, I see that those are two challenges, and even fears that students have when just surrounding myself with and talking to my peers. | A leader who is willing to look at the past and use it to shape the future. Of course it's not always deemed a good idea to dwell on the past, but the university has made amazing changes and strides over even just the past few years that can serve as models for a productive future looking forward. | To continue the "tradition" of helping students reach their academic goals and make their dreams become a reality. UCF is a school that seems to pride education above many things, and while the president should of course, support every good pursuit the university has, it is an educational institute first. |
| UCF needs to critically evaluate the rate at which it is growing and whether the academic standards have meet that growth. A college that is large but not preparing its students is a bad college. The college of business alone is a sufficient example of over growth with students feeling like a number and not an individual. With class sizes through the roof and lack of personal, meaningful education. | A leader who is interested in the status of each individual student. A leader who cares more for recognition and not the students is a bad leader. There has been too much building in the name of creating a legacy. A true legacy will be when each student looks back and sees UCF as a college they want to send their children to. We need a humble, leader who can meet every student if needed and hear concerns. Not one who is so busy that they wont meet anyone but the SGA president. We need a leader who embraces public education and what it means to be of humble upbringings. A leader who is concerned about the students and their problems, that can emphasize with housing costs and wants to bring change to them. A leader who wants what's best for the students and not just the university's image. | I could imagine people who want to become president for the wrong reasons of fame and power. I want someone who is humble and wants to bring about positive change for students. |
| More students less parking | One that realizes not everyone lives on campus | To be recognized as the leader in college education |
| Adding Sufficient parking spaces, increasing diversity amongst student population, keeping up with academic standards set by UF and UMIami in Florida colleges. We need to make our academic admission requirements stricter and more stringent, in order to raise the overall academic quality of the university. We should consider getting rid of the guaranteed transfer admission to those who have an AA degree from other Florida colleges, because I feel that this really waters down our student population academically and in other ways too. In my experience I've noticed that the delinquent students who don't show as much care or effort academically here at UCF are usually these types of transfer students. | A diverse, forward thinking individual who places emphasis on 1) increasing diversity, both in terms of student population and in terms of programs/opportunities offered at UCF 2) A. raising awareness to pressing social/global issues/problems B. making UCF more involved in our efforts to reach out to communities/people in need, both local and foreign (for example Puerto Rico after Hurricane Maria) 3) Increasing inclusiveness on campus. | They should want to take UCF to the next levels in the ways described above, as well as others. |

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| | <p>4) Pushing UCF to become one of the top 50 schools in the nation academically. This should have a higher priority than maintaining the numbers our extremely large student population or even UCF Athletics. (President Hitt seemed to care more about these last two issues than improving UCF's academics).</p> <p>Any leader who has the above goals at the forefront of his/her mind would be very well equipped to meet these challenges.</p> | |
| <p>The next challenges facing UCF will be the growth of our community. As one of the largest universities in America we need to be continuously evolving and expanding our efforts to meet the needs of everyone involved with this campus.</p> | <p>I believe we need someone that is very in-tune with the students and works well with the staff and faculty. Each new class of students presents a new set of needs, however returning students still need to feel like they're a priority as well. Staff and faculty also need someone that makes them want to keep working for UCF. We need a leader that is well rounded and empathetic towards every person on this campus.</p> | <p>Someone should want to be the president of UCF because we are the next big thing. We are the innovators, the educators, and the next generation of this country. Wouldn't you want to provide the next generation with all of the tools they could ever need to be successful?</p> |
| <p>Handling the influx of climate change refugees into Orlando, and allocating sufficient resources to meet the needs of our students, handling transportation and parking issues, taking security measures so students feel safer on campus (gun violence, sexual assault are pretty real fears!), being a leader in sustainability (encouraging alternative transportation like public transit, bicycles; making the transition to more vegetarian/vegan friendly food options on campus because UCF needs to accommodate for the amount of students transitioning their diets to plant foods), continuing to be a champion of research and allowing both grad and undergrad to participate in research without raising tuition fees.</p> <p>Other challenges mainly include preparing for a new generation of students coming in with new morals, new ideals, and new goals. These are the 2000s kids who have an entirely different childhood as any other generation</p> | <p>A leader who is flexible, who listens to the students needs (and literally has interactions with ordinary students! Sitting in an office and only meeting with SGA or leadership council officials simply isn't enough. If this isn't possible then students need to be encouraged to participate in the decisions involving their school.</p> | <p>Honestly i dont know why anyone would, it seems like a tough job anyways and it takes away from the accomplishments of the many individuals heavily involved in making these major decisions and developing our university.</p> <p>But I'd say someone should want to meet meaningful goals. Nothing superficial. Someone who wants to help the University because they would now have a duty to protect the students and help us achieve greatness.</p> |
| <p>UCF needs to move into a "Power 5" league for football. The national perception of UCF depends largely on its visibility in the sports world, and there is no better way to brand UCF than become part of one of the power 5 leagues. Until that time, continuing this year's success is paramount. Additionally, Orlando needs to get behind UCF, and that includes increasing the visibility of UCF in and around the city.</p> | <p>A leader that not only cares about academics and industry partnerships, but also understands the importance of sports and branding and will fight for UCF to compete at the highest level. The UCF president should also be charismatic and visible to the community.</p> | <p>UCF is one of the most exciting places to be in America right now. We are growing faster than any other school in the nation (I believe) and our campus, enrollment, and sports programs reflect that. The next president of UCF has an opportunity to continue to build on what Dr. Hitt started and to turn UCF into one of the most visible and respected universities in the country.</p> |
| <p>Problems related to large student body at UCF.</p> | <p>Someone with a background in public policy. NOT someone with a background in finance.</p> | <p>To help make the next generation more productive and skilled workers.</p> |
| <p>We desperately need to solve the shortage of parking. The continual increase of the student population is not being met with adequate new facilities and staff.</p> | <p>Someone who will actually listen to the concerns of the students</p> | <p>Because they believe they fit in with our community and want to make the students and faculty happy</p> |

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| The changing political climate, marginalized student groups, Diversity needs among administration, and the impact of the current administrations tax and healthcare reforms on graduate student funding. | Someone who is truly present for ALL people and is not afraid to advocate for minorities and the underrepresented. | This question seems to be a filler question, I think we all know why someone "should want to be the president" but the real question should be why are they doing it? There are probably going to be a lot of generic cliché responses to this so I will pass on adding to them. |
| Maintaining quality of education with our rapid growth of population. | Someone who shares Dr. Hitt's vision and will take UCF to the national spotlight as one of the nation's best public universities. | Following Dr. Hitt will surely be no easy feat, but if they can leave a positive impact on UCF, the school will only continue to grow, and who wouldn't want to be a part of that? |
| I want to see a President who openly cares about the humanities rather than just the STEM degrees. One major challenge that I see facing UCF over the next few years would be having the humanities remain under budget and swept under the rug, despite UCF changing its professional, academic path away from the FTU STEM path under Colbourn. | A leader with an open mind rather than open wallet could make UCF a better place. We've expanded a lot since Hitt took over, but now we have to buckle down and make these expansions feel more like a community. | Someone should want to be UCF's fifth (sixth counting the interim in the 90s) President to influence and encourage students to do well. No longer should UCF be Under Construction Forever or U Can't Finish, but a community in which it doesn't matter what your degree is, what your ideas are, or what your academic plan is. A President should be more than a bureaucratic administrator, but a diplomat in the community that students can look up to and be inspired by. |
| Elevating our school the level of UF and FSU in terms of students want to come to UCF. UCF is people's back up school, no one says "my top school in Florida is UCF". They say it's UF or FSU. We need to improve our athletic program and have a larger greek life to really draw students to coming here. | A leader that is balanced and does not hold any grudges against certain RSO's such as greek life. | Because UCF is on an upward track and has the potential to be the best school in Florida. |
| Providing tutoring services for everyone on campus. | A financially sound leader. | To see UCF grow in size and reputation while fostering success among it's students and alumni's. |
| Moving into a new athletic conference and also a growing student body. | A leader who takes initiative, cares about students, and is not afraid of change but embraces it. | Because the believe in the university and its goals. Also are a servant leader. |
| Overpopulation: Parking, Housing, Class sizes. (Especially if our football team continues doing extremely well- more people will want to come and we barely have enough room for all the kids we have now-cutting down the acceptance rate is not a bad thing, lower acceptance rates also make the school look more prestigious) | One willing to adapt to change and is willing to communicate with the students on a daily basis. | Care about education and the future generations, not someone focused on money. |
| Parking | Someone that'll build more garages | For better parking |
| The new president needs to fix financial Aid. They need to hire competent people that can actually help us students instead of people who lose checks and cause someone to be locked out of their room for 5 cold days because they can't process scholarships. | A strong, intellectual | Why would someone NOT want to be? It is the greatest university in this whole world! |
| Not letting the regressive left's identity politics erode our fundamental human rights like our freedom of speech. | Someone who is open-minded, fact-oriented, and won't pander to feelings but rather the truth and what is best for the student population's education. | Because UCF has the potential to be one of America's greatest Universities, and a great leader can only help us to get even closer to that goal. |
| As UCF continues to rise in popularity and population, it will need to sustain and nurture this growth while refining its qualities. | A strict, ambitious, and perhaps opportunistic leader would likely successfully accomplish this. | For the opportunity of growth and the concept of bringing quality education and a competitive and maturatige environment to the upcoming generation of college graduates. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| 1) shortage of on campus housing 2) Building our reputation beyond the state of Florida so that when you say "UCF" people don't ask "Which University of California Fresno or University of Colorado Fruit?" 2) keeping a good football team after Daddy Frost leaves | A pragmatic, outgoing, friendly, and personable one. | To build the quality and reputation of the university and to fight for the interests of students. Also football. |
| The University has grown tremendously but I fear we will grow too large for our own good. Increased focus upon research is starting to create a faculty that cares less about their classes. We will have high bills to pay in the near future, how will we meet them financially? | A leader who can provide some amount of continuity from the previous administration. A leader who connects with the students. I will never forget the days of freshmen year and President Hitt would greet the guests at Knightros prior to sitting down in his usual spot for lunch. A leader who is involved in the community. Prior to attending the university, I recognized Dr. Hitt around the Orlando Area from time to time. | We are still a young school. Someone should want to serve here out of a desire of university growth and personal improvement. The President should not be someone who has the majority of their career behind him. Dr. Hitt aged with this job, not before it. I don't want a president looking to retire, using this position as a final title to claim success. The success comes from the students learning, not the prestige. |
| Over-expansion. We're taking in WAY too many students and there just isn't any comfortable way to fit them. | A leader who isn't totally focused on the finances. Focus on the successes of our University. Focus on strengthening our already strong points. | It's an honor to be a part of, let alone a leader of, this prestigious university. |
| TRUE diversity. | One who will not only look out for the majority but who will look out for everyone. | Because they actually care about those who want to receive higher education. |
| politics mixing into curriculum, in most colleges across the country the freedom of speech of conservative students has been under attack. As this dangerous trend of one sided thinking spreads further across the country, we need a president that will defend the right and protect students who are being marginalized because of their unorthodox opinions. We need a president that values the Diversity of not just colors of people, but also of different thoughts and ideas. | We need a president that is not a self-proclaimed socialist, who can only allow one school of thinking. The president must be open-minded. | Because they want to stop the great culture we have from being eroded like every other university in this country. Because they care about ALL of our students not just the ones they agree with politically. |
| Finding the balance of continuing to grow as a University while still making sure that each individual student is the true priority. | Someone that has the ability to put themselves in people's shoes, whether they have actually experienced it first hand or not. Our University needs to understand that in order to attain an overall success, all parts of this system need to remain in conversations before decisions are made. | The University's ambition to thrive and not being afraid to try something new. Massive amounts of potential still yet to have been scratched on this campus. We need someone who is motivated to exploit it. |
| A challenge facing me at UCF over the next several years will be all of the student body and faculty that hate white people and the USA; even the white students and faculty that do. Other peoples don't mind at all, but for many it is a very unpleasant campus to be on, and this situation actually provides a second form of education into the permanent and un-idealistic reality of the human creature and it's total nature. | Anyone who is hired for their actual skills that makes them the literal best candidate for the President job, instead of people being hired because they agree with whatever racist anti-america and anti-white views the faculty and student body hold. | Someone should want to be the UCF president because the job pays well and because they cannot actually live their real dreams, but instead are stuck with a degree and career path that precludes fulfilling their actual interests--a normal person. |
| The college of business getting ride of lecture capture so students are still paying top dollar to teach themselves. | | |
| Too many students for such a small space. Parking is a mission and classes fill up the day they open up. | One who is innovative and proactive. | It's a good school to lead. There's a lot of potential amongst the students here. |
| There's not enough parking!!!!!!!!!!!!!!!!!!!!!! Parking lots keep getting destroyed for new | A good leader that doesn't just care about profit but for the well-being of the students. | They care about students. |

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| <p>buildings and the population at UCF is growing and yet the amount of parking spots is not growing!</p> <p>Also there's nowhere to eat on campus! What with the construction taking forever at the union there aren't enough places to eat now and lines are always too long.</p> <p>There wasn't a study day this year AND the duration of final exams was shortened and that wasn't cool.</p> | <p>For example switching to aramark, closing campus and parking lots for football games, all for money profit but it doesn't benefit students.</p> | |
| <p>Getting students excited for the downtown campus. Literally everyone is looking forward to it more than the students who will actually be the ones to use it.</p> | <p>ðð_(ˆÄä)_/ðð</p> | <p>Because they respect the university and are willing to make tough decisions for the greater good of UCF, and not for personal reasons. They should want to know the students they're leading.</p> |
| <p>overpopulation, insufficient qualified teachers</p> | <p>a leader who is skilled in organizational matters as well as a alumni from UCF who understands the exact needs and responsibilities as well as challenges faced while being a college student at UCF</p> | <p>They should want to give back to a community of students working hard and trying to make a better future for themselves. They should also be want to see UCF alumni come back, speak, and show how it is possible to become successful after graduation.</p> |
| <p>Possible increase in tuition fees.</p> | <p>One who cares more about expanding university options to students instead of one who is looking for the most profitable business.</p> | <p>To improve the quality of students at UCF.</p> |
| <p>I really am not sure, maybe rapport between students, problems with missing students or people brandishing guns or knives around or whatever other things that seem to be popping up as a UCF Alert every other day. The safety on campus is becoming concerning. Making sure the Reflection Pond doesn't explode or something.</p> | <p>Someone patient, understanding and good at listening to the opinions around them but still have their own ability to make decisions to benefit everyone, not just certain groups</p> | <p>To make the school a diverse, inclusive, and better place as a whole; to better the community we have.</p> |
| <p>To be able to keep up its good standards, and to be able to accommodate for more new students as population grows.</p> | <p>Someone who is level-headed and clear minded, who can make intelligent and decisive decisions, and is concerned about the students/staff well-being and best interests.</p> | <p>Because they want to help UCF grow and become even better while maintaining the greatness it already has, and because they want to help UCF's students succeed.</p> |
| <p>1) Incoming climate refugees</p> <p>Besides Puerto Rico, many islands and cities are soon going to face the devastating impact of climate change. If Miami gets hit by a colossal superstorm, we need to brace for bringing in many people and attempting to rehabilitate and reorient them via UCF.</p> <p>2) Impending recession</p> <p>Economic conditions are extremely unstable and the current process of unfettered growth is unsustainable. A recession happens approximately every 10 years, which means that the next President will have to face a campus population that will be struggling to survive as they attend school. Many students may drop out or choose not to go to college in that environment. Fundraising will become more</p> | <p>1) Bilingual</p> <p>2) Hospitable</p> <p>3) Willing to address institutional racism in hiring processes for upper-level administrators and in a culture that fails to be inclusive for administrators of color who struggle to maintain their authenticity because those around them pressure them into conforming and assimilating to protect their career</p> <p>4) Extremely intelligent. Must be a systems thinker and capable of solving difficult problems with input from many people.</p> <p>5) An active person. This cannot be a person who puts more effort into saving face than in solving deep-seated issues in our campus. Integrity is more important than reputation.</p> | <p>Because they see this region is in a time of crisis and want to leverage UCF's role in anchoring the Central Florida region in order to support equity, justice, fairness, and compassion. They must want to support the basic needs of students and help create systems that provide food, transportation, healthcare, support, and economic opportunities for all students. They must want to help foster people's ability to live in this region, no matter where they came from or how much they have lost to get here. They must see the impending growth of our city as an opportunity to create a new future for our denizens.</p> |

What will be the challenges facing UCF over the next several years?

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| <p>difficult. Projects that have been halfway completed might have to be halted.</p> <p>3) Deconstructing administrative complacency and disconnection</p> <p>UCF is a school that has many isolated pockets of people who do not know each other. Many students and alumni sincerely loathe this school because they feel completely ignored. I have heard this school called a "glorified community college" and "a system for draining wealth from lower and middle class families just to spit them in the world with a college degree and no real guidance." I have heard alumni complain about professors and former students who have sexually harassed or bullied them only to face an administration that was indifferent, unaware, or completely unable to do anything about these issues. UCF will have to combat its reputation for holding reputation above integrity. It will also have to integrate people together better in order to facilitate a closer community where people don't always feel so disconnected from everyone else in the machine.</p> | <p>6) Inclusive. Must go out of their way to bring different people in.</p> <p>7) An integrator. They must be capable of bringing our campus closer together.</p> <p>8) Familiar with "The Leadership Challenge"</p> | |
| <p>To become a known, top school like FSU and UF, we really need to make sure our football team is huge. Further, Greek life is being targeted by the state and the country as a whole, and I truly believe that if we want recognition and eventually donors, we need to keep/strengthen our Greek life. We have the location and great accomplishments; now we need to show the entire country that we can compete.</p> | <p>I think we need someone young, upbeat, and creative. We need someone similar to Danny White who is willing to take risks and is charismatic.</p> | <p>Between our success in science and engineering, our potential for football and athletics, and our location, there is absolutely no reason anyone would not want to be the president of UCF.</p> |
| <p>Remaining relevant in terms of educating students with real-world practical application of knowledge rather than strictly academic application</p> | <p>A leader with experience both inside and *outside* of academia</p> | <p>UCF is a growing university community in one of the fastest-growing geographic areas full of unique industry</p> |
| <p>UCF is done with its growing period. We are huge, both in population and physical size (especially with so many campuses). Now is the time for us to go from quantity to quality. Let's be known not for how many people we have, but for our academic program quality, for the amazing professors, and for the quality of the research we produce. We should take the center stage & demand respect, instead of being a "diploma factory" or a safety school to those who would rather attend UF or FSU.</p> | <p>I think we need a young leader willing to take chances and be innovative. UCF, to me, has always been a different kind of institution. We are unique in an unexplainable kind of way, and our leader should also fall in that category. I don't want conservative, boring strategies. We should be doing cutting edge stuff, and therefore we need a leader that deviates from the status quo.</p> <p>Additionally, I think our new leader should be as supportive and dedicated to social causes as John C. Hitt was. UCF is a very diverse place with many races, genders, sexual identities and socioeconomic statuses represented. Our president should make these students feel welcome & support them through their personal struggles as much as possible. Dr. Hitt always sent out messages of love & condemnation of hate after troubling events, and was incredible in his reaction to</p> | <p>UCF is a community like no other. We are diverse, welcoming, and passionate about our school! UCF, in my opinion, is the biggest up and coming public university in the country. We have growing research opportunities, great athletic programs, and rich student involvement. Not to mention, Orlando is simply a wonderful place to live.</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | Pulse. I was so proud of him as my president, and I want this new president to be someone I can also be proud of. | |
| The need to get to a Top 25 athletic program, having the funds to get to where we all want to go. And more importantly enough parking for all us students and accesible routes to get in and out of school. | Someone who understands our daily struggles as students and what we want to achieve in the future as well | Because if our goals are met they are going to be held in high regard in our community and we have a base of a lot of caring individuals in place we just need someone to take us to the promise land. |
| Adapting to the size of the school and being able to use technology to enhance classes and provide a quality education for the large amount of students. | Someone with a great deal of management and technology experience, and someone that has a military background. | Because they have a vested interest in the success of the school and Florida. |
| The current federal government trying to rip funding away that many UCF students rely on | One who doesn't use UCF funds for private jet rides. | Because they actually care about the students, not collecting a check. |
| winning football The new buildings-stop the construction and invest that money in an Excel course for all College of Business Students. We need a practical Excel class. Also students should be required to take a personal finance class. The next president must care about these things. | A businessman like Robert Palmer of RP Funding, John Morgan of Morgan and Morgan, or Rocco English. We need a no nonsense smart business savvy leader that will help UCF grow and thrive. UCF needs to win more in all areas, we need a president who loves this school and who wants to outperform FSU,UF and USF in all areas. | The next President should want the job in order to give back to the community and also help run a more efficient school. It is unacceptable that students wait weeks to meet with an advisor, the next president needs to be for the students. |
| parking students who dual enroll and get their AA degrees in high school have a problem registering as they are treated as freshmen students so all the classes they need are already filled as freshmen register after transfer students. This needs to be looked into. | Increase parking garages or spaces have a program to help dual enrolled students get into classes before the transfer students fill the classes up as they are treated as freshmen and register months later | I have no opinion on this as I honestly do not know. |
| The roll back on protections for anyone that is not a cis-gender white male. | One that doesn't get butt-hurt over criticism. | Because they hopefully care about the community we live in. |
| Lack of affordable housing for students near campus. No graduate or married housing on campus to facilitate this demographic. | A leader familiar with the "commuter school" culture at UCF and willing to change that. | Money, influence, to greater a more internationally competitive University. |
| A continued commitment to free speech and the open exchange of ideas in the face of partisan censorship. Continuing the speech code modeled after the Chicago Statement. | A non-partisan leader who can facilitate an environment of open inquiry free of authoritarian tribalism. | They should want to protect and advance the image and stature of UCF as an institution of higher learning where all ideas are open to be challenged in the pursuit of knowledge and understanding. |
| Management and disbursement of funds | A leader that is open minded, organized, and the first to get things done rather than waiting for someone else. | To lead the knights into the battle of the university experience |
| Accommodating a growing global population. | A person who is understanding and sensitive to all races. The Central Florida area's demographics is quickly changing and so should leadership. | The University has potential to lead the U.S. in many important academic categories. Located in the best area of FL, UCF is the university of the future in the state |
| Many of the challenges will have to do with the growing student population, which will lead to increased difficulty finding parking, huge class sizes that make it harder for students to get individualized and effective learning, and more competitive on and off campus housing availability. | I'm not sure what sorts of qualities a college President should have, but I believe that UCF should hire a minority for this position. I feel that a President who is not a white man, which is typical of most college campuses, will be able to better meet the needs of our diverse student population. | They should have a desire to help young adults from all walks of life be successful in their future careers. |
| tuition and housing too expensive. | one who believes education is a right and should not be treated as a privelege | they want to help the students have easier access to education |
| Advancing their medical school, as an integral part of the new Medical City, to the top of MD programs across the nation. | An individual with a proven track record of innovative thinking. Someone who understands the investment required, both financially and time, to achieve excellence in areas of the university that are not | The chance to be a guiding influence in molding the future of the largest university, by attendance, in the nation! |

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| Elevating the football athletics program to become competitive on a national scale. | necessarily considered "core" to the current mission. More importantly, a visionary who can influence others to join him/her in realizing those visions. | |
| I feel UCF needs to be more "university-feeling". It still feels like a commuter school. I also think the UCF School of Nursing needs to be moved to Lake Nona/Medical City to be near the School of Medicine. | One who is innovative and creative. Also someone who knows how to raise money. | UCF has a great reputation in the community and is really starting to be known nationwide. |
| Growing student population, continuing construction | A female one, we have never had a female president and there definitely should be qualified female candidates | |
| Not having enough parking | Someone who can get more parking | So they can make more parking |
| Keeping Quality over Quantity. There are so many students, how will UCF ensure each student feels important. | Dynamically in touch with the student culture | Because of the amount of groundbreaking initiatives the University has created, there are many gaps to fill. Gaps = Opportunity UCF stands for opportunity |
| I think UCF will need to maintain their athletic excellence and need to promote diversity of thought. | One who is dedicated, knows his stuff, and is willing to do the right thing. | It's the best university in Florida. Are you implying something? |
| Crime on campus. Horrible professors that couldn't teach third grade much less a college course. | A tough leader that takes crime on campus seriously and makes sure the courses being taught fit the audience taking them. The courses should go with the major. Cut out the ones that have nothing to do with the major and have real net courses take their place. | To make a much needed change. |
| Parking should be adequate for the number of students. | A good one. | Money. |
| Parking | Someone who can think of our basic need = parking. We don't care about how large this campus is becoming. We even hate that if we don't get parking. | Because they really want to understand what we need |
| A challenge that UCF is currently facing, and will likely continue to face long after I graduate, is the shamefully inadequate communication between all the different offices and departments that make up this young and inexperienced university. This communication issue causes a wide variety of problems from minor inconveniences to major academic disasters. One specific example I can provide is from a past summer semester is when construction crews were drilling, hammering, and just making lots of noise in a classroom that shared a wall with the room I was taking a final in. Now I had gone to the Math department office (this took place in the Mathematical Sciences building) about the construction being done the day before my final. One of the receptionists spoke to me and assured me that the situation would be resolved and that there would be no construction the next day. She was wrong and the crews were working all through my exam period, creating an unacceptable testing environment and nearly causing me to fail the course. This whole situation could have been resolved with a phone call to the correct office or a change in the work order for the crew, or even if my "graduate | Someone with an extensive background in academic administration, who values efficiency and strives to hear the opinions of the students to continually improve the university every day. This person should defiantly be someone with experience in leadership roles at a major university, but who is new to the UCF team. I feel that a fresh perspective could be exactly what this place needs. | They should have a love for the educational system and for the betterment of everyone they possibly can affect. They should want to build a lasting institution of education, understanding, and love for their fellow men and women. The president of UCF should make it a personal goal to see to it that everyone who attends this university leaves a better person than when they first enrolled. |

What will be the challenges facing UCF over the next several years?

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| teaching assistant" instructor took a bit of responsibility and spoke to the men working. But none of those things happened, because it seems the faculty and staff around here passes accountability around as if holding it would give them an infection. And the result is the theft of a quality education from the thousands of UCF students that pay good money to attend a major university. Maybe UCF should focus less on the great performance of our student athletes, and more on the poor performance of our educators and administrators. Remember, a university is there for the student's benefit, not the other way around. Thank you for reading, and I hope this message sheds some light on just a few of the issues that are in need of attention here at UCF. | | |
| Higher volume of non-traditional undergraduate students. We are not "older kids," and it is much more challenging for us to perform like those who have limited responsibilities. | Someone who has a non-traditional background themselves. There are too many "good old boys" in the college system. Get rid of tenure, and you'll have the best programs in the business. | Because Orlando has become a type of New York city. This is a hub and a melting pot for various cultures from around the world. |
| Broadening UCF's National profile in academia, research, arts, athletics, etc. | That leader must possess great organizational skill; that leader must be capable of managing the bureaucracy that is a large university. Preferably someone who has an extensive network of relationships that could benefit the University. | Location, Size, Aspiration. |
| Influx of Puerto Rico refugees | A good one | They want money |
| Obtaining a diverse faculty as well as a more diverse student body are two of the major challenges that UCF will face in the next several years. | A person from a diverse background as well as someone who understands that diversity makes us a better institution is the kind of leader that can meet these challenges. | UCF is an amazing institution filled with many wonderful students who have the potential to change the Nation. We are a diverse student body and we respect each other's differences. Being president of UCF means that they are a person who sees the benefits of diversity and is well aware of the difference these students can make. |
| parking!!!! we need more parking. | someone who is able to plan ahead and budget efficiently | To steer our school to be a safer, smarter and fun environment |
| The political climate Equality for woman Equality for minorities Rape culture | Michelle Obama. Strong female role model to carry our university to the next level | Because we are the fastest growing university and we have a great community here. |
| I feel as though the intrinsic character of integrity, generosity, understanding and a unique ambition and appreciation for education are the benchmarks of what the leadership of The University of Central Florida truly stands for. I would hope adaptability and a traditional executive skill-set are what's adaptable in facing the challenged of a newer generation of students and leadership! | Me. :0) // just kidding. Goodest luck with all that HR perspective recruiting! | There is a unique platform from the central floridian era of demonstrated proficiencies in a plethora of academic pursuits which translate beyond what can be represented in mere language. The degree of honoring other people, bypassing obstacles, engendering a rich outlook towards the futures and pasts with synchronicity and harmonised perspectives. It'll be a journey for whomever is selected, and this is all I know for sure |
| How to accommodate the growing number of students. We lack parking and the satellite campuses aren't included as much as students at main campus are. We have a top rated hospitality school but UCF let's anyone in regardless of how they | Someone who cares about all aspects of UCF, not just main campus. Someone who is willing to make those tough decisions. | They want to make a difference in the educational community and want to help pave the path for future leaders. |

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| do and that doesn't create a competitive environment. | | |
| diversity and inclusion on a real day to day operations, not only on paper. Specially the issue with the dreamers so vibrant at his time. | Definitely, a non-white male... better a female from any other race other than white | To lead the future into a healthier community based on a coalition of all walks of life. |
| Supporting students from Puerto Rico and DACA students and their unique needs, Providing adequate mental health counseling resource, Serving students experiencing homelessness, Including online and regional campus students in programming and services, Building the brand of the university, Balancing needs of community and college for the Downtown campus, teaching hospital, hotel and future projects, and conserving our beautiful, historic grounds and buildings. | One focused on the care of students, who doesn't think any individual student's needs are below their pay grade. Someone who can be authentic with the university community, and professionally represent the institution across the nation and world. Someone who bleeds black and gold, but not just for football, for our other sports teams, student organizations and philanthropy, and academic honors. Someone who will be present in community with students. | UCF is unlike any other institution. Because of the partnerships with the community and plethora of involvement opportunities on campus, the largest campus in the country feels small and close knit. We are rising up to being nationally known for athletics and academics and the president should promote our image without sacrificing the true reason for the presidency: the student experience. |
| Free speech, diversity (including diversity of thought and tolerance), growing famous | Someone who is willing to listen and is accessible. Someone who can easily step up as a leader and be taken seriously, while also accommodating toward other people's needs. | To make UCF better. NOT for money or personal gain. This shouldn't be turned into a politically motivated presidential seat |
| With increased enrollment, I think UCF faces issues of how to possibly meet the needs of such a large population of people. I think opening up new campuses, like downtown, will help with the distribution of influx, but there may be other challenges faced by such a diverse group of people, like inclusion, financial aid, what will become paid resources vs free resources, etc. How to increase our retention and graduation rates most definitely needs to be a higher priority all around, not just in athletics. As we build our athletic departments and become more dominant in those areas, we may be switching conferences. So, will athletic games continue to be a free resource to students, and what will the transition look like for everyone, including student athletes and families. How will we continue to keep up our graduation rates in all those departments. | Someone who has a diverse educational background that understands how to meet the needs of such a diverse group of people and the challenges brought by each. Someone who is willing to create a safe environment for all, regardless of race, gender, religion, etc. Someone who is not only a champion for athletes, but for education, and who cares about everyone making it here at UCF. A compassionate person, but someone with vision ready to take the necessary steps to continue the work President Hitt started, and take it to the next level. | UCF offered me so much growth in the 4 years I was there. It taught me how to seek help, but also how to be independent and not just rely on help as a crutch. They truly care about everyone succeeding, even if it can be difficult to meet the need of every individual. There's no better university in Florida right now. It's up and coming, it's approaching things from a different angle, and it hasn't lost its edge. For all those reasons, UCF will continue on a path to success that will cement them as a force to be reckoned with. |
| Maintaining a campus that encourages free discourse even from controversial speakers. It is of utmost importance to me that this committee selects a president that is going to encourage civil discourse of controversial ideas because that is how people learn and grow | I think a leader who understands how important free speech is, somebody who regardless of their opinion would not shut somebody down because they are controversial. (similar to what's happened at UC Berkeley) | |
| loss of coach Frost horrible food choices on campus | One who is not too politically involved and one who understand and appreciates the importance of education and how to provide it. | to make UCF the best educational experience possible. |
| Consider and integrate proper scaling for UCF's development in areas such as housing, buildings, and transportation. The foods offered are another challenge as current food options are narrowed and exclude students with allergies and dietary restrictions. | A leader who executes a clear, yet practical, vision of where to lead UCF, as well as understand the diversity on campus will meet these challenges. | To be a leader for the biggest campus in the nation. In certain areas, UCF lacks being a proper role model college. The president of UCF should have a passion and longing to change and improve these areas to reflect what the students believe in and desire, as well as be a model to other universities. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Meeting the high rise in population, and demands of degrees. | An innovator, a person that includes all, a kind heart with a bright vision for the future of the community as a whole. | They should want to improve the quality of the University, inspire its students and employees, and overall try to lead the community and its future leaders into progress. |
| Increased diversity, technology and cost of higher education. | Someone with a diverse background and lots of experience in higher education. | They should have a drive to provide leadership to a diverse student body. They should want to make sure UCF is forward moving in innovation and technology. They should want to be a representative for the entire student body as a whole making sure that all best interests are considered. |
| Accommodating the growing student population | Someone willing to embrace a diverse and young school with great potential. Someone that is both a fighter and a lover. | We are a resilient school full of spirit, passion and potential. We are breaking expectations |
| Funding the political science properly. | Divert money from the football team and back into the students education. | To bring an enriching educational experience to every student who arrives. |
| Growth management | A leader with the best interests of current students in mind, not just looking to pack the school to its highest capacity | It's a large school with a lot of potential, but there's so much room to improve. The new president can make a huge impact. |
| We will have far too many students on campus if we continue to accept new students at the current rate. Parking on campus is already a nightmare, classes are getting too full in all majors, and building space is rapidly running out for RSO's and extracurriculars. | Someone who pays attention to student complaints | Because we're the largest university in the country with an incredible amount of potential and past successes. |
| Trying to have a good and strong leader for the University of Central Florida and trying to have someone who will bring in opportunities for the university. | Someone who is strong, organized, well spoken, and determined. | To keep the university going strong and to have a president of the university. |
| Scaling properly with growth in student population and overall reputation. | A visionary who sees UCF for what it can be and continues to spur it forward. | They want to continue to see UCF become more nationally recognized for the wonderful university it is. |
| Becoming a well known university based on a good reputation. We are looked down upon and underestimated with some programs/sports. | A leader with a strong and realistic plan of success for our university. | Our student base is incredibly strong and is full with passion. Our students are a great bunch and want to push this university to its greatness. |
| UCF is one of the largest schools in the nation, and it cannot lose its reputation for excellence to its reputation for size. As such, the institution needs to continue focusing on community partnerships on the local, state, and national level; integrating the latest technology into classrooms in order to compete with more established schools; and on continuous student engagement to ensure that UCF is not just a school that students want to attend academically, but also culturally and economically. | UCF needs a leader who is unafraid to ask for help. There is a vast scale of issues and topics demanding the attention of a university president, especially at a developing and large school like UCF. It's unrealistic and unfair to expect our leader to be fluent in every single area - but it is both realistic and fair to anticipate that our leader will find experts in area they don't understand, reach out to those experts, and consider their input on issues before making executive decisions. A style of leadership where all input is considered and choices are made to benefit as many as possible will continue the spirit of President Hitt's work here at UCF. | Someone should want to be the president of UCF because they want to foster development at the cutting edge of higher education. Being the president at UCF for a few years would look good on any resume, but the last thing UCF needs is a temporary leader. This school thrives under the continuous sway of individuals who are truly dedicated to the success, growth, and achievements at our university. |
| To be in the top ten list. | Someone who understands research and how to make money from it. | For more challenges. |
| Maintenance of current facilities National Exposure Continued athletics growth | Intelligent but politically unmotivated | Genuine care for the well being of UCF students alumni and facilities |
| The school is growing at a very rapid pace, resulting in less quality education. Students should be the number one priority and not the competition. | A servant leader. Some one who holds his/her staff accountable. Someone who really understands the culture of UCF, the | We have a lot of potential to be the best school in the nation. We have great amenities and resources. UCF students should feel confident and be competent |

What will be the challenges facing UCF over the next several years?

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| | student body, and the fast changes occurring. | when entering the work force and real world. |
| I would have to say reaching for the remaining preeminent university requirements. | A leader who can instill the core values of the UCF creed. A leader who has charisma and abides by excellent moral and ethical standards. Also a passionate leader who engages with every task or goal with the utmost effort. | Simply because UCF is one of the best universities around, in modern education given its age. UCF has evolved over its young years. We strive for excellence and discovery through research and opportunity. The school provides great leadership, opportunity, resources and quality education as well as being affordable. Someone who who believes in these qualities along with the UCF creed would assimilate very well and be a great leader for UCF. UCF is not looking for any good leader but a great one. |
| Lack of staff and available faculty. | A leader who can provide an efficient start for UCF students and improve the beginning start-up facility, the FYAE, so it becomes less faulty and actually have available resources than its current state. | To make a difference in the community and make UCF bigger than what it currently is. |
| Housing. This lottery idea is not fair and the old system of having your deposit and going on it time was fair. Also parking In all a problem is accepting too many people without places to put them | | |
| Physical Plant vs On Line Learning Cost of Education Top 50 Business School How to continue to grow when student population virtually | Visionary Transformational | Country's second largest university |
| Sustainable leadership and being ahead of the curve in terms of academics, athletics and technology. Also engaging alumni and growing it's regular donor base. | A relatively young and in touch leader who is committed to UCF for the long-haul much like Dr. Hitt | They have ties to the Orlando area, and understand the gold mine that is our university. We have the largest student body in the country, and for decades to calm the school should be in the forefront of academic and athletic success. It's important someone with a cutting-edge mindset and risk taking philosophy leads this university. |
| Making the downtown campus profitable while facing decreased funding from the state and federal governments. | | |
| Bringing costs down for students. stop wasting money then raising our tuition and fees. | | |
| I believe that the culture surrounding the necessity of continuing education will be challenged over the next several years. This will be the result of the current presidential administration and economic hardships. The arts, humanities, and anything considered to be a "soft" science will be under a significant level of scrutiny in regards to funding and may have criticisms leveled at it's usefulness. Inter-disciplinary studies will be in high demand as dedicated careers become a thing of the past. | UCF will need a leader who can navigate a difficult political climate with tact and class so we can come out on the other side looking distinguished. This person should be able to encourage teamwork and communication between departments campus wide. | The desire to be the president of UCF should come from a place of wanting to promote higher education in all forms. |
| Making adequate parking space for the quickly growing population. Managing construction for and placement of the quickly growing population. | Someone who is organized, insightful, and tentative about students' needs. | They want to have a large, positive, and immediate impact on the Central Florida community. They recognize the importance |

What will be the challenges facing UCF over the next several years?

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| | | of pouring into this generation because we are the future. |
| Staying relevant, modern, and open-minded toward changing social values and ideals. | One who welcomes and encourages the next generation and respects the desire for social change. | |
| Unfortunately like all universities, the threat of a mass killing. | One who advocates for the rights of students to defend themselves with a legally carried firearm. | UCF is what creates the next generation of leaders, employees, doctors, engineers, and many more. |
| Lack of teachers willing to inspire their students to flourish and be extremely knowledgeable on the subjects of their choice. Lack of parking for students to be able to attend their classes. | A leader who is interested in the success of his or her students and the advancement of the college education system. | They should want to be a significant figure in the advancement of young individuals education and create an environment where these individuals can flourish during and after their experience in this University. |
| UCF will need to keep in mind its large transfer student population, which does include more than the local community college transfer population. Many of this students will be from the outer Orlando area, people of color, FTIC, and in need of housing. | The kind of leader who can meet these needs will have to be familiar with the community college/university 2+2 program transfer program. They will have to understand it is bigger than the central Florida area. | Because UCF stands for opportunity. |
| A big challenge will be to keep student learning flourishing and growing. The university must balance instructional approaches and research practices between two needs. First, the emerging technology-based culture in which teenagers are currently immersed has impacted ways of interfacing with curriculum. Obtaining information quickly and streamlining the learning and research processes appear to be surfacing characteristics. While instruction and research must reach students in their current frameworks, deeper learning and analytical research coupled with perseverance must be continually infused into the student learning and research process. This dichotomy must be balanced for students to become well-rounded citizens. | The leader must have a vision and have skill in selecting a leadership team who provides current conditions, new ideas, and innovative plans. The leader must be skilled in leading students, staff, professors, and community members. The leader needs to be a skilled collaborator, wise decision maker, organizer, and team builder. The leader must have a good heart and be ethical. | UCF impacts many people in a profound and positive way. The opportunity is exciting for many candidates to lead one of the largest institutions in the nation and enter the role following a stellar leader in Dr. Hitt. Many challenges exist in running a large university, and the quest to lead the university well for years to come is intriguing to many. |
| Over the last year, many things have changed around the world, and here in the US as well. We are more divided than ever. I worry UCF may fall into this more than it already has, and I believe we need a strong leader to guide us. | We need a leader not only listens to concerns but acts to ease them, when possible. We need someone who always puts UCF and our reputation first. Most of all, we need someone who is intolerant of intolerance. The world can be bad enough without having to be scared of simply going to class. In the 3.5 years I've been at UCF, I've always thought of it as a safe haven, and I am anxious to keep that legacy for future Knights. | Because they care about our university and want to see it continue to succeed, as the bright beacon it has become for not only Florida universities but universities the world over. |
| Changes in the industries can change many jobs, and many programs might need to reconsider classes or add some others to have students well prepared for work life. This includes AI, automation, computers, robotics but can also be a shift in the overall culture. | A young mind, someone that can look at challenges and not be scared but rather excited for changes and improvements. Someone that has the knowledge to make minimal mistakes, but doesn't get mad if someone makes bigger ones. It's an education center! | To better the community, people, families. They need to understand that the main part of education is people and they must be passionate about it. Someone that wants to improve ideas, culture, ways things are done. |
| Evolving curriculum to keep up with technological changes to accurately and successfully produce students with the skills for jobs of the future that do not currently exist. | Someone creative and dynamic, with forethought, that can think outside the box. Someone that is willing to listen to others' ideas and opinions and take them into consideration. | To continue strengthening the legacy of the second largest university in the nation by student population. UCF has excellent potential and is a great school - one that is underestimated by longer standing |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | | institutions. Given another 50 years, it will be viewed as one of the best, no question. |
| Increasing the value of degrees from graduating students | A leader with great local perspective and vision for the university | Because of the potential and current success in all its areas |
| UCF's size presents unique challenges and economics will continue to be an issue, as well as the potential for turmoil on campus given the tense and worsening political climate in our country. | Someone who has the best interest of ALL students in mind, not just engineering students or student athletes. Someone fiscally conservative but open minded and innovative. | |
| I believe that the largest challenge UCF will face in the coming years is dealing with its ever-growing students body. Even if admission were to be capped where it is at right now, there are some issues associated with having as many students as we do. Not every department is as overcrowded as others- just compare bio-med and physics, for example! Nevertheless, there are apparent challenges that go along with having so many students. Having such a large number of students has affected everything from meeting with an adviser to getting lunch and - God forbid - finding a parking spot! It will require careful care and attention to maintain our high research activity classification while offered quality services to all students, but I think it can be done. That said, I wouldn't want it to be my job! | <p>Somebody that is capable of looking not only at the big picture (though that's important), but somebody who is also capable of noticing and paying attention to the little details. I know this is hard to come by, and may simply be asking too much, but I think that given how many faculty and students we have, our huge number of programs each with extensive research activities and outreach, I think that somebody that isn't also able to keep track of a lot of details is going to overlook a lot of things that should be tended to at the level of the university executive branch. Although I know that picking the most charismatic person is tempting (and believe me, I love listening to their speeches!), it must nevertheless be of the utmost importance that we pick somebody that can not only set an effective vision for UCF (something that Hitt did very well with), but somebody that can also keep track of all the things necessary to see it through.</p> <p>Also, because of having the large faculty and research activity that we do, there will be a lot of temptation and opportunity for political mischief and favor-trading. As such, having somebody who has proven themselves to have the utmost in integrity is probably the single most important characteristic they can possess. If the confidence of students, faculty, and even the academic community at large has been lost in the integrity of our institution's operations, we won't be able to recover for decades. Perhaps this is me being naive, but I think that academic "business" can be done without the need for such things, and that if we operate with well-renowned integrity we will be able to expand our research like never before, because grant-awarding agencies will have great faith that we will put their money to good use. Please don't overlook any potential character flaws of this sort for the sake of ANYTHING- because nothing else really matters if our image of integrity and scholarship become compromised.</p> | <p>Because they genuinely want to do three things:</p> <ol style="list-style-type: none"> 1. Help expand national (and even international) scholarship 2. Improve the local economy through relations with industry and through the use of business incubators (as Hitt has successfully done) 3. Improve the lives of students through the empowering effects that a college education offers to students, both economically and through the "soft" benefits of lifelong learning |
| A campus close to its limits on traffic and students who will demand more efficient roads, parking and facilities (a more complete Student Union will more and cheaper places to eat). | One who has energy, preferably an Alumni of UCF, who will sacrifice his/her own pay for more parking (instead of academic buildings for more students; hence more | A person should have the determination to propel the next generation of students towards success and must be humble enough prevent salary and privileges from |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | capital) and divert resources towards the overall reduction in road congestion. | becoming alienating towards the faculty and student body. |
| Continued growth needs to lead to increased academic expectations | One who sees a similar vision to what President Hitt was doing. | Huge university that is growing in an extremely fast growing city in warm, sunny Florida! |
| UCF is going to need to work to be inclusive and accessible to all types of people over the next several years. | A leader that is compassionate and willing to work hard to overcome obstacles and challenge assumptions is necessary. | A future president should apply because they want to make a difference in the university's culture, in the community surrounding us, and in the world as a whole. |
| Parking | One that builds more parking garages | To build more parking garages |
| Continued growth with the decision of where I.t should stop | Innovative and ambitious | Grow a legacy with nations fastest growing University |
| Keeping up with student population growth while keeping a competitive nature. Class sizes, number of professors, parking, living situations - the university will continue to grow, how will we expand physically? Professionally? | A leader with some what of plan for the university will be better prepared, but this leader should also be willing to receive feedback/ideas from employees and students and be flexible enough to adapt their plan as more is learned. | Someone should want to be president of UCF because they care about education and allowing people to have the access to the best resources and education we can offer. |
| Managing the growth of the uni, ex expansion at lake Nona, downtown, regional campuses and even all the new stuff on main | Someone like Dr hitt who is willing to push the boundaries of our university. 20 years ago, no one would have said 65k students was possible. The next president should be willing to push our enrollment past 100k, while not sacrificing quality. And also building more parking garages | If they want to set a standard for all universities worldwide as how to take an already amazing university and make it better |
| Safety, Cost | educated, Hard worker, Young, experienced, good listener | Great school with great kids. wants to improve ucf in every way, including reputation and safety. |
| '-Planning and executing further campus construction while maintaining sufficient parking space -allowing proper funding for all departments to continue to grow -reducing the % carbon footprint of the school and making sure buildings and organizations are operating efficiently and sustainably | '-Someone that is willing to listen to input from students and staff to make UCF an all-around amazing institution -Someone that has the connections to make these dreams become reality and not just dreams | Someone would want to be the president of UCF because they would have the opportunity to help expand and improve upon a university and continue letting it be a place where students can Reach for the Stars and beyond. |
| Greek Life | Someone who is understanding of the advantages of Greek life, and does not look at the situation one sidedly. | Someone should want to be the president of UCF to make decisions that benefit all of Ucf students/faculty, and make my university a better, safer, enjoyable learning community. |
| x | x | x |
| I would not consider it a challenge, however an obligation to continue selecting top-achieving students, expansion, continuing ground-breaking technologies, diversity and simply improving the overall quality of the university for education purposes for students, faculty and staff. | Someone who is dedicated like President Hitt, with a heart to see the university improve, someone with strong character and integrity, forward thinking, goal-driven, and open to change, who believes in himself and those he presides over. | Why NOT?! We are the most amazing and most beautiful campus ever. Our students our innovative and we are simply a great choice when it comes to secondary public education. The potential candidate should be honored to be the president of our great university. Go Knights, Charge On! |
| Religion. | A christian person with morality. | To help students in our community. |
| Mental health of students!! Making UCF and its offerings as affordable and accessible as possible, while still turning a profit!! Intersectional Social Justice!! (We need a leader who isn't racially, culturally, sexually, politically, etc. PROBLEMATIC. Don't do it.) | A leader who is educated, well-traveled, open-minded, creative, lively, balanced and caring. | To change the status quo. To do anything in their power to help make us the best leaders and accomplished bad asses. They should want to make a difference in the lives of Knights and put us on the map, even more so than we already are. |
| Academic, parking, sports. | A person that thinks in put high standards | Because the person should loves the university |

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| Competing with the growing need for education and advancement on a global and national scale. | A leader who is strong with communicating, goal-oriented, and committed to the same outcome as the rest of the faculty. | They should want to be the president because they want to create a better campus, better community, and better institution for the country. |
| With a growing campus and an increase in student enrollment, ensuring that each and every person's educational needs are being met, can prove to be challenging. New developments in technology and in our everyday lives are constantly evolving, and we need to keep up with that as well. | We need someone who is dedicated in making UCF a home to every person who walks on that campus. We need someone who is passionate about helping our students thrive into exceptional adults in the working world. We need someone is all about and willing to keep our mission statement thriving, to help make UCF #1 in the state and nation. | UCF is definitely growing. It is a campus that is filled with plenty of excitement and so much room to grow! We need someone that wants to be a part of that excitement and keep that going. |
| To attract the best talent from the world with many great Universities in Florida alone. By attracting talented professors (and president), the students will follow | A person who is transparent and is constantly listening to the challenges of students and staff | This should be a person who is passionate about education. A person who wants to transform UCF into a top 20 program in the U.S.A. |
| Political slant against persons of minority backgrounds. Students unable to afford higher education. Female oppression. | A leader with a diverse background and experience overcoming obstacles in their life. | Someone should want to be president of UCF because they know that it is one of the largest educational institutions in the United States. They should know that their influence will be felt by over 60,000 students and thousands of faculty and staff. |
| To keep the standards of excellence we have set and still expand in new areas. | One with vision and energy. | Because this is a great school and we want to keep it that way and make it even better. |
| Organization, diversity, and improving the education. The students here are coddled. Professors give way too much lenience on students. Assignments are turned in late, professors do not keep tabs on the direction in which their classes are going, and it gives an overall feel of being in highschool. Their needs to be more strictness. Teachers also need to be educated on diversity. Insensitive comments based on someone's race or ethnicity is UNACCEPTABLE. Diversity of personalities needs to be addressed too. We all have different characters and teachers need to accept each one of us and not chastise us or take advantage of us because of this. | A broadminded, cultured, strong person. Someone who has values and knows how to stick to their guns. We need some progressive people in power because my time at UCF I met alot of close minded faculty members who treated me insensitively. A leader who has experience being around people of all racial, financial, cultural backgrounds is also a must. | To improve the condition UCF is in right now. |
| Growth in new industries, especially in technological innovations. How to compete against other institutions for both students and resources. How to attract and retain top talent for both students and faculty/staff. How to promote UCF academics and athletics worldwide. | A good leader should be a risk-taker, a visionary and most importantly have emotional intelligence. He/She should be able to push UCF as the institution of choice when it comes to research and development. He/She should be able to connect with both faculty and students to promote synergies across the campuses. He/She should be an advocate for advancement of the university such that UCF is first at all levels. UCF First! | UCF is one of the fastest-growing universities in the country. It is leading in many areas - academics, sports, research, etc. It has a large alumni base that is eager to explode on the national scene. UCF is up and coming among younger universities and can become one of the nation's finest. The weather is nice most of the time and the campus is beautiful. People are nice and friendly. |
| Cheaper housing for students and getting better professor to make UCF more respectable. | One that can engage in the community and get the school the most opportunity | It's on Orlando one of the fastest growing city and the ability to make UCF one of the best University in the United States |
| I think the biggest challenge is managing how many people can be enrolled here. I know why it's such a highly applied school, but I wonder how much our infrastructure can support. I would like to see attendance slightly lowered. | I think we need a young, go getter leader just like our athletics department has in Danny White. Somebody who is invested in making UCF more than the stigma of a commuter college. | Why wouldn't you want to be? In an amazing city with amazing students chasing their dreams. |
| Promoting campus safety. As the school grows the opportunity for hazards grows | The next leader af UCF must be willing to not only acknowledge current issues, but | Often times us students are asked why we've chosen the path we're on, and the |

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| with it including dangers to the campus as a whole and students individually. | face them head on to promote change. With a school as large as UCF and a student body spanning 63,000+, we need a leader that promotes the best for the school as a majority, and is willing to take student views' into consideration when making major decisions. | response is typically so we can help others. As the president af UCF, you will be making a difference and helping not only an excellent university, but the second largest university in the nation. If you want to make a difference and help provide an excellent education for others, might as well do it where you'll provide the most impact- 63,000+. |
| Fending off attempts by right wing groups to infiltrate and control UCF's curriculum. Controlling tuition costs. Finding quality instructors to teach from real-world experience. | Someone open minded, liberal, well educated, experienced in STEM education, honest, and professional, with no previous affiliation with right-wing groups or conservative politics. | To focus UCF's resources more on education than sports and keep tuition costs down while hiring quality professors and instructors. To maintain the honor of the university and the good name of its degrees to which its students are attached. |
| Maintaining reputation | Creative leader | To create/build |
| Finding a conservative President and moving the school more to the values that the founding fathers had in mind. | Godly conservative leaders. | To try and lead the young men and women toward a promising future. |
| The ever evolving world of technology and quality of online courses. | A leader who is knowledgeable in the area and/or can lead a team who can monitor the academic integrity of accredited courses online. | A genuine passion and concern for the growth and well being of the school community. |
| Paying for a gym membership and busses we don't use. | A non greedy selfless leader. | To help the students graduate, succeed, and most of all, be free of debt. |
| In no ranking order: To provide high quality, yet affordable education to undergraduate students, To recruit and retain high caliber , research oriented faculty, To provide relevant curriculum , ie. Curriculum that reflects industry needs, for undergraduates. To attract clients who would be interested in developing products from UCF research programs. | Someone with a Secret security clearance DOD and who has worked with DARPA projects. | UCF has a good solid reputation as a good research university in Florida as well as an internationally good reputation with its optics school. UCF has a new medical school that would be a good, challenging project for an opened minded President. |
| Controlling student population growth and maintaining excellence of education | one who is ambitious and not afraid to make decisions that could potentially change ucf as a whole when faced with opposition | possessing a desire to make a name for ucf as an excellent school and assist graduates in continuing on to careers of their dreams |
| Improving the quality of classes. Less focus on growth and more of a focus on quality. Some classes are far too big. Painfully difficult to park at times. Need to treat faculty better. More actual professors instead of adjuncts teaching so many courses. | Someone who cares about the integrity of post secondary education. Someone who cares about the students, faculty, and staff rather than the bottom line. The person should be an academic who understands that the true purpose of a university isn't to make money. | '-because they care about education and providing a quality education for a diverse student body |
| Infrastructure, academic advancement, a larger focus on academics over sports, tuition costs, quality in a myriad of areas, namely professors, classes, extracurriculars and career advancement. | Someone with experience in the academics certainly, but maybe moreso applied to how a college should be run. The dean of Valencia College is an outstanding example of such. When I first went to college, I thought of that as low quality junk schooling.....now Valencia has boosted its image of itself, has quality teachers, and cheap tuition which was not raised several times (take notes UCF...there's a reason why I took multiple transient courses over there). | More so on why not? It's a premier, highly populated college in a highly populated, booming area. The chances to obtain the best quality teachers, students, and further ourselves in graduate offerings (such as vet, dental, PA schools just to name a few....since Florida is a huge healthcare state) would not only advance our academic standing, but the universities cash flow and prowess....not to mention the desire of more students to attend here than other schools. |

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| | | Just my two cents worth....Kevin Hinton, BA Business Administration, Minor Psychology, Class of 2015. |
| <ul style="list-style-type: none"> - Negotiating the political landscape in Florida - Remaining competitive with University of Florida and staying a "first choice" school - As a rising star in Division I sports, it will be necessary to maintain academic integrity - Having a massive student population and how this affects infrastructure, logistics, and perception of the university - Maintaining the innovative programs that attract students and funding | This person must first be an academic leader with years of scholarship experience, as we need to remain strongly academics-focused. However, he/she should also be a forward-thinking person who has a vision for how we can continue to be innovative and become the university for this century. Finally, the reality of education in Florida is that it is political, so we need a leader who can navigate Tallahassee's landmines or at least hire the people to do so. | UCF is up and coming in every way, whether it is the medical school, innovative research and programs, or sports. While other universities may find trouble adjusting to today's contexts, UCF is particularly positioned to be a national leader. This university has had solid leadership for decades, so our next president will have this foundation to work with but plenty of room to inspire the future direction. Additionally, Orlando is a great place to live, and the university has a good relationship with the City, which itself is looking to being a national leader in sustainability, so we can all grow together in this exciting moment in time. |
| Parking, parking, and parking. (And traffic!) | ?? | It's a great university |
| Under Construction Forever | Someone who is able to face adversity (Just like John C. Hitt). | It is the largest university in the nation and one of the colleges to attend. |
| Changes with student loan reform, free speech issues. | Someone who understands what the demand is in the job market between now in the coming few decades and understanding differing points of view. | With UCF's size, you can make an impact on higher education beyond this institution. The issues listed above will likely bring major disruption to the current state of affairs among universities and colleges and UCF can be an example of how to adapt to them. |
| The overflow of attendees- keeping up with keeping it personal at a service level, creating more roots in the Florida community, not just Orlando, simplifying the online processes | A modern thinker, one who puts true education above that income, savvy speaker & motivator, well-informed of the current and even future collegiate development programs, a game-changer who is not afraid to change, and is given agency to do so (within reason) | Proud graduate I would hope, wanting to see those in front of them become the next knight of the legacy that is behind them |
| keeping UCF a top rated university. Continuing the legacy of president John C. Hitt. | A leader with experience and a proven track record. A leader that has dealt with a university of similar size and complexity of that of UCF. A leader with a strong focus on diversity and inclusion. This leader must come from a university with a background of diversity. This leader must be able to work with those of various ethnic and racial backgrounds. | strong passion for education and knowledge. A strong desire to see others obtain their educational goals. A strong well rounded leader. |
| Growing to become a more prestigious university in the eyes of the nation and the world. | One with a ton of passion and character. | To make UCF the Best University possible. |
| Improving the quality of the medical school and making it more diverse. | Experience | To make a positive influence on such a major university |
| Accommodating the growth of a university. We are constantly growing and finding space to fit everyone is huge. We are moving to the next level in academics and athletics so we must have someone who can plan ahead and see the bigger picture. | One who is not only dynamic in thought but supports diversity. We want someone male or female who genuinely understands our school and our interests. They want to work hard for not only UCF but our greater Orlando community. | They believe in diversity and growth of our university. Even in the moments of difficulty and adversity they believe in our mission, our vision, and our student body. |
| Population, renovation, a great football team. | Someone confident, wise, and determined. | To be the innovating leader to the greatest school in the U.S. |
| | | Someone competent. |
| Trying to make a name for ourselves with the new attention | Someone young and energetic | Because we're a young school full of potential |
| Inclusion of our music and theatre departments as a valid marketer for this | A leader who supports the arts and arts education in our university and community. | Because they would have the opportunity to continue advancing the standard for |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| University. We have very talented students who do not have the facilities to perform their work in. | | excellence that UCF maintains, in its students, faculty, and staff. |
| Real diversity. | One that will not only look out for the interest of the majority but one that will look out for everyone. | They should have a passion to lead. They should have integrity and wisdom. |
| Massive amounts of new students and a changing world job market which will directly impact graduates | One who can stay with the times and continue to expand on the things our university does right while introducing new ways to make it even better | They should really and truly care. Not about the money or the power of the position, but about the university as a whole and recognize that whatever is best for the school is best for them. |
| For the past years now, the music department had been struggling to getting the funds for a Performing Arts Center. Right now, we only have one space to rehearse, perform, and have classes, and that is the Rehearsal Hall. The rest of classes are held in the Music and Theatre buildings, and sometimes building across campus. | Someone who is willing to contribute to students students all across the university, even those departments that get easily overlooked. | |
| The infrastructure for the university has been laid out, except for proper public transportation. Besides that, the next goal should be for UCF to move up the ranks by furthering research and bringing in top professors from across the globe. | An ambitious leader, that knows Orlando and UCF well. That will stick around throughout obstacles and demand UCF receive the best of the best. A leader that will put students first and foremost. | To be president of a university should be considered one of the highest honors in the country. Especially a big name University such as UCF, all of Florida's eyes will be on that person. This means whoever is our president will be expected to do the best for our university and further education for every student, provide opportunities and exceptional working conditions for faculty, and make UCF one of the best universities in the country. Although it would be a huge undertaking, the pay off will undoubtedly be worth it. |
| As the University continues to grow, issues including traffic, parking, on-campus housing, and class capacities will be on the rise. | Fully understanding these issues is vital. The next leader should experience these challenges and attempt to develop a solution that is practical and well planned out. | UCF is an amazing University. The students prove that we are here to create the best possible future for ourselves. We excel, in sports and in academics year in and year out. And we need a leader that can promote all of our accomplishments. |
| Accommodating for the large amount of students in comparison to the small amount of facilities and opportunities offered. | Someone who is willing to think outside the box and come up with new ideas to face the large amount of students. There are constant complaints from students struggling to even find a place to sit and study and also the parking problem. It's been going on for several years and still nothing has been implemented to fix the issues. | In order to serve the UCF community and help create students of excellence and integrity. |
| <ul style="list-style-type: none"> - Obtaining funding from the state to maintain various educational programs and facilities - Competition from other universities to have the best engineering program and faculty - rising demand to have students who are global thinkers - sustaining the quality of education at a large scale and providing access to enriching and involving educational experiences to an even larger population than right now | A leader who recognizes these challenges and prioritizes them as the main goals to achieve. The leader should be visionary and understand the implications of short term decisions vs long term decisions. The leader should also have an entrepreneurial mindset in order to fund the maintenance and improvements for the university's educational programs and facilities. | The main motive to become the president of the university is to continue developing and enhancing its current state to become number one. "To be the ultimate best" is the only right answer a candidate can give. |
| Diversity and available housing for ALL students | Open minded, empathetic leader | Pride and love for the school and its students |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Please increase the parking slots for students. A lot of changes are being made to increase the student body of UCF, however, it feels like the current students' amenities are being neglected. In addition, the focus of this school should be on the QUALITY of students who are coming in, not to be the largest school by having a high acceptance rate and bring in mediocre students. | Someone who can balance making the school bearable to current students and bringing it future fame. As a student myself about to graduate from UCF, it is horrible to come to campus due to lack of parking and the horrible traffic. With public events taking precedence over the comfort of current students, UCF makes getting to class and finding spots to study so difficult that I and other alumni would never want my child or anyone we know to attend UCF. The main purpose of people coming here is to get education. When a school can't make that happen for the majority of students who commute, it fails it's purpose. | UCF has the power to be an amazing school. However, it needs to focus on growing the quality of its departments. The president should be able to listen to the professor's input - especially the younger ones who came from better schools and tweak the path of UCF to greatness that way. |
| Hiring quality professors. As an engineering student who transferred from another college due to military relocation, I can testify that this university has too many professors in the math and science departments that are horrible at effectively teaching despite how obvious it is on how intelligent they are. They are great for the research facility I'm sure, but do not effectively teach students in a clear and understandable manor due to communication issues. | Someone who truly cares about the quality of education the students are getting, and puts great emphasis on hiring professors who speak clear English and demonstrate excellent teaching skills. | Because they are confident that they have what it takes to transform a good university into an excellent university by supplying the needed resources and support to the students so that they can get the best education available in Florida. |
| Parking. | | |
| I think the biggest challenge that UCF faces is helping students to navigate the enormous administrative system. As a freshman still recovering from a brain injury, I had an awful time trying to figure out how to schedule my classes and how it would affect my scholarship. Almost all of the UCF employees who I talked to were ill-informed about how the system worked and didn't know the policies in place. Another issue that needs to be addressed is the lack of parking. I find it very frustrating to have to pay for a parking pass and not be able to find a parking spot. If we pay the money we should get the service. | We need a leader who interacts with students and hears the issues we face firsthand, not someone who sits behind a desk all day. We need someone who is involved with students and faculty and truly cares about making a positive impact. | Because it's the best school in America! And it's an opportunity to make a difference in the lives of the 65,000 students who call UCF home. |
| To upgrade quality of all academic programs and reduce acceptance rate for more qualified students | A leader with high intercultural communication skills and open-minded | To give international students more career opportunities |
| UCF's technology in the classroom is antiquated compared to modern standards. Students still snap photos of drawings done using paper and a document camera. Collaboration among professors and students is also challenged with email being the primary means as well as in-person limited to office hours. Collaboration among students is Discouraged which does not represent the real world they will join after graduation. The animosity and distrust between departments and IT is a great hindrance to UCF moving forward in this area. These issues are apparent to faculty and students. | One who can flatten the organization's divisive and competitive nature due to departmental segregation. | To ensure that UCF maintains the highest standards for it's faculty and students while continuing to attract to talent to the University. |

What will be the challenges facing UCF over the next several years?
What kind of leader can meet these challenges?
Why should someone want to be the president of UCF?

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| Improved standing in the US, increased awareness of UCF across the nation, more digital presence | | |
| Moving up in academic rankings and gaining national and international notoriety | A leader with a strong network and experience in building programs at nationally recognized universities or companies | Because it is an incredible opportunity to continue touch many lives and continue building a legacy |
| accommodating the increasing number of students, maintaining the quality of education, updating the curriculum, introducing new plans so students are well prepared for jobs | A leader who is kind, dedicated to the betterment of ucf and those associated with ucf. He/She needs to have a solid plan as to how to accomplish this goal, needs to be able to implement it | A selfless mindset always wants to give others, improve people's lives. |
| I think the biggest challenge UCF has faced, is still facing, and will face is investing more in Arts & Humanities. As an Arts and Humanities student, I feel as though there are not enough resources for me to do my research- with the exception of the immense support I get from my department. I think the biggest issue is some do not consider the research I do as research because I am in the Arts & Humanities school. We need someone who can understand not just the STEM side, but the Humanities side as well, and acknowledge our research as research. | I think a leader who takes a vested interest in not just STEM, but the Humanities as well and can firmly acknowledge that the Humanities does research as well. This person needs to be open-minded and not closed off to the idea that the Humanities are just creative thinkers. Whether you are in the Humanities or STEM, we are all creative thinkers, but we are all researchers as well. Our research may be in different fields and done differently, but that should not lessen one over the other. | A UCF President should want to be the president to better improve the relationship between STEM and Humanities. Collaboration is important and I think that is something the president should want to foster. |
| Managing the large number of students at the university | One that understands the issues that the students and faculty need solved not just the main people that donate to the university | Heck of a university to represent, the love from all the students is amazing |
| <p>More growth but we need more parking spaces right now and plenty more in the future.</p> <p>More advertising or promotion for students with substance abuse disorders and mental health disorders. (I think it's terrible we even have bars on campus but it is what it is.)</p> <p>Some majors have way too many students who won't finish that degree. An example of this would be psychology for undergrads. It seems like a significant proportion of the students I run into simply went with Psych because they were still undecided on a degree program. It makes it difficult for those who really want to get first hand experience and develop better relationships with professors to do so.</p> <p>I suppose the main thing here is that as UCF grows, the University can't just play catch up. The campus needs to be prepared</p> | Somebody on the younger side who is ready to take on such a large endeavor. | UCF is constantly growing so we need somebody who is up for that challenge of constantly being more fluid and can adapt as the college does. Also somebody who wants to play a larger part in a social role. |
| Increasing Political divide and diversity backlash | A leader that values inclusivity and diverse experiences and students | To excel the University to a level that it has not previously reached with that administration |
| drawing graduate students to apply for their masters or phd level degrees when other schools rank higher and have a lower student:teacher ratio | | |
| Parking | One that actually listens to the students(customers) | To improve the way this place is run |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| overpopulation, campus crime, | | care for future generations of americans |
| Transitioning to a new leader may not be the easiest task for the students and faculty, as well as the community. Leaving a longstanding, amazing relationship with one president and picking up and building that relationship with another can have it's challenges. | Our leader should be open to suggestions and (constructive) criticism. Our University is very large, so the students that call UCF home have many different personalities and opinions. Being able to consider each student as their own is important, as well. Our new leader should be able to empathize and consider ALL students in future decisions. | A candidate for the president of UCF should want to continue the legacy of growth, respect, and excellence that will be left to them. They should want to uphold the reputation that UCF has in the academic and athletic world. Implementing the standards to attract quality students should be a priority! |
| Making sure to give equal funding considerations to all aspects of the school. Arts programs such as theatre, to build new facilities, rather than allocating that money to build a private lazy river for athletics. | Some one who is willing to meet with a variety of representatives from different programs, small and large, and take the time to give consideration and attention to all of the parts of the school. | It's an amazing school, filled with thousands of diverse, talented, curious students who want to change the world. Students shine in all of the programs, whether it be the arts, engineering, or hospitality. Not to mention we've got a pretty great football team too. |
| Money | A strong, experienced one | Because they have a genuine desire to see UCF succeed academically and athletically |
| One challenge will be continuing to push forward and innovate and show everyone that we are a great school with great things happening. I think everyone who goes here knows how special UCF is, but I know there are still doubters out there. I just want us to continue making progress in continued academic and athletic success, and I want us to continue to be a quality research institution and, of course, to continue promoting diversity, because the abundance of different experiences we have here is what makes us so special. | We need a leader who firmly believes in UCF and who wants UCF to grow to be the best school it can be. We need a leader who sees how wonderful UCF is now and also sees the potential for how much greater it could become. Our new president should also be active with the student body and willing to listen to concerns of the students. | Because they love UCF and see how far we've come and how far we can still go, and they want to see UCF become the best school that it can be. |
| UCF is an ever-growing institution with an exciting future. The biggest challenges will be maintaining the momentum created by President Hitt and everyone else involved. Also, a huge, and still increasing, student population will present problems. | UCF needs a dynamic leader who can address problems head on and keep the interests of students and professors in mind. Also, it should be someone who is already invested in the process. Someone like Dale Whittaker. | As said before, UCF has a bright, exciting future. The next President could be overseeing the Golden Age of the University of Central Florida. |
| Growing tensions between supremacist/nationalist/exclusionary groups and the main student body. Continued monopoly of food industry at UCF. National tensions between civilians and law enforcement will most likely continue to grow and probably impact the students' view of their own police department resulting in loss of trust and cooperation. Increased population surrounding campus leading to more on campus crime committed by non-student/faculty individuals. | A leader with a mind not focused entirely on traditional measures or keeping the status quo. A leader who is open minded, skilled at communicating the issues, needs and desires of the school. A leader who maintains an understanding of the pulse of the campus and what it's fluctuations show them. | Someone should want to be our president because they have a desire to be a part of a great university with opportunity for growth, innovation, and success that few other institutions of learning have. |
| I believe that some challenges UCF will be facing is student population growth, tuition increases, diversity on campus, and student parking problems. | We need a strong unbiased President. Someone who relates or can relate to ALL of the students. Someone who understands how stressful college is and wants to help their students be successful. Like President Hitt was able to. | UCF is the most unique school in the Nation. Not only are we in Orlando and just minutes away from amusements parks, but our culture is different. We pride ourselves in education and the fact that we are united like a family, especially in times of sadness (i.e. Pulse) or in times of need (Knights Pantry). Someone should be honored to be the President of UCF. You know, just like President Hitt. |
| The campus is not big enough for the amount of student enrolled. The next president either needs to lower admission | A leader that can meet these challenges is one that will not look at his predecessor while judging what to do. He or she will do | Someone should want to be the president because they have the opportunity to lead |

What will be the challenges facing UCF over the next several years?

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Why should someone want to be the president of UCF?

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| rates or expand the campus tremendously in order to support the needs of all students. | what they think is best for the school without being pressured to do exactly what the last president did. | one of the growing juggernaut schools into the future. |
| With an ever growing campus I feel that a challenge that may be faced over the next several years is Meeting the needs of students individually. More specifically, I feel that funding for individual resources may become a problem if the school continues to grow at this rate. As a STEM major, chemistry, I know it was a challenge to continually find what was needed for labs. With this in mind, if the school continues to grow like this it is likely that the majority of students will face dilemmas like this in their learning environments. | I feel that a leader who is able to appropriately manage funds as well as build those individual relationships with students and faculty to determine these needs would easily succeed. | Because UCF is the best educational opportunity available in the state of Florida. But also because UCF truly does stand for opportunity. As a first generation student, I feel that UCF has so many different resources available to make sure students succeed no matter where they come from and no matter what background or financial situation they come from. In short, if someone would want to be the next president of UCF I would hope that they wanted it to ensure the continuation of these opportunities for ALL students. |
| Becoming a higher academically ranked school. | A leader that wants its University to excel. | They want to do the best that they can for the school and make it something bigger and better. |
| Rising student population, rising population in Florida, possibility of increased frequency of severe storms that will disrupt the university's operations | A manager with experience dealing with a changing community, someone dynamic and supportive of adaptive management | Salary/benefits, a desire for a very challenging and demanding career |
| I believe the university will be challenged on the faculty and staff's view on racism, sexism, and other forms of discrimination. | Somebody who is consistent and clear on having a stance against these hindrances to the progress of academia and society. | Somebody should want to lead a university to help progress education to make it accessible to more people of varying backgrounds and economic status. There should also be a focus on actual education. To be associated with a place that prides itself on its high standards of academia, yet cancels classes because of a football game is one of the most humiliating and frustrating experiences. I'm not paying to go to a resort, I'm paying to learn and be around others that want to learn as well. I expect a president to reflect pride and enthusiasm in academia in more ways than just an email congratulating our programming team. |
| Education quality | One that cares for making the education here at UCF better | We need one, and we'll probably pay them well |
| Parking, not being able to graduate in 4 years, no personal relationship with professors. | A forward-thinking, progressive leader like Danny White. | Because we are the fastest growing university in the fastest growing city in the US that has great weather all year long. We will be able to compete with the top colleges in Florida like UF and FSU. Now that we are 55 years old we are starting to have alumni that are parents (like mine) so we are starting to have kids growing up as UCF fans and want to go to UCF. |
| Learning to treat all student organizations the same and to the same standards. No one is guilty or should be receiving punishment until proven guilty. | Someone who understands that rights entitled to all residents of America. | A drive to create a better and safer community for everyone. |
| The parking might be a challenge since UCF gets bigger and bigger. Another challenge will be keeping UCF great like President Hitt did. | A leader that puts students and professors first. A leader that will continue to lead UCF to success and greatness. Someone who will be part of the community and university. A leader when they hear UCF they say hell yes that's my school! | UCF is the next big thing around the world! Someone with great pride should take over because UCF is a great school and is growing and growing each semester! |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Funding The cost of tuition | Some one diverse, some one who not only recognize political, civic, and social issues around the world, but also discusses it. We need a president that is the opposite of our current president. | To enforce change, and help students pursue their careers |
| UCF has some incredible issues with overcrowding and class size. Too many students are being left out of core classes needed to graduate because there are too many students and too few available spaces. This also goes for student housing. Having applications fill within 48 hours and needing to enforce a lottery is a terrible, terrible problem and needs to be remedied properly. | We need a leader who can make thoughtful decisions going forward. We need someone who will think carefully about expenditures and prioritize students and their needs. | They should have a desire to lead our University on a path of success and excellence. They should have a passion for the student body and a desire to provide a good experience at UCF. They should not have the motivations to hold power or increase profit if it comes at the expense of the students and staff. |
| Meeting the needs with such an enormous yet rapidly growing student body | | |
| Improving course work and faculty competency. | Someone who is genuinely respects the scholarly process and is not driven solely by money. Money will follow once quality academics and research flourish. | For the love of education. |
| A growing population of students seeking excellent education and resources available to excel. This includes hiring more qualified and enthusiastic educators who are not just there to teach but to help students meet goals. Community involvement is also a priority, not just by UCF, but by showing students its importance. We need a leader to help us continue the positive milestones President Hitt has allowed us to reach and continue forward. | One who is dedicated to seeing UCF succeed and want us to grab the #1 spot and keep it. We may be the biggest University in the country, but we need to be the best as far as education. We need someone who understands this and will work hard to attain this goal. | We have the potential, we have the numbers, we have the drive. We are UCFierce and we want to be the best. When there are so many dedicated students who move on to become successful because of UCF, someone that led them there stands behind them, and that someone is the president. |
| Lack of parking turning away students (I would never recommend UCF for this reason) Excess of empty buildings (that we're built over the much needed parking lots) Poor quality in professors (hire more TAs and Professors so that we have smaller class sizes and better education/feedback) Connecting students with jobs outside of Florida as well as in Florida | A leader who cares about the students' daily challenges. Smart, ethical, intuitive, creative, moral, good character, cares too much... | Because they care about our school - improving the student educational experience, keeping costs low, and our football program (if it gains more prestige, we'll get more money from the program and tuition costs can go down) |
| Providing an inclusive environment to all diversified students including but not limited to: undocumented immigrants, student parents, student veterans, transfer students, part time students, non degree seeking students, puerto Rican students. The president should also be looking towards growing and improving academic programs and degrees. For example we are one of the few universities in the nation that holds an optics and photonic program. For this ever growing institution we need to provide more programs to gain more interest. Also by improving the quality outcome of student success we will be more recognized as a top university. | I believe that a leader who has spent their career fighting towards social justice, practicing continuous improvement, and who looks towards the future can meet the needs and challenges that come with this position. | The president of this institution should want to provide quality and equitable education to all. This person should also see the potential that this university has to be a well known university. I believe that Tallahassee provides more funding towards their top priority institutions such as UF and FSU. I want the president to want UCF to be up there with those schools, if not higher. |
| The challenges facing UCF will be influenced not only by the political and social climate of the next few years, but also in getting the input necessary to make appropriate | Our leader must be compassionate above all else. Our leader must be magnanimous to a degree that those seeking for the university to be profitable will be disappointed. Our | The president of UCF should want to serve the people of the university, not its donors. If the president of UCF is decided by donors and alumni, the president of UCF has been |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| changes that benefit as many people as possible, especially those already marginalized. UCF is going to be in the center of a socio-political storm as a public university in a time when the greatest leaders of our country are determined to use fear as its rallying cry. Directly and more bluntly, perhaps: UCF must make decisions as soon as possible re: its stance on racism, sexism, anti-immigration, homophobia, transphobia, disablism, colorism, and other forms of discriminations NOW so that its students can begin to work out the plans that are safest for them. I do not want to attend a university that is hostile to my existence, and silence right now in this climate is hostile. By saying nothing, you've chosen to say everything. If we have a leader at UCF who is determined to say nothing, then we have a failed leader who has not thought of the populations it is serving. UCF will attempt to be bribed by its donors and alumni network into doing what an adult population of wealthy enough people who can donate and this WILL skew any and all motivations they have toward generating more revenue. This cannot nor should be the motivations of any leader. Battling the motivations of greed will be the biggest challenge facing UCF over the next several years. We have 65,000 lives at stake. I estimate, based on our fall statistics: at least 30,000 students are too young to rent a car; at least 30,000 students are not white; and at least 46,000 students are dependent on government funding in order to attend your school at all. As a public university, UCF's challenges boil down to serving its public, its people, more than the university itself. The university is nothing without students. A university that does not value students does not value itself. | leader is directly responsible for the decisions facing 65,000 people: they cannot nor should be swayed by money. They cannot be if they want to make any decisions that reflect their community and not its donors. Our leader must be able to speak out against injustice. Our leader cannot remain silent in the face of bigotry. Our leader cannot remain silent in the face of violence. Our leader must speak out as a leader of people before they can be anything else. Their role of leader fails to apply if they cannot lead the people they are responsible for. | decided by greed, revenue, and wealth, and will serve greed, revenue, and wealth. Someone should want to be the president for every reason except money. Someone should want to be the president of UCF to serve 65,000 people whose futures depend on their president to make good decisions about the school they attend. I'm furiously typing this into this survey because I cannot imagine the rest of my life knowing that the school I attended is not trying to build a working, functional community within central Florida, but a factory to generate revenue for people who don't even go here. |
| Continuing to compete with other universities on academic levels. Driving the community to support UCF. And building more parking. | Compassionate yet resourceful. | Someone should want to be the president because they care about the school, the students, and the community. |
| Cost-effective education. | A compromised and empathetic leader that knows the challenges of obtaining and education. | They should appreciate the idea of contributing to the future and give back to the community. |
| Size, student accommodations to compensate for size such as parking, housing, and library seating. | Someone who sees a bright future here at ucf! | They should want to create a better learning environment for the leaders of tomorrow |
| How to maintain the growth and prosperity President Hitt has created. | Someone from within, who has knowledge of how things work and the respect of the professors and staff. | To be honest, I don't know. I wouldn't want to do it but I'm glad others do. |
| Replacing Scott Frost, encouraging the exchange of ideas that may be challenging (encouraging free speech) | A leader of high moral character, who values the opinion of everybody, not just those with whom they agree. | Somebody should want to be the president of UCF because it is one of the best Universities in America. The president should believe this and their actions show it |
| Parking, overcrowding, and inability to meet the needs of every student. | A leader who is willing to put a cap on enrollment | To lead one of the largest universities in the nation while putting students before everything else |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Overpopulation | Dedicated | To personally insure the growth and success for current and future students and faculty |
| The crazy liberal left ruining college | Donald Trump | |
| Unfair sports representation. Need to move into a power 5 conference ASAP | A leader who has a passion for academics as well as sports. Someone who is younger and can grow with the university and one that students can relate to. | It's an extremely prestigious position at one of the largest and fastest growing colleges in the world. Our academics and athletics are on a huge come up and the next president can help make UCF the premier school in the state and not be looked at as maybe equivalent to FSU and a grade below UF. |
| UCF will be facing great problems related to management, as UCF is a huge school and we already struggle getting class registration done fairly. | A leader that is devoted and passionate about what they do. A leader with conviction and resolve to get their objectives heard and done. | Because they want to promote a better society. To create a community in which people can participate and work together efficiently without discrimination and with an active support system. |
| Lack of online, business major specific courses. | Someone who wants UCF to keep it's status as a current and forward thinking university. | |
| Too many students, too little faculty. Overworking faculty with poor quality of students. | Someone with a "Quality over Quantity mindset." A person that keeps in mind the needs of the community as a whole. Not just wanting to be the biggest and best. | They care about the future of UCF's community. |
| Overcrowding on campus. There are too many students for the amount of classes offered. Also, the university values money over education and allows incompetent professors and TAs teach. | A leader who can put his/her foot down. | Is this really a question? It's simple. Education. The school really cares more about money than quality education especially when it comes to sports. |
| Getting better quality professors. So far I've only been exposed to the chemistry department staff, and I am extremely disappointed. The chemistry professors (organic, general, bio chem, etc.) are some of the worst I've ever come across. They don't care about their students and value quantity over quality when it comes to teaching. They would rather see their students fail than pass, and that is not right. | Someone who actually cares about us as students and our well-being. Someone who understands the importance of the student-professor relationship and how that will affect UCF and this country as a whole once we graduate and either move into our careers or go on to further our education. | A person should want to be the president of UCF only if they want to continue to make it great and see its student flourish. UCF isn't a bad university by any means, but there is still plenty of work to be done to get it to its full potential. Whoever is willing and ready to step in Mr. Hitt's shoes, needs to be prepared to not only continue his legacy, but to exceed it. |
| The football team staying atop the AAC and actually moving to a power 5 conference | | A lot of potential and upside in this College |
| Maintaining a safe atmosphere where ideas can be exchanged without backlash. It seems that most universities are leaning one way or another on big issues and those that are not in the majority suffer backlash and discrimination. Ideas and opinions are meant to be debated and discussed. | A person who is mature enough to meet everyone as a unique individual and does not allow personal bias to interfere with their work. They must remember they are a public figure and their actions will reflect the university and the student body for good or ill. | To serve, to lead to be the difference they want to see in the world. |
| Parking, housing, price increases in living in Orlando. | Someone who is understanding. Someone who has dealt with hardship. Someone who understands the culture. | It's an amazing school. There are so many cultures under one roof. |
| Infrastructure/Staffing/Resources to support growing student body and recognition of UCF. | Experienced. Open-minded. Diverse in experience and culture. Keeps up with current events and how they may effect UCF students/faculty/staff. | Appreciative of diverse student body that allows UCF to lead in innovation. Looking to continue growth of UCF. |
| Parking. Please more garages. | Someone that understands how frustrating the parking is. | To fix the parking. |
| The growth or health of greek life. There are a lot of institutions across the country that are having problems with organizations, but a lot of the problems, at this point of time, have not been experienced. | Someone who has been part of the greek community could help, but needs to also be pro everything around campus especially with Knightthon, athletics and anything going on. | They want a place to call home. They want the University to continue to thrive and hopefully be no student's safety school, as it currently is now. |
| I know I am biased because I am a member | | |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>of the greek community, but I just really want a President that comes in saying, "You are part of an organization that has an opportunity to continue to make our University one of the best institutions in the country." Administration keeps saying that they like us and they appreciate what we do for this University, but I just want administration to show us with more actions, whether it's coming to speak at a chapter meeting or even stopping by philanthropies that may be present around campus.</p> <p>I know that we UCF Greeks need to inform you all better on what is going on with us, but I want to know that if we make an effort, some one on y'all's end can make an effort and stop by even if it's for only 10 minutes.</p> | | |
| Parking. | One who would construct more parking garages. | I don't know. Would someone just build more parking garages to keep up with increasing enrollment numbers, please? |
| Continuing to become integrated in different fields through research, showing its excellence in upcoming fields, being recognized as a wonderful institution | An innovative leader with hands on experience as an educator who appreciates the revelations and renovations in education that UCF can provide to its students | They recognize the potential of UCF to be/continue to be a leader in academics and research, want to be a key member in shaping the still relatively new university into one that holds the same stature and credentials as other universities, and want to carry on President Hitt's revolutionary efforts and build upon them. |
| Given than more citizens are moving here from Puerto Rico as well as our perfect football year most likely UCF will have more applicants I. The coming years. Given that, there is already a problem with parking at it will only increase. | Someone who has the students in mind and who, rather than putting in a lazy river and taking away parking, takes students and their needs into account. | Someone should want to be president of UCF because they believe in the schools mission and wish to serve students both current and future. |
| Accommodating a growing population. The constant construction can be hindering to students, a large portion of the library has been closed for so long I can't even remember it being fully open. Making sure that even though we have great athletic programs that need funding that the general population of students get what they need as well. | Someone who sees the student's and staff's experience as their priority. Students attend UCF for 2-10 years and spend a majority of their time on campus. Some faculty have been here long before us and will be here long after we are gone. It's important that UCF is a place that people love to be, and don't want to get out of as soon as possible. | UCF is, as they've been saying, an up-and-coming school. We're the school that has done incredible things academically and athletically and get negligible recognition for it. We are becoming more prominent as a top school choice for students, and I think that's reason enough to become a part of the story. |
| Among the most important challenges facing UCF is the challenge of improving diversity among students, faculty and staff. The growing diversity in central Florida society is not reflected in UCF mix of students, faculty and staff. When you analyse with a critical eye, the annual institutional diversity reports reflect a stagnant diversity initiative that boast about mediocre results year after year. The fact is that UCF is a white island in a growing sea of diversity. | I leader that is willing to recognize the growing diversity in Central Florida and cut through the the sophistic arguments that maintain the status quo. | I hope that it will not be for the perks and money. |
| Having enough space and resources to meet all of the incoming and present students needs. | Someone who puts the students success first instead of the success of the college as a whole. | To make the college experience memorable and worthwhile for all of its students. |

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| How to best focus on student successes in varying degrees, including attention to needs, classroom availability, allocation of funds, and importance of all degree programs | The next president of UCF should, ideally, be inspired by UCF's history and how this will shape its future. This should be a leader who can focus narrowly and broadly and who understands that a school is more than just its football team. | With the intention of furthering the academic reach of the school and helping it to be the best institution possible |
| Parking | Engineers | Money |
| Keeping Greek life fair, not having an exception to the deans list (ex engineers and boo students naturally have lower gpa setban business/art) | Someone who was in Greek life/supports it | To make better changes to the school |
| Continued parking issues, social debates and fights over sexuality, gender, race, politics and etc. | Someone with the ability to remain neutral but supportive of all groups and can eloquently lead UCF past the issues. Someone that has a drive to find solutions and the ability to actually get it done. | They should care about Orlando and UCF as a community, they should have an appreciation for the multitude of academic and professional successes that UCF has created and be someone that will remain in the position. |
| <p>I believe UCF will need to reimagine its identity as a commuter school and become more friendly to eco-friendly modes of transportation. We don't have enough room for all the students who wish to live on campus after freshman year, but moving off campus is a drastic change in lifestyle. With the exception of perhaps Plaza and Northgate Lakes, no off campus community is within walking distance to campus - and even those two are a stretch. Students must either drive, take a shuttle, or bike along a busy six-lane highway to get to campus.</p> <p>The shortage of parking at UCF doesn't need any more voices shouting about it. Yes, a new garage would help, but I would love to see fewer people feeling the need to drive in general - that could come from a more reliable shuttle system (one that runs later at night, or more frequently), bike lanes that are safer for commuters, a pedestrian bridge over Alafaya, or a sidewalk along McCullough.</p> <p>As a longer term goal, I would love for UCF to be a campus where students don't have to choose between living in a dorm all 4 years, or sitting in a 20 minute commute (followed by a parking death match) every day. I think this would make campus a more central location that isn't vacant on the weekends, instead of a destination that students grudgingly commute to. This would suggest that UCF takes an active role in the urban planning that surrounds campus, working towards creating a walkable community rather than the urban sprawl that typically defines Floridian population centers.</p> | <p>A leader who has experienced other campuses, or even simply cities, where walkability is emphasized, and a leader who values that ease of alternate transportation.</p> <p>Additionally, a leader who is ready to get creative with how to transition UCF's sprawling, traffic-oriented campus area into one that welcomes walkers and bikers.</p> | Ultimately, they should want to make decisions that improve student life, academic success, and school spirit. They should believe in the potential of UCF and strive to enhance its reputation as a place where students learn and are connected to campus. |
| I believe that the challenges facing UCF will be an increase in sexual assault on campus and hazing since these issues are very prominent on any campus including ours. I understand that we have the Haven and Hazing activities to educate students on | The kind of leader that can make these changes is someone who is wise, ambitious, has good decision-making skills, and cares about the community as a whole. | A person should want to be the president of UCF because they will be leading the entire school into the future and they will be able to make college life better for students who maybe struggling. |

What will be the challenges facing UCF over the next several years?

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| these issues, but if this is still happening despite these efforts then I think we need to enforce stricter rules so every student can feel safe at school. | | |
| Being able to accommodate the size of the student body effectively. | One that isn't just looking for money, but is looking to better their students and facility. Giving us access to the best education possible. | Someone who is passionate, strong willed, and looking to benefit and better an enormous amount of people not just themselves. |
| PARKING | | |
| Balancing the importance of conducting research and teaching. Many professors here, especially in the engineering college are more concerned with their research than teaching than students. | Someone who has experience with higher education and knows the importance of academics first. | To serve the students, not their career. |
| | | They should want to make the school better but still making sure to keep our schools tradition. Traditions are important at UCF and if a president is trying to take out everything President Hitt did for us then they are not the right choice |
| Safety, parking spaces, room for every student to thrive | Leaders who are eager to grow and willing to welcome change who can adapt easily to any situation. | Because ucf is the greatest school in America! |
| Need more research funding Improve the ranking as a graduate school Promoting diversity | A leader who is a strong supporter to the diversity and inclusivity UCF have and committed to increase it in all levels (i.e. faculty, staff and students.) A leader who is committed to focus on quality of education and research. | To serve the humanity through education and research |
| Overcrowding (not enough parking, classes too big), Safety (myself and many others do not feel safe on campus) | Someone with experience and a diverse background | They know they can connect to current students and not just appeal to people with money. |
| The ever-expanding student body on campus, including the downtown campus. With 66,000 students, it's important to keep everyone connected to the school. Greek life is also something to be considered, and the future of it on campus. | Someone who is receptive to feedback from the student body, who will work with the students to create the best university possible. | To engage with students and create an amazing university. |
| Adjusting to the number of students being accepted to UCF. What I've realized during my first semester at UCF is that the university is accepting more students than it can handle without accommodating to the changes. A challenge that faces UCF over the next several years will be fixing the issue of an abundance of people on campus in accordance to on campus housing and parking specifically. | A passionate, persistent, and resilient leader. Someone who is willing to take a risk to make UCF an easier and more accessible place for students and faculty. | To make the university a better place and to fix problems that hinder student success. |
| Our next president should be ready to develop Academics, Sports and Safety. He or She must know how to develop plans for growth in all areas of UCF programs. overall growth of each college program and implement safety programs to protect UCF students and faculty members. | The type of leader that can meet the challenges that UCF requires to be a leader is the one that is of a well defined corporate or military CEO. The president should be well trained in diversity, has proven track record of managing a large successful business. The president needs to have a higher degree of education such as doctoral degree in management or sciences. One that has a vision for the future of UCF. One that understand that he or she doesn't sleep until the job is done. | One that has the desire to see that The United States Of American continue to be a leader in the western world in sciences, art and technology. He or she wants to see that UCF become a school that is rank along with Harvard, Yale, Princeton and other Ivy League colleges. |
| Overgrowth. Being large is great but waiting in lines, not having personal connections with staff members, and even being | Someone who cares about students. Not just someone who cares about facilities, sports, national recognition. Someone who | Of course I'm biased, but UCF is an amazing school with incredibly opportunity. Not only is our physical location ideal but the |

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What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| overlooked is already an issue on UCF. Finding a way to make a large school have some benefits of a small school would be awesome. | is attentive and open to students concerns and can fix them. | connections with the amazing community around us is so awesome. We are a leading university and I only see that growing over the next years. |
| Growing pains | Leadership | Growth and research opportunities in central florida |
| keep excellence | dynamic, charismatic , and open mind | to help people to be success |
| Maintaining the growth while utilizing the great opportunities created already. UCF football team, computer programming team, cyber security team etc has become one of the very best in the country. This creates an opportunity to boost the brand value of UCF to greater audience. It can also be used to encourage other departments and teams to move forward strongly. The few milestones show the opportunities UCF environment can create for students to achieve excellence. Focusing, enhancing, promoting and expanding the source, motivation and the way of improving toward great achievements can be the key challenge UCF will face in next several years. | The kind of leader who can take risks, care for new ideas, does not fear in making changes to the existing structure when needed, can meet these challenges. It would be an advantage if the leader has deep knowledge about modern technologies and knows the good and bad technology is bringing to the current world. | Well, anyone who wants to show the skill as a great president can consider UCF as one of the best opportunity there can be. UCF is on it's way to overall greatness as a multidimensional university. A great leader can show leadership greatness, can take the chance to implement new thoughts. As UCF is a relatively new university, making positive changes here can be relatively easier, compared to other well-established universities. Additionally UCF is grown enough in a very short time while showing what it can achieve under the right guidance. UCF and a great leader can help each other in achieving the maximum possible greatness. |
| Speaking fluency | Confident | To be more control |
| The challenges that UCF will be facing is how large the school is, the student to teacher ratio, and the amount of space at the main campus | Someone that can meet these challenges is someone that isn't afraid of work, willing to start things that others might be worried of, be passionate about the school that they will be the President of. | You should want to be the president of a diverse school, a school that is constantly changing, a school that is trying to prove itself to others, a school that when tragedy strikes everyone comes together. |
| Parking | Some one who builds more parking garages | 13-0 |
| PARKING, PARKING, PARKING! Parking is a huge issue at UCF and the amount of students on campus during peak times makes it nearly impossible to get to class on time unless you show up on campus an hour or more early. | Someone who is task-oriented and goal-oriented. We need a leader who sees the big picture issues and makes short-term and long-term goals to solve those issues. | Because UCF has a huge community of talented people (students and faculty included). We have a school that takes pride in ourselves and are constantly of the cusp of innovation and leadership. |
| Political tensions, bright future will keep changing so also financial aid for students | Someone open minded and willing to address the pros of both sides, while openly accepting all races, religions, sexualities, genders, etc. Someone able to understand the importance of improving education facilities as much as recreational ones, investing in all colleges, someone kind and caring towards the UCF community | To teach the new generation, to help build an accepting welcoming community for everyone, because they truly care for the students and want the UCF community to thrive |
| Adding more students but no parking. | A logical one. | Ucf rocks |
| Get Ucf into the big 10 | Someone like trump | Amazing school |
| I personally think the challenges that UCF will be facing is that it's constantly growing and will have to find a way to deal with the influx of students in both housing and research opportunities. | The kind of leader who can not only meet these challenges but solve them is someone who is compassionate and cares about our school and the people in it but also knows what must be done. | Someone should want to be the president of UCF because they can see the potential this already great school has. They need to care about it and support this school with all there heart |
| Infrastructure, salary for staff, rapid growing of student body | One who is willing to work with people, this is a job that can't be done alone. | Because it's a fantastic university and the opportunity to work here is a blessing. It's a great organization with a bright future, and who wouldn't want to be part of that? |
| A growing idea among the young that a good career can be found without college/college loans. | A president who has individual goals and directly seeks out their completion. | Someone should only want to be president of UCF if they care about the students, the faculty, and respect the idea of UCF being a school and not a business. |
| Meeting all the academic needs and opportunities for the large and growing population of the school. | A leader who recognizes everyone even the small little guys that sometimes get | They should want to be the president of UCF because of their passion for caring and helping to make each student succeed and |

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| | overlooked and can help them reach their full academic potential as well. | reach their goals as a young adult. The president should not look at students as numbers but as individual people who will bring a positive contribution to the future. |
| Parking issues as we continue to expand and bring more students in, safety of students in a troubling world, and keeping our student body engaged and prideful of their Knighthood. | An attentive, engaged leader is needed to make these changes. | A pure love of UCF and the smarts to turn that love into steps in the right direction. |
| Expanding the school while keeping education quality in mind | Someone who is compassionate towards the students and plans very well | Although our school is the largest school in the nation, the teachers and staff still care that each student attains a great quality education. |
| Handling the size of such a large university in such a way that does not hinder the learning experience. Occurrences like waiting in traffic jams and struggling to find parking should be minimized. | Someone with prior experience leading a large university. The size of UCF calls for a leader who will not be phased any of the on-goings of the university. | I feel UCF deserves a president with a skill set that has been proven in the same position at another university. UCF should serve as a opportunity for that person to succeed to a bigger more capable school. |
| The current political environment (state and federal) and the overall financial cuts on education. The university is huge supporter of first generation and diverse students and these students are going to be some of the hardest hit by the upcoming changes. The vision of UCF should be maintained while still progressing towards to better university. I welcome a new president with fresh ideas but I would hate to see the University go in a different direction or try to emulate a university that we are not. | A leader that embodies our core values and has a passion for the continued success of this university can meet these challenges. We need someone to carry on the legacy of the institution. What we do not need is some one who is more concerned with their personal legacy and sees the position at UCF primarily as a stop on their destination to a more prestigious university. Our future president needs to value diversity and progression. Someone who is willing to create a vision that work for UCF and not merely imitate what has worked in the past. | UCF is a great institution with a wonderful environment with room to grow. The recognition of the university is steadily increasing and the students are incredible. Becoming president of this institution will be a great opportunity for someone who embodies our core values and spirit. |
| UCF is becoming an increasingly diverse university (and will be a largely Hispanic serving institution (HSI) if I am not mistaken in 2018). As such, the university will need to work to become an inclusive space for all of these diverse learners and their pluralistic backgrounds. | To meet these needs, I think that a leader will need to be able to take into account individual differences and Student needs as well as consider the best decisions for the university overall. They will need to reflectively strike a balance. However, they will also need to be able to take a stance for these diverse populations to ensure inclusiveness. | As such a large university with such a diverse population, being the president of UCF would be a challenge, but would also offer someone the opportunity to really impact inclusivity and access for many different people. |
| The UCF student body is tantalized by professors who give attendance grades, insane textbook prices, out of control student population that creates many full classes, student loans, and the poor food options available on campus. | UCF needs a leader who does not plan on running a business to make the university more rich. The leader needs to puts the student interest first. | The president of UCF should be intrinsically motivated to help the leaders and professionals of the future achieve their goals with as little debt as possible. |
| Being accepted for my gender | A kind and open minded leader | To help people |
| | | To continue the innovation this university has already been involved with. |
| Creating more parking | One that is willing to create more parking | To make more parking |
| Parkingg | Someone who knows about parking | To fix our parking problem |
| lack of parking and housing with increased student body | A competent one | To elect meaningful change |
| Striving to achieve academic excellence in curriculum, professors, and student body. | A leader dedicated to building one of the most prestigious universities in Florida and the south east. | For their love and passion for the university and to continue making UCF a better school at which to study, work, and live. |
| Bringing together students from all social platforms and maintaining a strong alliance with the clubs on campus such as greek life and volunteer UCF. | A devoted learner. Someone who relies that many of the students can hardly afford college and is sympathetic to an open minded campus where all are welcome. Personally i believe we need more women in charge and hopefully who ever is next will bring in a love for greek life. | Its one of the best universities around and now that we have a national championship team, its the best campus around. |

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| UCF is a growing school. Every year there are more and more new students seeking education, friendship, and a new place to call home. I believe that housing will be a significant challenge facing UCF over the next few years. UCF's continued growth will prove to be a great challenge if our next leader is not wary of these changes and solutions to them. | To keep UCF at the forefront of collegiate success, we need a leader who is forward thinking and innovative and who knows how to incorporate new innovations into our school to make it better. Contrary to that, we also need a leader who can look at our traditions and our past successes to frame the future of UCF and to keep our integrity while ushering us into the future. | There is only one reason that someone should want to be the president of the University of Central Florida: because they love our school and they genuinely want to see it and the students that graduate from it succeed. |
| Keeping us on the path of honor and not bowing to the pressures of the world | Someone who is kind, firm, and with good morals. | Because it is a chance to serve others and help them be at peace. |
| The school has become a huge bureaucracy. UCF Cares is a lie. They sic the Code of Conduct Board on students for almost no reason and have been hiring aggressive prosecutors as their employees. It's really sad that UCF students would rather be arrested by the real police than face Code of Conduct. UCF police are terrible and make up things about students with 0 evidence. The UCF Police send students to Code of Conduct because they know that there is no due process and that their charges wouldn't stand up in a real court of law. The students are then coerced into a confession because they are told the punishment will be twice as harsh if it goes to a formal hearing. The University is more interested in punishing students than caring for them. Almost 5% of UCF students a year (based on 2013 Code of Conduct statistics) are being sent to Code of Conduct for often made up or trivial offenses is out of control. Check the facts at other Florida public universities about their Code of Conduct and there is no comparison. UCF is a big bully. Can't wait to get out of here. | The new President needs to review and to overhaul the Code of Conduct Board and their practices. They are discipline students to do the right thing. There will be an alcohol related death on UCF's hands because they punish those that come forward. | I'm not sure. |
| managing school and extracurricular a trying to maintain a high gpa | organized and determined people | so they have a chance to make UCF even better |
| You did not win the National championship please have your school stop pretending they won anything. It's an absolute joke and a disgrace that make my son a longer wants to go to your college | One with Commonsense one who will tell the athletic director to knock it off | \$\$\$ |
| parking, sub-par professors and administrative staff, student involvement | someone who is efficient and effective in solving primary student issues. someone who listens to students. | Someone who is willing to accept that there are issues in the university that need more attention than other things that could be deferred. |
| The only major challenge I can see the college facing in the near future, is the parking options on and near the campus. | I think that a leader who is focused on both expanding the campus and creating parking spaces for students to park. | Because UCF IS a great school overall, the faculty and staff happen to be the best to work with and learn from. |
| Providing parking for the growing student population | Someone who understands the desires and needs of the student even when they don't produce the most profit. | They are proud of education and are excited to see greater cooperation in Orlando |
| A growing student population which will lead to a lack of resources such as parking, professors, classes, etc. | A leader who can really relate to the life of a college student and can understand what it is that college students go through on a daily basis here at UCF. | They should want to be president of UCF because it is a rapidly growing school that is in a very exciting point in its history and is about to take off. |
| I believe maintaining a balanced leadership will be the ultimate challenge, if we wish to remain one of the top schools. | This leader must be experienced, both in taking charge and working with a counsel. They need to be charming, to instill confidence in those who work with them, | UCF is essentially a gathering of great minds and other accomplished individuals with a huge space and funds. The opportunity to place the school at the forefront of the push into the golden age of technological |

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| | and to form bonds with people based on trust. | solutions is something an ambitious, caring person would love. |
| Keeping our football team at peak performance. Under this United States presidency there has been a stronger vocal and open voice of hate towards people of color or students who are here with DACA, being able to appoint a school president who makes sure everyone feels accepted and does not stand for racism is crucial. | We need someone that is inclusive of people from all walks of life, all races, religion. We also need someone who is accepting, welcoming, and understanding of the DREAMERS we have at our school. | Because they love this school, have a passion for college students, are passionate about making this school the best they can. Must be supportive and understanding of college students. |
| Parking spaces! A lot of online classes and not enough face to face and mixed mode classes. | Hopefully one with a diverse background | They should think the spreading of knowledge is of the utmost importance. They ought to want to help make UCF's diverse population feel at ease in their campus. Someone who wants to make UCF as Accessible as possible |
| Hate from the whole %00ucf is grand champions%00 • ordeal. | One who can brush it off as a joke. | They should believe that UCF is amazing. |
| Infrastructure that can't support the growing student body. The current students and faculty are suffering as a consequence and something needs to be done to address the strain that increasing admissions has put on the campus. | Someone who recognizes limitations and cares about quality over quantity. | They should have a genuine interest in bettering UCF not just on paper, but in reality. They should want to be a part of the UCF community because it genuinely excites them. |
| The challenges facing UCF over the next several years has to do with growth. As the schools enrollment continues to rise; the number of classes available will also need to rise. The challenge of course is accommodating classes. | The kind of leader that can meet these challenges is a leader that is aware of the learning evolution. There is currently a shift in the college life style. Technology and work have become the central focus of many college students lives so much that their availability to be enrolled full time diminishes. The future leader would have to develop a strong sense of adaptability that will endure the shift of 'college life.' | Someone should want to be the president of UCF for reason being commitment. UCF prides themselves off the relationship with the community. The students, faculty and staff are proud members of a community that share the same integrity for success at a local and state level. |
| I think the University should embrace a public health college. We are close to Caribbean in distance, effected by similar natural disasters as them, ...well there are multiple reasons. COPA and healthcare engineering and medicine and healthcare simulation all have niches but what about public health and infectious diseases? | | |
| I believe that in the upcoming years, UCF is going to have to learn how to better promote the sports industry here. As we saw this Fall with our teams, we are growing and becoming something to talk about. With that needs to come support from students. I am hoping that our administration will better encourage students attend games and other events that benefit our players. | I feel that a leader who understands that college is an extremely unique experience and should not be waisted will achieve a lot of good for our school. Our president should want students to have a healthy balance of education and fun. | UCF is a truly amazing school. People too often assume we are a "back up" school and that idea needs to change. UCF has so many amazing qualities. Some these include having an extremely diverse community, a rising sports nation, a beautiful campus that continues to grow and improve, a wide selection of classes and majors to choose from, etc. |
| How to really be a true research institution yet keep the focus on quality education for students. The balance needs to be there in order for UCF to attract and retain bright students and faculty. | Someone who has experience in a research institution that is also known for its excellent academics and progressive ideas towards curriculum changes and the training of faculty. | Because it has great potential and it%00s a great school with lots of opportunities for students and faculty to achieve their goals. |
| whether or not we're national champs | Danny White | make UCF great finally |
| The challenges of efficiently and effectively meeting the needs of its increasing populous. | An open minded leader who isn't afraid to make sweeping changes to the status quo. | They should want to be the president to grow UCF and make it the best university possible, producing the best possible students. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| UCF need a new football stadium to meet demand of new incoming fans. | One that can multitask greatly and also someone who is a sports fan. | The atmosphere, the student life , and wanting to make UCF a better place. |
| Becoming more inclusive to Undocumented, DACA and TPS students. Hiring more mental health experts because 11 full time for 65,000 students is embarrassing. Making sure our staff looks like the students they educate. Only about 2% of the staff is not white and I feel like that has to change. Making sure our professors and not just present get raises and bonuses. Our professors should be getting higher salaries compared to other universities. Making sure the administration is working on becoming more inclusive to LGBTQ+ community and creating more gender neutral bathrooms. In terms of Diversity we need to start being more inclusive and shut down white supremacy. Currently minorities are under consent attack and public hight institutions should work to lead by example. Making sure our trust fund is investing in things our student believe in. Renewable resources, education and many other great initiatives. We do not private prisons, fossil fuels and so on. Also working to make sure UCF becomes the leader in sustainability and renewable energy studies. | '-Inclusive -Diverse -Friendly -People based -Open to working with students to create more dialogue in order to better our university. -Willing to think out side the box. -Willing to stand with undocumented and muslim folks who need to be uplifted. | They should genuinely want to make sure every student has the opportunity make their communities better though higher education. Create a place where students are free to express themselves and navigate to reach their dreams. |
| Growing the amount of parking available on main campus to accommodate the large numbers of enrollment in the school. | A strong, humble and understating leader that takes the student/staff recommendations to heart. | They have a drive to grow the school and expand its horizons by implementing new research and technology. |
| Rising costs associated with attending a university (e.g. housing, food, etc. as tuition is the lowest of the state universities currently). | A person with a strong grasp of logistics, business, and the heart to know when to put ethics above absolute optimization. Someone proficient at obtaining and interpreting large quantities of data, devising a plan, and acting on those insights while being flexible. Above all, prioritizes the needs of both faculty and students. | Primarily, it should be someone who has a vested interest in making the university grow. |
| Meeting increasing demand for technology-major graduates (CS, CEng, IT) | | |
| Maintaining quality with an ever-growing student body | | |
| Ensuring that university grounds remain a place for freedom of expression and thought exchange while also maintaining civility and condemning hate speech/harassment | | |
| Ex[anding and creating a place not only recognized nationally, but globally. | Someone that is willing to establish/carry tradition but be open to change and moving forward. | We have the most potential of any university in the nation. We can accomplish anything with the right leadership. |
| Definitely overflow of students in classrooms as well as parking availability and a quality UCF experience despite being 1 in 66,000. | A strong, experienced and confident leader will be able to meet these challenges. It is important that whoever takes on these challenges does so with the students in mind. | Because they are proud of what UCF has accomplished thus far and wants to continue its success. |
| Some challenges facing UCF over the next several years is the amount of students coming in to the school from the previous natural disasters. Including, Irma's attack toward Texas and some islands and Maria's attack toward Puerto Rico and other islands. | Someone who is proven studied and approved for the knowledge and empathy over the students facing these challenges; in need of financial help to continue their academics here in Florida. | Being President of UCF allows for a great experience at organizing and finding complete order among the school. This is a great title, that comes with great responsibilities. An ambitious person who is well embellished in the culture of Florida and well prepared in what the student body needs can benefit from this position. |

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| Establishing itself as the dominate university in the state of Florida Overcoming the Stereotype as a 2nd choice school A new marketing approach that shows UCF for what it really is. Online resources are sometimes outdated & some marketing videos fail to show a student things other than academics | A leader that is empathetic and experienced Someone who has been put in positions where decisions were made at the cost of others Selfless yet fair Experienced with delegating in Universities | Because they believe they can make a favorable impact They are seeking to grow more as a person and this would be a great foundation They feel like it is their destiny/fate Anything but a generic answer; something that sounds genuine |
| Establishing higher esteem and national prominence in key areas of research, and STEM. | One with a deep knowledge of university academics and organization. | UCF is currently like a rocket ship sitting on the launch pad. Dr. Hitt built the rocket, the next president will throw the switch, ignite the engines, and launch. |
| Although it is great that UCF is growing so large, housing is becoming harder and harder to find. No one that I've talked to is happy about the lottery for housing next year. Education and housing are the most important things in college. | Someone who understands students' wants and needs. Someone who isn't afraid to actually talk to us. | Because we have a lot of power and spirit within us, we need someone that we can trust |
| Maintaining quality of education and services for all students while enrollment size continues to grow. Continuing to be an inclusive university while upholding high standards. Student mental health services. Sustainability. Campus safety. | Someone who wants to make a positive impact that not only affects each and every student personally, but also promotes members of the UCF community to cherish learning, diversity, service, and empathy for the rest of their lives. Such a leader should have extensive experience in academics, management, and an understanding of human psychology, as well as being amiable. The prospect of being president of one of the largest universities in the country should seem exciting, not overwhelming. | UCF Alumni and community members can be found doing incredible work all over the world. Someone should want to be president to positively influence the thousands of people who will play a role in the evolving of society, and shaping of the future, leaving a legacy. |
| PARKING PARKING PARKING PARKING PARKING PARKING | | |
| Too many students. Too difficult to get classes. | | |
| I think UCF will face the biggest challenges in terms of garnering the resources - academic and athletic - that it deserves. I would really like to see some very influential and innovative professors hired over the years and stay with UCF. Additionally, I think the school is just growing too quickly. The student body is overwhelmingly large; it's very easy for a freshman to feel lost in the crowd (this comes from personal experience). Additionally, it may be hard for individuals to find the right "crowd". Classes are so large that it's hard to really get to know professors. Many feel that there are insufficient resources offered in terms of professional advancement. Research opportunities are becoming more and more difficult to get, considering the growing student body size and relatively constant amount of professors. Thus, I feel that UCF will have trouble providing a personalized college experience that offers the resources fit for a school as large as it is. | A leader that goes out of his/her way to advocate for the students and is also in touch with the student body. I think a leader that went to UCF and has experienced this university first hand may have some experiences that others may not have. I would like a leader with a lot of initiative and compassion, who understands the people he/she represents. Additionally, a leader with BIG ambition would, in my opinion, do a lot for this school. A leader that is not just satisfied with "good" or "great" will help UCF become BIG, not only in size, but also in academics, arts, and athletics. | To make UCF the best school out there. The individual should recognize the potential of this school and the students, and, as a result, strive towards improving UCF in every way possible. |

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| Tuition for out of state students inflating, maintaining football excellence, developing excellent basketball team. | Find right people to find funding for scholarship, football, and basketball programs. | They love students and want to develop UCF into a world class university with many accolades and acknowledged as one of the best in the state and country. |
| Creating an inclusive and safe environment for students and faculty | Someone who values the many different people and studies that make up such a large university | Because they value education and prioritize equality. |
| Maintaining student and faculty integrity | Strong leader with integrity and good morals | To help guide the future leaders of the world |
| Over enrollment with not enough teachers to teach enough classes and not enough valid parking spaces. It's honestly a crime that students have to pay for parking but we aren't even guaranteed an actual parking space. And no, the softball field does not count as a parking space. We should have the right to park as close to our classes as possible because we pay to park there. And boasting about how many students are enrolled here where there's no clear attempt to stabilize class sizes and forcing more students onto a teacher is an insult. Also, the for profit business practices that UCF employs is very gross. You allow teachers to force students to buy their book, and go along with shady college textbook practices like having a new edition of a textbook every semester except all that's changed is some chapters switches around. | Someone who wants to lead UCF to empower education and not profit. | They want to improve the school and help the students and faculty. |
| Continuing to demonstrate that growth isn't mutually exclusive to quality and pushing UCF forward in terms of academic quality and rankings. Attracting, supporting, and retaining top faculty and staff, who are also dedicated to advancing the lives of students. Making sure that the work of UCF is a priority to state and national political and industry constituencies. | A true educator whose prior focus and life work has been to the pursuit of knowledge, embodies the values in the UCF creed, and is committed to the diverse and unique needs of the UCF student body. | They should recognize how special UCF is to Central Florida, the state of Florida, and want to be a part of the transformative role that the institution plays in helping students advance their on lives - and want to be the champion of this work. They should want to be a part of the growth and success of UCF and help to continue progress on some of the ambitions already begun (example: teaching hospital and downtown campus). They should also want to create and grow UCF in new ways and be genuinely excited about the possibilities. |
| From this year alone there will be major changes to the leadership to UCF both academically and in athletics. I expect UCF to maintain the same high excellence in all aspects. | I do not know what kind of President we need, that is why we have a committee board to choose the man/woman. | It is a well developed and thriving university. In a growing city, Orlando offers many amazing benefits. |
| Proper communication between residency office and the students. Even during busy times the office should be properly staffed to address any concerns that day. Proper reading of emails, handling of files, and overall Ucf to student communication. Having the majority of if not all departments regarding student affairs being available over weekends and later at night to allow for the vast variety of students schedules. | Someone who's dedicated to the students who's willing to educate them and assist them with administrative tasks. Someone who can make it really clear and will be willing to bring call back time from 48hrs - not responding to students at all.. to same day communication despite the amount traffic offices receive during peak times. | To lead Ucf and make it a school where every student who comes through Feel like a person and not just a number to be pushed to the side. |
| The addition of new academic degree programs and how they'll be implemented, plus things are constantly | Someone who is committed and cares about not only UCF, but the faculty and students as well. | Someone should want to be the president of UCF because it's a position that if done right earns the love and respect of everyone, as well as I'm sure getting a |

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| changing at UCF so keeping up with all the changes and keeping everyone informed. | | lot done and seeing your school succeed would be a huge reward. Hitt has always been a symbol of UCF that us students look up to and always talk positively about, Ive never met anyone who doesn't like president Hitt. He always addresses issues and supports the school in every way and makes sure to be there for the students and the faculty. Whoever is next has big shoes to fill but if it's the right person they could make huge strides at UCF for the entire university. |
| Not having a Panera or Subway on campus. | A leader that can put in nap pods for students that don't live on or near campus. | If they want to improve the university in a more beneficial way and those benefits can only be done from a presidential level then they should want to be president of UCF. |
| The amount of students, Inclusivity, and being the pre-eminent university in the state. | Someone who is tactful, perceptive, someone that can connect with the students and staff hears them out. Someone who can look into the future and foresee the potential struggles and challenges we will face. | Because it is an excellent university that strives for academic excellence has many individuals from different backgrounds as well as some great programs. |
| Making sure students are actually educating themselves and retaining the information (and parking on campus to do so) rather than just getting a grade and then data dumping it later for the next semester. | Someone who cares and focuses on the students and their learning rather than building new buildings to show off, football games, and shutting down testing centers just to force people to the stadiums. | Because they actually want to be a part of the formation of our future through the youth, and want that future to be full of informed and successful individuals. Right now, the next generations are on a trajectory slated for being a society of people who don't know anything past how to fit their thoughts in 140 characters or less. The next president should be someone dedicated to changing that because it's not the students' fault. |
| Resources for such a large student body Students/Faculty/Staff commuting/transportation Faculty to student ratios Improving technology | One that understands that the quality of an education has to be maintained even if the quantity of students is increasing. | They should want to be president because they care about the future. They want the world to grow and be a better place and understand how valuable a college education is to that. One that sees UCF as a place of education first and business second and focuses on improving that. Sometimes as a student it feels as if our educational needs are put second. |
| Parking and not enough space for everyone who needs to live on campus | One who cares about it | Because they want to improve ucf |
| More students, not enough parking | Some one who actually listens to the students and understands | |
| Maintaining our inovative research and approaches. This school has grown a lot in the past few years and I would hate to see it dwindle. Im in the education program that I find wonderful and inovative and passionate. I think keeping up this passion and dedication will be the challenges. | I think a leader with an open mind and forward thinking would be perfect. Someone that is dedicated to uphold our diversity and inovation will work wonderfully. Without our diversity all our inovation will go as well. | UCF is honestly a great school. I take a lot of pride in this school and it becoming a top school very quickly. There is a lot more to be done with this school and it could really go up from here. |
| Maintaining and increasing UCF quality as a university while continue growing. | Somebody with experience, maybe somebody that already knows UCF and wants to take the university in this direction. | Somebody deeply committed to UCF goals and ideals in the past years. |
| Getting everyone thats needs housing, an opportunity equally to get housing. It should be no way all those spots get filled up when you know you have more students that dont have a place to stay and they struggle while you collect the money. | A strong and wise leader who can something wrong with the system that is put in place here | They want that job |

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| Having to support a rapidly growing student body that is quickly becoming one of the largest in the nation. | The kind of leader to meet these challenges is one who can get the most done in the face of opposition. Another challenge UCF is likely to face is lack of public support because it is a newer school that is beginning to snowball toward success, and the public isn't always happy to support these kinds of schools. It is important that the future President of UCF can get done what must be done without worrying about a lack of support from the public, but rather listening to the student body and those who live in the area regarding what choices should be made. | Someone should want to be the President of UCF because they want to see it reach and exceed its potential to be a well-regarded school in the eye of the public and other major universities. |
| Maintaining commitment to diversity (and protecting diverse groups) in new political climates, potential budget shortfalls due to tax cuts, rapidly growing size of university, increasing polarization of student and faculty viewpoints in this political climate. | Leader committed to diversity and unifying diverse groups, leader that can trim the fat of budgets so we can remain fiscally responsible without directly impacting the academic integrity of the university, leader that understands that being big is an asset but also is able to lead the university down a path where we don't become so big that we neglect important parts of the university and student experience. | Amazingly diverse campus in beautiful location, lots of opportunities for students to get involved in university and community, great partnerships with large corporations and groups, 13-0 football program (haha but absolutely lots of potential to be made with athletic programs), extremely creative and smart student body, endless possibilities for the campus and the direction of the school. UCF is definitely a place where a legacy can be crafted. |
| Environmental sustainability! UCF is now the largest University in the United States. We have every opportunity and no excuse to set an example for every other college and university in this country and beyond. Also, with stagnant wages and the increasing cost of living, UCF students will face more economic hardships and mental health issues that come along with economic hardships. | Someone who understands the importance of FUNDAMENTALS. More specifically, we can't succeed and grow as a university if we don't have a planet to live on. The health of the environment and the health of our students are two things that will dictate the future of this planet, and if neither are healthy, neither will succeed. We need a leader that understands what students are facing economically, and how that affects us mentally, along with the current screwed up world we live in. We need someone who will give us hope when it feels like Trump is destroying everything were fighting to save. | Someone would want to be the president of UCF because they can take the largest school in the country and make it the BEST. Hire more professors, PAY THEM MORE, offer more courses, make a dedication to education and not SPORTS! |
| Parking, parking, and more parking. We do not have the space nor resources for all 66,000 of us. | Someone who can focus on student concerns without upsetting faculty or shareholders. | We are endlessly open to change and are constantly improving ourselves as a community to go the extra mile. |
| Completing construction around the campus as well as looking at new renovations to existing buildings. Dining options on campus. Establishing a more nationally recognized sports program. | Someone who makes educated decisions without hesitation. Also, someone who is data focused as the students speak through data. | Better the education of Central Florida, Florida, and the world as a whole. |
| Because UCF is one of the largest universities in the country, and its population is ever growing, I feel that expansion and quality of education will be a great challenge as we move ahead into the future. There are currently many efforts to counteract the challenges of our growth; building new buildings and garages, and hiring new faculty and staff. I feel that the new President should believe in the continuation of these efforts, and bring new and creative ideas to our community to ensure that this growth is managed properly and to our benefit. | The best way of determining someone's leadership potential is to look back to their past achievements. The kind of leader UCF needs is a forward thinking and progressive one, that will be able to help our university continue to thrive for many decades to come. I feel that we need a leader who is conscientious of the environmental challenges we are facing today, and will rethink the way our university deals with environmental issues, such as lowering emissions from vehicles and buildings, and adopting a more strict recycling program so that the university can ultimately achieve zero waste status. We need someone who is | Someone who desires to be the next President of UCF should want to take that office because they have a passion for education, and because they have the leadership skills required for that position. They should be actively involved in the Central Florida community, and be fairly familiar with the way the University is run today, so that the transition may be a smooth one. |

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| | able to lead us to make these types of changes, to allow us to become the best university we can be, and to encourage us to help the community and the world to the best of our abilities. | |
| Increase in enrollment and limited spaces to park | Innovative | To be the one to lead the future of the college |
| The amount of students who are actively taking courses. | Someone who is determined. | To make a difference. |
| Reforming the bureaucracy of academics to help streamline student graduation. UCF really does stand for U Can't Finish! | Someone who is willing to take on the established ways of doing business and willing to remove people who have been in positions of power for awhile. | I am not sure to be perfectly honest. |
| Increased tuition and the need to lower it. | | To keep up the ideals ucf has in place and lower tuition. |
| One challenge is going to be listening to the students. There are several things that need to be fixed at our school and the students have the answers. We need a leader who is willing to listen to our voices and hear us out. Another challenge is going to be PARKING. There is not enough parking here at this school. Now that we have attracted many peoples attention due to our football teams success, a lot of students are going to want to come here. Which means we are going to need more parking, more activities, and more rooming if we want to make our school more populated and a more successful school. | Someone who is passionate about UCF. We need a leader that is going to listen to the students opinions and help us make our school a better place than it already is. We need a leader that is willing to stand up for us against other schools. We need a leader who is going to pour his/her heart out everyday to make this school a better place. We need someone who is going to acquire future doctors, teachers, athletes, etc. Because that is what we need more of at UCF. | They should want to be president of UCF because there is no school that compares to it. UCF is filled with great people, amazing athletes, and outstanding academics. I believe that a true president of UCF would want to be surrounded by those things and want to make them even better. |
| Parking | One who has passion and is motivated to make a positive change to UCF. Someone not afraid to take risks. | To make things easier for the students and faculty and just make UCF an overall better campus/college. |
| Utilizing the internet for classroom opportunities. Adjusting to fit a larger language group. Balancing price versus what the student is receiving from the school. Balancing pay versus what the faculty is giving to the school. Adding more flexibility in classes to meet more student needs. Adding computer lab space to fit online class needs. | Someone with education and experience in management and people. | They want experience in dealing with a growing community. They want what is best for UCF as a whole, and not subjective to only one sector of the community here. They want to nurture the school and the community. |
| More students, building more eating facilities/ dorms, and revising buildings/ courses/ academic facilities. Increasing technology/ servers. | Someone who strives for change for students, faculty and education system as whole. Understands students, financial issues, changing what needs to be changed. A leader who is bold, understands finance, strong willed, and caring. | They should want to be president if they have the students at the heart of concern. They genuinely want to improve college students 'desire' to attend an affordable university and strive to see an improvement in our youth's education. |
| Tuition Cost and population | Honest, integrity driven, for the people. | We are a wonderful school, we have a lot of character. Without UCF so many people would be lost in the world. Being a strong campus and school is our number one. Being there for the members of the UCF family is what we all try to do. Community. |
| Continuing to expand the vision of UCF being an academic and research leader in diverse fields. Address logistical problems on campus: lack of safety for pedestrians around Alafaya and University. Strengthen the faculty through recruitment and attractive compensation. Build community partnerships to increase funding and investment. Invest in campus infrastructure | Someone who values learning and scholarship; not a mere business person, not a partisan politician. Someone who doesn't accept UCF for what it is now, but continues to imagine what we could be! We wouldn't have the size, success, medical school, etc., without presidential vision and drive. | The sky's the limit at UCF. We are not resting on our laurels; we are not yet all that we can be. This is an opportunity to impact a growing, energized academic community. You will find an enthusiastic urban setting with civic and business leaders in full support of "our" university! |

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| so the "1960s" feel of much of the campus doesn't become dated and rundown looking! | | |
| Parking, keeping our sports highly ranked with Frost leaving, elite school ranking | Positive, strong, progressively minded, experienced | They have specific plans to achieve the university's goals, and plan to cooperate with all faculty and staff and students |
| Dethroning UF and FSU as the perceived "top" schools of Florida When you say you go to UCF people should know exactly where that is | Danny White | To unapologetically make UCF the top school of Florida |
| Affordable education and better options for transfer students and out of state students. More readily available information on student research opportunities. | An organized and caring leader that gets things done. Someone who isn't greedy but wants to promote further education within students. | Because they care about promoting learning and education. They want to make UCF a better place for all students, faculty, and those involved. |
| The growth of the student population will probably be the worst thing because there already isn't enough space to put all of us. | Someone who can see the problem for what it is instead of hoping an ideal situation will happen. | They should want to be president because they care about the future of the university and the students who attend it. |
| graduate Phd Students | society | it deserves |
| As more and more people are coming out with the disclosure of sexual misconduct, it is important that the students and faculty at the university are comfortable to do the same. | A leader can meet Jesse challenges by not only expressing concern but actively engaging with students and faculty expressing the importance of preventing sexual misconduct on campus and making sure people know where to turn if something does occur on campus or in the community. | |
| Managing an increasingly large staff and student body. Keeping administrative costs down. | Someone who is an experienced teacher, rather than someone trained as an administrative. | They genuinely want to better this community through education. |
| Avoiding mistakes made in the name of social progression. | A socially responsible leader. | It looks good on their CV. |
| Getting into a better conference and accepting more people who are looking to make their dreams come true. | Someone who recognizes that Ucf is an amazing school and everyone wants to go there. | Because it's the best school ever!!! |
| The campus will face challenges with growth. Even now, it is hard to get adequate advising services and variety of classes (graduate level). | The kind of leader that can meet these challenges is someone that understands the city of Orlando, the tremendous amount of growth we are about to experience, and understanding that most college seeking students will now be seeking graduate degrees much earlier as they are completing AA/4 year degrees in high school now. | Orlando is an amazing place to live and has a thriving economy. This city deserves a top University and our future students deserve excellent customer service/education. |
| Growing student populations, changing needs to address job requirements after graduation, energy efficiency and green use of resources | One who listens to student concerns and looks at more than the big money aspects of the university | To better the university, in both rankings, experience, and environmental impact |
| Political correctness and equality for all | Someone not involved in politics or the legal realm and has good moral, interpersonal, and business skills but is still humble. | Because they want to better their community and teach younger generations to be fair and balanced. They want to directly impact people's lives and allow them to make educated, unbiased decisions themselves. |
| The growing debut from UCF's growth explosion. The challenge of still offering quality programs for students while being such a big university. | One who is here for the students and not that administrator or the political bump. One who understand that the UCF needs to put students first over profit. | They have a change to make something great and crystallize it into something of lasting value for the community and all that attend UCF. |
| Continuing difficulties with parking. The size of the university provides loads of opportunities but it is difficult for students to keep informed about them. | An open minded individual who is willing to hear from the consumers and their employees. | UCF provides some of the best university resources and opportunities I've come across. It would be more prestigious than working at an ivy league university. |

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| Students who believe they are entitled to something they are not, and who believe their ideas and right to free speech trump anyone who does not agree with them. The recent embarrassment of students shouting down invited speakers and stomping on the rights of those with whom they disagree will come to UCF if allowed to do so. | Someone who is strong, bipartisan, and empathetic, but who will not stand for abuses heaped on students by partisan groups. Also someone who will not stand for activist faculty creating an unhealthy learning environment for students who's views they do not share. | I'm wondering that myself... |
| Getting better classes and better professors. Finishing up on all the construction. Hiring a better janitorial staff. Tables are always dirty outside the bookstore and bathrooms need to be cleaned better. | Someone who is retired from the military. | They want this University to be the best. |
| Large class sizes in the Engineering department with very limited selection. I know it's cost saving but it's very hard to learn and complete a degree when you only offer core classes once a semester with 300+ students and a waiting list that is capped at 50 and completely full. This happens every semester. | A leader that actually cares about the students succeeding and less about money. Build an alumni that will donate money by showing you care. I don't feel like UCF cares about me or my department when the class sizes are overflowing and their are always wait lists. This shows you don't care if your students make it into the required classes to complete graduation. | To make more classes available with fewer students to accommodate different schedules. |
| Greek life and the nations well being of their students, getting teachers who have passion and drive for their classes, more parking | | |
| Sustaining and expanding the Greek life community | One that is dedicated and care for EVERY UCF student equally. We 100% need a president who values Greek life and views it as an asset rather than a liability. | Because they care about the students and all student organizations and have their best interest in mind. |
| There could be great challenges with whether or not the president decides to keep certain clubs or greek communities to stay. | Someone who is well organized and cares about the school and all of the organizations. | If they want to better our community as a whole and help keep it as good as it has been. |
| Overpopulation, not enough parking. Although across Florida, Greek life has been on a rocky side, UCF should value it and its commitment to charity and student involvement. They are here for the better and should remain on campus and appreciated. These students involved in Greek life are hardworking and donate a lot of time into raising money and doing what's best for UCF. | Someone who is steadfast, committed to the school and it's students, values all clubs, associations, sports and everything related and offered to UCF | Because they value education as well as students |
| I would like to say I'd like a president that values greek life. To be fair and understand greek life all together would be much appreciated. | | |
| A huge part of my happiness here at UCF is my involvement in Greek Life. I've been able to achieve my dreams along with holding a leadership position, hoping to become president next. With the challenges of Greek life facing all of Florida, UCF is on its own 6-week period that limits Greek life, and is affecting a tremendous amount of students. This challenge is current and can be reoccurring. | I think it is important to have a leader that supports student involvement and recognizes the benefits Greek life puts towards the community. Having a president that supports Greek life will cause him to have the entire Greek immunity to support him in everything he does as well. | UCF is one of the largest schools in the country and is making its way into the radar as a nation's top school. It's diversity in students and modern environment makes anyone who steps on campus feel welcome. |
| UCF could face challenges just as any other University could. I think a major issue would be enrollement if Greek life is taken away because I know Greek life being at this school was the reason I decided to go here instead of other schools I got accepted. | A leader that can meet these challenges is a president who respects Greek life. People see it as a way to party but after being in a sorority officially I have come to realize that it's a lot more than that. We need a president who understands Greek life and | Someone should truly want to be the president of UCF because it's such an amazing school and has so much potential. UCF is underrated but is certainly on the rise. I think with a little more time UCF will |

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| Rushing this past fall has helped me grow and make relationships and memories I could have never gotten anywhere else. | even been involved in Greek life so he/she can keep things under control but also see the beauty in it. Greek life is not a liability. | get the credit it deserves for being the best school in Florida. |
| Parking, Sexual Assault and Harrasment, Over population of students, Greek Life | Someone who believes greek Life is an important asset of our Ucf community, a true leader, someone wise and bold. | UCF is an amazing university. I belief someone should want to be the president to make an impact on our school community and to make it the absolute best it can be. |
| Population growth, repairement of older buildings, attempting to grow upon our reputation. | A leader who focuses on the quality of education at UCF, first and foremost. | UCF has a lot of opportunities to grow, and a future president should be ambitious about shaping the school into its future. |
| UCF will need to continue to show academic excellence as well as promote diversity of thought. | A Catholic Conservative. | It's the best University in Florida. Why do you ask? |
| Overcrowding | | |
| All the challenges that come with being the most populous university in the country and looking out for so many young people. Also, the automation overhaul of many industries that cater careers to students, such as food service, making on-campus jobs even harder to find. | Someone who is willing to listen to students, and be able to admit that they are not qualified to fix all of the university's problems. They should recognize their reliance on experts, from multi-diploma advisers, professors, landscapers, graduate students, and freshman. | They care enough about the school to dedicate most of their time to it. They want to actively improve the school. They should focus on increasing the academic, social, and career success of students. |
| A growing need to address the true meanings of diversity and free speech. In a growing political minefield students should be allowed to express opposing views and challenge the viewpoints of one another intellectually and without fear. | A dedicated and understanding leader who can prioritize the importance of academic discussion without censoring free speech. | To change the ever growing politically correct environment to one that emphasizes free speech and debate. |
| Handling student population and accommodating for a larger population. The population will only increase and we need to make sure the campus has all the resources for this. | A leader who wants the best for a growing community and someone who wants nothing but the best for UCF. | It's the best University in the country in a such a booming city, everyone wants such a position. Being apart of UCF is not just running a university, it's running a city. |
| Parking, fix our pool, fix our pond, more on campus food cause right now I'm waisting my dinning dollars, and better food options at dinning hall locations. | A good and devoted one | #nationalchamps |
| Accommodating and increasing student body size while still being able to give each student a personal and effective learning experience. | One who is compassionate and resolute. Someone who prioritizes the quality of schooling their students receive over getting as many students and their money as possible. | Because they want to make a significant improvement on the lives and experiences of a large portion of the community. |
| National political and cultural climate changing - new issues concerning women, LGBTQ+ community, immigrants, refugees, etc. | A president is a president, no matter what or whom they preside over. Their first duty is to their people - the students of UCF. The right leader for UCF should be knowledgeable about the national climate and how UCF fits into that. Their first priority should be to ensure that students are graduating with the degree they want and need. They should be firm in their decisions, but use the input of professionals AND students to come to those decisions | They care about UCF and want to see the school and students succeed. They should want this position even if the salary didn't exist, even if there were no benefits. They should believe they are the right person for the job because they can offer the most when it comes to seeing the school and students succeed |
| Accreditation and maintenance of envisioned future projects and establishments. | Dean German | To serve the community that is UCF's faculty, staff, and administration for the betterment of our university. |
| Producing a high-quality student profile post-graduation. With the increased class sizes and increased student: professor ratio there is worry of a reduction in the quality of education that a graduate will have. Additionally, programs such as direct- | UCF has made its name as a University that is inclusive, innovative, inspiring, and progressive. Part of President John C. Hitt's mission is to bring education to the community because he felt that an educated community will promote community growth. I agree with this | No one should want to be the president of UCF. UCF is a university that is built on creativity, innovation, and scholarship with a drive towards excellence. We have become a premier university, not because our faculty wanted to grow the university, but they NEEDED to grow the university. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| connect can raise concerns on lower admission criteria for students. | statement but hope that the next president will foster a growing faculty base to reduce the professor/student ratio and bring better educational opportunity to students in terms of interest groups and research involvement. | The current administration had a vision and has fulfilled that vision a visceral drive to enhance the community. The next president needs to be someone that wants to inspire excellence and emulate the same visceral drive that has brought UCF great success. |
| The greatest challenge that universities face in the coming years is safeguarding free speech and the open, respectful, vigorous exchange of ideas on campus and throughout the university community. Also, a university of this size must be careful to efficiently and wisely spend the hundreds of millions of dollars it takes in every year. | The next president should be someone who sees her/himself as a public servant and prioritizes the good of the people of Central Florida and the state as a whole over building a name for the university or building her/his resume through unnecessary projects. The president should be courageous enough to say no to those who fail to consider the best interest of the wider community. | |
| Too many students | | To improve the university in every way they can. They should care deeply about improving the students' opportunities. |
| Acceptance in the Orlando community | One John Hitt believes can fulfill his duties | To become a more successful leader in this community |
| Expansion. More people seeking degrees, wanting to attend the university, and being able to keep up with the demand. With this comes traffic issues in the area. Way too much traffic already, and car and pedestrian accidents. Crime is increasing and will continue to increase, as university students are a target for crime for several reasons | A dynamic leader, leader to support growth, expansion in the city, advocate against crime | UCF is fast becoming the college of choice in Florida! The quality of the education is increasingly better, will continue to do so, and this is something for which to be proud! Being able to "take the reins" from what Dr. Hitt built over decades is an honor. Being able to further build UCF is an honor. Being a part of the Medical City and what will be accomplished in the decades to come is an honor. The next president will be one lucky person! |
| Maintaining the growth and diversity of students moving to the Orlando area. | Someone that values diversity, supports staff financially through competitive salaries, and is innovative in the area of academic programs. | Because they want to continue to advance the great work that has already been done in the Orlando community. And that they have a desire to continue to elevate UCF's global impact and academic profile. |
| Expanding graduate resources. | One who believes that University is supposed to be an educational endeavor. | The school has rapidly expanded student body and is in a unique position within central Florida to continue growing in prestige. |
| Lack of legislature support and ensuring that we don't push the cost of education onto our students. The success of the Downtown campus will be a challenge, and ensuring we are not gentrifying Paramore but adding to the region's diversity and boosting economic mobility too. | Ideally a PhD -- since UCF is a research university I feel that there is value to hiring someone who knows what it means to be a professor, to do research and teach at the same time. Someone who has served as President of a smaller university or someone with an academic background and political knowledge would be good too. | Because this is the best university in the country -- who wouldn't want this gig? |
| Creating an innovative, unique education system to differentiate our university | High on open mindedness and high on conscientiousness | A desire to build onto the legacy that President Hitt created; because they desire a better UCF |
| UCF needs to grow from being a top notch directional school into a top notch national university. We are great where we are now, but more programs need to be in the top 100 in their respective fields. More programs need to compete with UF and other flagship universities. We are not there yet but we can get there with the right leadership. | Someone with vision. Someone who sees the potential of the university as a national university that can compete with the big boys. We need the Scott Frost of presidents. | For all the above reasons. UCF has almost unlimited potential. Someone with enough vision and passion can transform this university and take it to the next level. |
| Parking! It's great that the population is growing and that more and more people are | Someone who cares about the safety of students and quality of education. Chances | UCF is still relatively new and making incredible accomplishments every year. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| being given access to and the opportunity for higher education but not when you miss classes because you drove around for an hour and couldn't find parking. Even with services like the shuttles there just isn't enough space. Parking permits also aren't very cheap especially on top of the cost of tuition and books, so it can be really bothersome when you drop money on something you can't confidently use. The parking garages can also get quite dangerous what with people ignoring stop signs and speeding around tight corners. I'm not sure what or if anything can be done about that but I thought I'd bring attention to it anyway. | are the president of the university won't have to deal with these things first-hand but that doesn't mean he or she shouldn't care. | Being the president puts you in a position to keep that going and help the university get even better. |
| The current administrations negative rhetoric towards minority groups and how this may effect some clubs on campus towards how they treat others. | A diverse, tolerant, open minded leader. | To better the experience of every student, staff, and support member. |
| Some challenges will be the cultural shift and attention to sexual assault and the divisive political climate, as well as the defunding of educational programs for access to less privileged Americans. Additionally, new and innovative programs need to continue in order to keep the momentum of name recognition of our school in order to attract top students. | We need a leader that is open minded, willing to challenge the status quo and be an advocate for our students. Additionally, the President should keep student development outside the classroom in the forefront and helping students to find positive solutions to their challenges, fostering an environment of growth and change. | This is one of the largest universities with an amazing potential to continue growing as a leader in academics, research and sports. We need a leader who wants a challenge to take the rising university to the next level. Central Florida is a growing area with an up and coming medical city, and also the headquarters of major engineering corporations. The university has established community partnerships and is a location for international visitors. |
| Extend more graduate classes and degrees to campuses outside your main orlando campus. Add more online graduate classes. | The kind insistent on making it happen in spite of challenges of focusing outside Orlando and convenience of focusing inside Orlando. | Because it's important. |
| While the university is extremely diverse and accepting, equality and equity are two different things. The university will be challenged with ensuring that women, people of color, and the LGBTQA+ community can advance and pursue opportunities in the way that cishet white males can. As students pursue higher education increasingly we see difficulty in career placement. This should be a focus not just within specific programs but university - wide. Rather than students having to research and pursue career opportunities job placement or entrepreneurship should be integrated into the curriculum of all programs. The Orlando community is extremely supportive of the University and we see that many students remain in the community post graduation. The contributions made by students and alumni to the Orlando community needs to be made clear. Are students contributing to the economic and social development of the city? Recently we have seen Mayor Dyer and the city of Orlando focusing on the redevelopment of Parramore. But, are we developing the | Someone who has experience in community development, race relations, and progressive views. While current politics may seem a crude answer to this question, the University needs to pursue a Bernie Sanders - esque leader. | They must want the challenge of leading the charge into progress. UCF and Orlando are diverse and intertwined. The university's next president should want to ensure progress is a focal challenge. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| community for the current residents or are we gentrifying it for UCF students who have limited career options and income elsewhere? While the continued diversification of our city is imperative we must ensure we do not force out those that were here first and struggled to make this community what it is. | | |
| Continuing to build a brand, culture, and keeping alumni engaged. | A UCF GRAD. | Ucf is awesome. We live in an amazing location representing many different industries. |
| Parking and evening out the large growth this school had experienced | A strong, young, wise individual | To bring success this university needs. |
| UCF has become a very sorry excuse for a higher education institution. In focusing on quantity of students at the expense of quality of education over the last two decades, we have become a degree-churning institution comparable to online institutions with low standards. There is no longer a barrier to entry at UCF - Direct Connect has ruined the quality of students. Faculty are disengaged, Deans, School Directors, and Department Chairs lack focus about what's actually important (ethical behavior and ensuring student learning outcomes are met and we are graduating COMPETENT students), and Staff are underworked and overpaid. There is a habit of hiring our own graduates throughout the university - even into faculty positions. Bullying and intimidation tactics are used throughout the University to "manage" people and unethical behavior is ignored. Employees live in the offices and Deans/Directors/Chairs ignore it. Nepotism reigns. Students - undergraduate and graduate - are passed through to graduation despite a lack of competency simply because the President wanted to avoid threatened (albeit unsubstantiated) litigation. Faculty tasked with producing Ph.D. graduates don't provide the scaffolding necessary to facilitate effective learning or professional development, ignoring student emails, double- and triple-booking student appointments, answering personal phone calls during student meetings, and providing insufficient guidance to students. I have worked here for 10 years and have seen an unbelievable amount of nonsense go on around this university. | A strong, ethical leader who can resist the influence of old-timers and the politically motivated individuals who run the institution currently. Someone who has NO TIES to anyone at this University, since it's a highly incestuous institution with many, many backroom deals regularly occurring that are conveniently ignored by "leadership" (leader is a term I'll use loosely). Someone with a background in personnel management and maybe business - NOT an academic who has no clue how to manage people or departments. | I have no clue. This place is the worst. Run. Run fast. |
| tension between online/ in-person education, increasing costs of education outpacing market value of a college degree, safety and opportunity for women and people of color | | |
| The downtown project, the medical school, and how it will make graduate education accessible after the new tax "cut" which taxes student waivers. | Someone who has filled the role as a faculty and understands what it is like to be an undergraduate, a graduate, and a faculty member and the challenges provided at each level. | To continue to make education accessible and to also value faculty and create tenure-track jobs which provide benefits that adjunct jobs do not. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>Address the discriminatory practices that UCF is known for at the moment: discrimination against women, discrimination against Latinos/a, especially if one is a woman.</p> <p>Give more importance to the Fine Arts: the program is offered and there are so many talented people however the conditions in which the undergraduate and graduate studios are is deplorable. Visual Arts are everywhere in our world, we need to give importance to that as much as math and science.</p> <p>Give more importance to the STUDENT body as well as the faculty members. Large classes of 200 people are not conducive to learning, especially with one instructor, one GTA grader.</p> | <p>A young Obama like a candidate. Someone that surrounds him/herself with people from all areas of diversity: Caucasian, Latinos, Blacks, Asian, Women and LGTB. Open minded, a good leader and not a manager, with ideas and vision for the future. Able to empower the people she/he surrounds her/himself with.</p> <p>Someone that would reinforce the Golden Rule and give recognition to the people (Staff) that make it happen in their day to day jobs. Also, to have a plan for advancement for staff (USPS and A&P), that would give us the opportunity to feel we are moving forward i.e a promotion plan.</p> | <p>UCF influences the culture of Central Florida. The UCF president has the opportunity to influence many people and change many lives.</p> |
| Increasing student body, regional campus inclusion/involvement, research opportunity, community involvement | Open minded, patient, who listens to input of other before making decisions so all are heard. | To be a part of and build on an already incredible community of people, and to see the difference that community can make both in the students and in the faculty, staff, and surrounding area. |
| Free education, class availability | Someone open to new options and solutions | Because they are interested in the benefit provided to new generations |
| Issues with STEM majors and America swaying away from the technical industry. | The best kind of leader would be able to promote and hire those most qualified for the job. Diversity and discriminating against people because they don't fill the "affirmative action quota" only hinders the progress of UCF. | Someone should want to be the president to fulfill the challenges facing UCF. |
| An ever-expanding student body and ensuring equity among students within a diverse set of degree programs. In this case, equity can be interpreted as funding allocation, recognition, and student involvement. | A leader with an inclusive perspective. | |
| Raising wages for employees to competitive livable salaries. Academic quality versus quantity. Varied non-semester based courses - taking 3 months+ to complete a class is way too long. condensed options. | One that prioritizes overall employee wage increases and a livable raise each year (that at least matches inflation). Versus high wages for the top positions at UCF and wasting money on athletics etc... Far more budgetary focus on rewarding employees for quality work. Additional parking facilities. | Because they enjoy our area of the world, seek to help us thrive while really helping students find employment once a degree is attained. An expensive piece of paper means nothing unless it leads to employment. Offering degrees for which there is no discernible job is an issue... (see IDS, see human communication etc..) |
| Overpopulation, students suffer enough with the population that UCF is currently at, if UCF starts accenting more students than the graduating students, then UCF would be a chaos | A leader that knows how to make an equal balance of resources available, such as parking, places to study, Etc | UCF has a lot of potential as a school that has show hard work and dedication through the years. |
| Parking, build more land on the main campus | | Everything |
| I think to be able to be part of a diverse community here in Orlando, making sure that Minorities are represented in our Faculty and also in our Staff. We have amazing people graduating from UCF that would love to stay and serve in our University so they can keep encouraging others to be part of UCF. | Someone that knows the needs of this community and that includes everyone not matter the background and that can be humble enough to understand that is not an easy task. | Someone that wants to bring change in our community and impact the lives of our students and also be supportive of our faculty and staff. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Meeting the needs of a bigger campus and student cohort | Someone who is an innovator, problem-solver, and creative. Understands the demands of higher education, the political necessities and very business savvy. | To better the community. |
| Increase in multicultural student population and the need to have the sufficient resources to help these students succeed in their academics and co-curricular involvement. Similarly, a potential decrease in funding opportunities for under-represented groups and graduate students. | A visionary leader with experience in academic research and good relations with the needs of faculty; experience with the inner workings of student affair practitioners; and the ability to promote alumni, collegiate, and regional engagement in annual giving. The leader should also be a representative of the demographic make-up of the institution. | This leader should be committed to the needs of the UCF community and possess the desire and initiative to be personally invested in the long term success of UCF. This leader should highly consider investing their time and energy well over 10 years, if possible. |
| Keeping the university's resources sustainable while demanding constant yearly growth. There is no need to be #1 in enrollment numbers. Our SDES services such as financial aid and admissions are severely understaffed to manage their respective responsibilities for the university. We cannot continue to grow if we cannot even hand the amount of students we already have. | A leader who realizes that the university cannot continue to grow every year without first having the appropriate resources to manage said growth. | The individual should want consistent growth that is healthy and not put a strain on the university. Somebody who wants to be president for UCF and not be president for the salary. |
| 1) Managing growth/access without compromising quality 2) Recruiting and retaining diverse faculty and staff so as to ensure the staff and faculty resemble the demographic make-up of the student body 3) Be one of the main contributors of the local economic and cultural scene. 4) Be able to attract top researchers and ensure the quality of the graduate programs (mainly doctoral programs) are top notch. 5) Provide opportunities to grow for the staff while ensuring equitable (compared to other educational institutions as well as companies in Orlando) remuneration. 6) Balance the competing student success priorities - reduce time to degree, provide access to ALL types of students, improve graduation rate, etc. | A visionary leader Experience managing a big enterprise would be a tremendous advantage A leader who believes in providing access to higher education to ALL students A firm commitment to diversity in the student body, faculty, as well as staff An empathetic leader | Why would someone not want to be the president of a young dynamic school that has made tremendous progress since its establishment. UCF truly stands for opportunity - opportunity to better the lives for countless students who balance their commitments to family, job and ambition. UCF has a very dedicated group of faculty and staff and any president would be lucky to have such a talented and eager work-force. By the way, a 13-0 football season does not hurt! :) |
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| To fix the problem of available parking spaces to such a large community. | Someone who is good at space management - industrial engineer, or plays Cities skyline. Game adequately simulates high traffic patterns and resource allocation. | to be part of a growing community |
| One of UCF's biggest problems over the next several year would be having students who are beyond brilliant coming to such an excellent school but they need to know the expectations of college and they need someone that they can go to if they need anything. | As a President, the leadership skills required for a job like this is someone who genuinely cares about the school (whether they support athletics, theatre & etc). We need a leader who will interact with the students and faculty. In Addition, I believe that when things aren't so good, we need a president who will stand with us on specific social issues and will guide us to greatness. | I may not be a UCF Knight quite yet, however; I believe someone should want to be the President of UCF because this school is highly exceptional. Academics, athletics, theatre and so much more, This school has it all. Ranked top #200 in the United States. UCF is not just a highly prestigious University but it's a home to 65,000 students that have great comrodory with one another. I honestly think this school has so much to offer and yet, so much more potential to grow. I would not pass up on this opportunity. This is a school of greatness and I hope to be there soon. |



SECTION 10C | SURVEY FEEDBACK

Faculty

UNIVERSITY OF CENTRAL FLORIDA

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Developing a fully-functioning and effective downtown campus as part of the University organization. Creating and sustaining high quality, innovative programs designed to meet local needs and demands with an eye to the global perspective. Sustaining growth within the resources available to sustain growth. Remaining committed to diversity and inclusivity in a changing national environment that allows for institutional and systemic racism and sexism to persist. | A leader for UCF must be open to listening to and working with people who disagree and challenge ideas in order to find the best solution. A leader must be willing to not only think of creative solutions outside of the box, but also to select new boxes that may provide unknown opportunities for success. We need an effective, empathetic, charismatic leader. The leader cannot be hesitant to challenge UCF to step up to a new level of excellence. | UCF is an exciting, challenging, rewarding university. The opportunities to make a difference in the world are unending. The faculty are committed to making UCF a leading institution at all levels. The staff are loyal and committed to excellence. UCF is a beautiful campus that is always welcoming to students, faculty, staff, and guests. |
| UCF's research and teaching staff face poaching issues, which lead to poor academic performance. This leads to students who, instead of learning material, dictate that material they cannot understand be removed from the course criteria. This needs to be addressed through two separate measures; improving the quality of UCF's admitted students, and improving incentives for skilled instructors to stay at UCF. | Someone who isn't going to waste time with identity politics. | If they're interested in high quality higher education, they should be interested in turning around UCF so it is no longer host to joke programs such as our communications degree, which has some of the most inflated grades in the country. |
| Sustaining our growth; Growing interdisciplinary programs; Showing how UCF has value and relevance to broader society in a politically volatile climate. | Dynamic, personable, forward-thinking, open to changing the way a university functions and interfaces with society. | Because he or she values students, is committed to life long learning, and willing to be the leader of change, progress, and growth. |
| Keeping up with our growing student population and student needs. | One with a vision for increased quality in addition to quantity. Being one of the biggest universities in the country means little when we have no performing arts center on campus. | To make UCF better, in all areas. |
| Restoring honesty and integrity among key UCF administrators Focusing on academics and the student experience Reducing class size Cleaning house in Millican Hall | Strong leader from the outside! New blood New ideas | We are awesome |
| Identity... a research university or a community college? | Someone with a vision and understanding of a university. Someone values academia Vision without execution is hallucination | Continue the legacy of Dr. Hitt. Continue to make the university one of the best academic institution in th country with focus on research, golobal center for intellectuals... |
| Keeping quality lecturer faculty and assistant faculty Increasing research funding Recognizing that teaching is as important as research when it comes to producing a quality citizen student Meeting the workforce needs of our community as they become necessary rather than being 3-5 years behind the curve | Someone who can not only continue Hitt's vision (big shoes to fill), but also lead us by standing up to the values, goals and ethics in our mission statement and having the drive to meet the needs of our community at the local, state and regional levels. We need someone in which the students can see a reflection of where they have come from and where they can go with a UCF degree. | Because it feel like their home, their family, and their way of life, not some business venture that can be the next stepping stone in life. We want someone who stays with us, not someone who gains their experience and notoriety here and then moves to "something better." They should see us as the "something better!" |
| 1. We are big...but when things are big...the Quality gets compromised. So to maintain and bring up the Quality of the education is important and it is going to be challenging for the President. 2. Address community issues...such as growing campus pose traffic problems to | Good Thinker and Listener | We are in the right direction and achieving things which others only dreamt of. It will be a challenging to be a UCF's President, but it is the position which bring positive changes to thousands of lives. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| local residents around the campus. | | |
| <p>Providing infrastructure (physical space) and administrative support at all levels, particularly at the departments, for the expansion in the ranks of the faculty.</p> <p>Making key and significant investments to ensure that key areas remain at an internationally recognized level of excellence.</p> <p>Managing the transition to UCF Downtown.</p> | Someone with extensive experience at a large university. | UCF is a major player in redefining how higher education is offered. |
| Continuing to transform UCF into a preeminent R1 Research Institution | Someone who has a background in academic leadership, specifically at a successful R1 Public University. That person should come from academia. | Given its size and growth potential (as a research university), UCF offers an outstanding opportunity to anyone in academic leadership. |
| Challenges of fast growth: balancing between the demands of quantity and quality especially regarding the faculty skills and capacities, space, and educational facilities. | A leader who has a vision for achieving world-class research and quality education in a very big public education. | For building on the legacy of President Hitt and being one of the formative figures in the American higher education in the 21st century. |
| <p>- Creating an institution that places *equal* value on teaching, scholarship, and service and where *each* faculty member is both expected to contribute to these areas equally and is rewarded for their balanced contributions in these areas.</p> <p>- Substantially elevating the emphasis on QUALITY over quantity for student admissions, depth of curriculum, and assessment of faculty members contributions to teaching, research, and service.</p> <p>- Increasing the university's presence within the Florida system and recognition by the political leadership.</p> | The best leader for the academic focus of the university would be an academic with outstanding research pedigree. But this may not be commensurate with the need to have a leader who is recognized within political and economic circles within Florida and beyond. | They need to have a track record as an institution builder. Anyone who has remained as president or comparable level of leadership for less than two years should be automatically ineligible, as they are likely only a resume builder and not someone who will be invested in UCF over the long term. |
| <p>* Making sure that we maintain a decent quality of education along with the use of massive course formats and online technology.</p> <p>* Helping UCF thrive as a full-fledged university rather than reverting a technical college with all the pressure from STEM-only advocates.</p> <p>* Advocating for higher education as a public good in an increasingly punitive and volatile arena. Being convincing about the value of an education beyond the metrics of immediate jobs, while not devaluing students' concerns about their future.</p> <p>* Creating an atmosphere where faculty may do their best work rather than allowing them to be swallowed in bureaucracy. This is the only way to retain top faculty and to foster the growth of all faculty.</p> | <p>* Someone who emerges out of the world of higher education and therefore actually understands it. Someone with a PhD, with extensive university administrative (and previous faculty) experience. Preferably someone with degrees in multiple fields so that they understand a range of perspectives.</p> <p>* Someone who approaches problems creatively and fairly rather than instrumentally and based on convenience.</p> <p>* Someone with excellent speaking skills and compelling ability and willingness to defend the values of higher education and the idea of the public good.</p> <p>* Someone who is a thinker and not just an empire-builder.</p> | <p>* UCF is one of the largest universities in the country today, and this job therefore has the potential to impact vast numbers of lives, both the lives of our students, those of the communities we and our students serve, and as a model of 20th-century higher education across the country..</p> <p>* The size of UCF, though a difficult challenge, does provide opportunities that smaller schools do not. There is such a wide range of innovation constantly ongoing across a multitude of fields that it can't help but be an exciting place to lead.</p> <p>* Orlando is also a great size city in which to have a university--it's not large or overwhelmed by crime, nor is it a sleepy college town so dominated by the university that nothing else is going on. The population of the area retains excellent relations with the university (and vice versa), and there's a good level of cooperation and mutual positive interchange.</p> |
| 1. Implementation of the UCF Downtown campus | 1. Someone who can clearly communicate, internally and externally, a vision for each of | 1. For the opportunity to further transform the university, the state, and the region. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| 2. Development of the Academic Health Sciences Center on the Lake Nona/Medical City campus. | the aforementioned challenges. 2. Someone who can garner the resources and support needed to make each of the aforementioned campus initiatives a success. 3. Cut to the chase, and promote Provost Whittaker to the Presidency. | 2. For the opportunity to make UCF the premier university in Florida. |
| Raising academic quality while maintaining access. | Must be an academic with extensive higher ed admin expertise. | |
| Infrastructure for research and education | An innovator, someone with a long-term outlook and commitment to UCF, an inclusive leader | Opportunity to write a new chapter in the history of a great higher education institution |
| Growth is so many ways. As UCF continues to build, so of the College need to extend their programs For example-Public Health needs to be implemented, etc | One that has come from a big university and seen change. A person with an open mind and is willing to engage staff and students in these changes | This is a great school. A person should want to be the president for the pride of the amazing work that UCF has to offer |
| I am concerned about the declining abilities of students coming from the direct connect programs. In my experience, the direct connect students have had a difficult time meeting even the minimum standards for successful completion of the class. I have also observed more challenging behaviors in these students as they have not been vetted by the same process as those admitted to UCF as freshmen. | I think a leader who wants to maintain a reputation of academic rigor and high standards is necessary for UCF to not be viewed as a University of Phoenix. I think we need more face-to-face classes and less online classes. In face-to-face classes students learn at least a modicum of social skills and appropriate professional behaviors. I see that disappearing at a staggering rate with online-only classes. I think a leader with a strong focus on building the whole person through face-to-face interaction and not focusing on online enrollment numbers is necessary. | Why does anyone want to be president of any University? Prestige, influence, money. It is my hope that someone devoted to high-quality education and who is supportive of the faculty providing that education would be chosen to be UCF's next president. I need to know that the president of UCF has my back and the backs of my fellow faculty. |
| growing without quality control politics and unfairness in various colleges | high ethical standards | not sure about this question. |
| Gaining national prominence. UCF is not well-known which hinders its ability to attract and retain students and faculty. | A visionary leader who has a clear plan for how to take what we are already good at (e.g., large size) and focus on what we need to become good at (e.g., academic excellence and prominence). | I think the president should want to be the president of a different kind of university - one that is paving the way for a new kind of university. I don't think the president should be someone who wants to take UCF and turn it into UF or FSU. UCF is fundamentally different and it should stay that way. |
| Funding Enrollment | Forward, creative thinker, well versed in higher education, visionary | UCF is an amazing incubator of talent with faculty who lead nationally and internationally in their disciplines; supportive atmosphere; engaged in the local community as well as national and international community; inclusive and safe environment for all people |
| Education affordability, in general, and textbook affordability specifically. Changing norms for scholarly communication. The growing importance of non-traditional approaches to review and dissemination. Maintaining a sense cohesiveness among faculty and students as the number of campuses grows. Expanding and deepening UCF's ties to the Central Florida economy, government, and citizens. Managing UCF's size and potential growth. Developing UCF's research excellence. Devising ways to provide predictable, | Someone well informed and excited about technology and trends. Someone who fosters a culture of innovation at all levels of UCF. Someone who trusts faculty and enables their best efforts. Someone who articulates a university mission and values that that inspires faculty, staff, students, legislators, and funders. | UCF is exciting! The growth over the years has been amazing. Over the last 20+ years, UCF transformed from a large, mostly unknown, commuter campus to a HUGE university with a vibrant culture, an engaged student body, preeminent research centers, a beautiful campus. Even prior to this football season, international UCF had gained recognition. In the past I would be greeted with a blank stare when I told people where I work. Now, most professionals I meet know about UCF, its size, and some aspects of its positive reputation. UCF is growing, not just by numbers of students and faculty - but also by quality, by |

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| appropriately-scoped budgets that departments and units plan around. | | research and areas of excellence, by innovation, by continuous efforts to improve teaching and student outcomes, and by the organic growth of a rich, inclusive, engaging culture. UCF has always been a place of enormous potential. We've had a leader who fostered and leveraged that potential to great effect. We need someone who will tap into our potential and take UCF to new, better, and unexpected future. |
| Increasing the level/quality of science, teaching and service | a well-recognized scientist with active grants | A lot of opportunities for improvements, the UCF is not in the top ranks among public schools in the nation. Need to attempt to change it. |
| Strengthening our mission. | All inclusive leader with experience in diverse settings and a sensitive understanding of multiple cultures within UCF. | To work with all students, staff, faculty and community members in a cohesive fashion. |
| A rapid enrollment growth if the current practice is unchanged. We as faculty feel the pain and do whatever we can do for the betterment of our students. But without necessary resources being provided, this cannot sustain long and the quality will be compromised. For a majority of faculty and staff who have been with UCF for long, their efforts are not compensated adequately and rewards are not shared. | A leader with a renewed vision with more focus on the quality than on the quantity. One who values the healthy criticism, can set up a shared goal, and is capable of securing external support, e.g., endowment funds. | UCF is located in one of the fastest growing region with a lot of economic potential. A good living environment has been very attractive in recruiting high quality faculty members. The quality of incoming freshmen has become better every year. |
| Determining the best strategy for the downtown campus that benefits STUDENTS, this includes thinking about transportation, service availability on the downtown campus, how moving popular programs will affect enrollment, etc. It is not ideal for undergraduate students to have to sift between two campuses. | | |
| Aging infrastructure. Insufficient teaching facilities for STEM courses. Faculty dissatisfaction Long time to degree for undergraduates A culture of mediocrity Lack of integration with the local communities | One who listens as well as leads. There are a lot of interests at UCF and some are not going to move the university forward. More than just a fundraiser someone who can inspire confidence and get people to change. One who rewards capability not political savvy. | For the opportunity to lead and shape UCF into something greater. One who can develop relationships with the community, businesses, and people. |
| Growth, technology, and online programs. | One who can adapt to rapid change | They like and thrive on challenge |
| http://diverseeducation.com/article/105976/?utm_campaign=DIV1712%20DAILY%20NEWSLETTER%20DEC7&utm_medium=email&utm_source=Eloqua Following in the footsteps of Columbia and other top universities in commitment to diversity. (Read the above article). | One who understands the new world our students are graduating into and adapting UCF in all areas, STEM and the ARTS, to serve those needs. | Because UCF, under Dr. Hitt and his five goals, has paved the way to be the leading university heading into the future. UCF offers the new president the opportunity to lead UCF into that new area of excellence. |
| 1. Political climate that is increasingly anti-science and anti-intellectual. 2. Pressures to provide education products at lower and lower cost. | 1. Politically savvy 2. Academically/scientifically credible 3. Visionary and enthusiastic | Because they believe in the greater good and how they can help an institution like UCF in contributing to the city, the region, the state, the nation, and the world. A good |

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| 3. Increased competition nationally and internationally for declining public research funds. 4. Greater disparities in salaries between research super stars and instructional faculty. | 4. Compassionate 5. Principled | benchmark for their motivation would be that they are firm in their belief that education and intellectual inquiry are the necessary prerequisites for a vibrant, principled, and resilient society. |
| Maintaining academic rigor with increased growth. | Forward, progressive thinker who is willing to think outside of the box. | The prestige of being president of the second largest university in the country and also one that is going through intense changes to meet the needs of the changing area. |
| Money - we will all have cuts from the legislature. Tenured faculty and adjuncts - disparity in skills when teaching Resources need updating - labs, buildings on main campus, parking Teaching resources - updated computers, maintenance for teaching tools, constant updating of materials, cost of databases used | Honestly, someone who is more in touch with the working world and needs of the students we have on campus and those who will be showing up in the future. Someone willing to put limits on program sizes and increase academic support. | Appreciate a challenge, quick to recognize whether it's a challenge or a solution, more in touch with those who have direct contact with students - get out of the office more. Communicate without a staff standing nearby. Recognize size limits and think about improving what we have. |
| 1. Becoming a preeminent university. 2. Becoming a research university. 3. Becoming known more for quality rather than size. 4. Becoming a world-class institution. 5. Raising funding from state and federal sources for research | 1. Strategically focused. 2. Politically savvy with respect to state and federal government 3. Willing and ready to spend a lot of time in Washington 4. Willing and ready to go where ever there is alumni | 1. Make UCF an instrument for a better world and America 2. To give young people hope for a better future 3. Love for Central Florida, its people, and their children |
| Maintaining growth while sustaining quality. Supporting faculty and students appropriately to continue to be successful in the mission of teaching as well as research. | Another Dr. Hitt :-) Someone who is a skilled communicator within the community as well as the university leadership, faculty, staff and students. A person of integrity who is innovative and flexible. | Because it is not only one of the biggest, but also one of the best universities in the nation!! |
| Growth and resources to support it. Becoming a national brand. | Visionary; knowledgeable about large universities (and experience in a large university); team player; good within the community (able to build relationships and sustain them). Strong communication skills | Best university in the state and one of the best in the country. Access and quality. strong do-able strategic plan. |
| Competing with other research universities for top tier students, staff, and faculty. In terms of staff and especially faculty this means offering more competitive salaries, research and travel funding, and enviable benefits. | Ideally, a president with substantial executive, academic, and fundraising experience and potential for even greater success. | A chance to move UCF from being big to being big and a national leader among public research universities, without losing its dedication to teaching and student success. |
| Insufficient funding from the state to provide adequate research infrastructure to attract and retain competitive, highly productive faculty. The infrastructure at UCF are still below of what is found at peer large, research-intensive universities. There is a need for strong investment to be able to create the conditions to bring large, \$100M grants. We are missing some key areas of research that can land such large research grants. | Someone who can recognize that this is a priority issue for a university that has the aspiration to be one of the top research institutions in the country. | No other place offers the opportunities that UCF does for innovation, transformation, and impact. |
| continuing issues of budget in a state with a cramped view of itself, no commitment to excellence across the state rather more focus on football teams; legislature has not vision so reject any vision from the state universities. UCF has come close in terms of | strong vision for where UCF goes building on strengths and aware of weaknesses that need correction; also high tolerance for political rhetoric of support but rarely results in actual budget - legislators too | In principle, opportunity to make a difference for the next generation of students |

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| students served but budgetarily that rarely matters, keep changing the rules so the usual suspects (UF and FSU) get rewarded regardless of the metrics | focused on guns on campus and everywhere else. | |
| Funding and Continuing to build the academic reputation of the university | I believe the Current Provost would be a great president. Someone who is transformative and thinks outside the box. | Fast becoming one of the premier public universities in the country. |
| Improving the quality of education. | A leader who has passed through the three stages of an academic career, as guarantor of appropriate understanding of the needs of an institution for learning. | To increase the status of the university nationwide. |
| Organizational re-alignment The fast pace of change across the university Communication and collaboration between multiple campuses State college intrusion (will they stop with the bachelors; will they offer certificates?) Retirement of senior faculty and leadership | One who is open, communicative and flexible. Able to leverage the needs of the university, its faculty and staff amongst competing forces. Remain centered on the academic and research priorities of the university. Be a bridge-builder at the local, state, national and international level. Able to achieve visionary goals. | A culture which values opportunity, innovation and people. |
| Too much growth without matching resources, continued attacked on higher ed from the administration of our state and our nation | Someone who knows academia well and is familiar with the unique context we are in as well as cognizant of our multiple responsibilities to student learning, to knowledge production, and to being an important part of our community | Because they care about higher education and learning. They should be committed to inclusive, accessible education. |
| Funding Shortfalls and ensuing Budget Cuts. Stagnation in enrollment as we hit carrying capacity/logistical constraints. Increasing quality of education for immense and diverse student body. Providing training, skills development, and educational opportunities relevant to future job market (i.e. where are all of the students getting degrees at UCF going to find work?). Recruitment and Retention of exceptional faculty and students. | Charismatic visionary with academic leadership experience and proven track record of success in building partnerships regionally, nationally, and internationally. | They should see us as a "diamond in the rough", with incredible potential. They should recognize our existing strengths (and weaknesses), realizing we need to push harder/aim higher to achieve academic greatness. They should not settle for UCF being a mid-tier institution; they should be ambitious and (want to) strive to make UCF the number one academic institution in the state of Florida. |
| Managing the increase in high paying tech jobs that don't require any college degree against the increasing expense of higher education. Figuring out what the role of higher ed should be, given the access to knowledge/resources and content students now have through virtual mediums. Keeping up with the 'generational differences' between how faculty learned and were trained and how the newest generation of students learn, are motivated and what they value. Getting ahead of the curve in relationship to graduating students who are skilled to do the jobs that are available. | Someone who understands academia but doesn't worship the ivory tower academic model, who is open to exploring the role and purpose of higher education for current and future generations of kids and to making UCF be the leader in conceptualizing and actualizing that. Someone who will be a 'beyond reproach' model to the community, who is trustworthy to the board, faculty, staff, students and the community and expects that of others. Someone who can fund raise or motivate others to fund raise and who understands the nature of research/grant funding and recognizes the need to pay attention to, not only what is currently being funded, but to projections of what will likely be funded given changes in federal, state and local politics, as well as changes in for profit and not for profit research needs. | Because they have a vision that drives them and the only way they can achieve it is through their role as president of UCF. |
| Competition from state colleges that award 4-year degrees and are cheaper than UCF. | A business man with a good finance background | To make changes in student's lives. |
| Maintaining access to a University level education for members of the central Florida community. As we grow in prestige, | One that truly understands and appreciates the value of locality. He or she will also have to have the financial acumen to maintain or | UCF not only stands for opportunity, it is of itself an opportunity to create a phenomenal environment for innovation in |

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| we risk becoming a state school that educates more non-Florida residents than residents. | improve the quality of education we currently deliver. He or she must also have the ability to promote a diversity of teaching and researching talent at UCF. | not only the research/invention world, but in how education is made accessible to change lives now and as a result, the following generations of those UCF alumni. |
| To grow its reputation for quality not just size. This means quality student education and quality research. Both require leadership from the department chairs on up to the president. It means hiring deans who understand that excellent research and excellent teaching go together. A dean with only one objective is not what UCF needs. Also, the administration must remember that it works for the faculty and students not the other way around. While an administrative unit may have its deadline it has to work with the faculty if the faculty can't meet that deadline but could meet an agency deadline. The new president must be able to navigate the matters of the state board and deal with the legislature as necessary to assure UCF receives the funding to achieve excellence in education and research. | A leader with experience in higher education and higher education administration at a similar university. | UCF has become nationally known for being big. That is not enough. It has several colleges or activities within colleges that are nationally and internationally recognized. The medical college does not do any research. This has to change. The new president will have the opportunity to extend UCF's existing outstanding programs, start new ones that further impact Central Florida, the state and the nation. It is a stimulating and challenging opportunity. |
| UCF's graduate student body is facing drastically increased financial burden due to passage of recent tax bill. Also, the funding of the arts and humanities, already much too tight, faces increasing challenges. | one who understands the value of the university as a home of scholarship, not as a corporate entity. As with all industries though, a good leader will be open and receptive to the needs and the perspectives of those they serve. Their fundamental concern should be about people and their wellbeing. For this particular job, they will need to recognize the value of higher education and advocate for it and the people who make it possible. | It is a vibrant and diverse community, full of talents in many areas. I work with students each day who have unique stories and voices that are worth hearing. UCF is gaining notoriety and therefore well-positioned to enhance its reputation as a premier research institution. |
| The main challenge will be the decline in educational standards. This trend is already evident as a result of a growing number of courses taught online and by overworked instructors. While UCF is making more money with online courses, students suffer as they learn less, lack chances to engage in meaningful human contact that helps develop their intellects and social skills. Students taking too many courses online are also disadvantaged in that they graduate without having developed any relationships with faculty, therefore they can't get strong letters of recommendation for graduate programs. | The leader that can meet this challenge is one who puts premium on quality over quantity. This means hiring tenure track and tenured faculty from reputable educational backgrounds, rather than replacing these lines with instructors and lecturers. This also means reversing the unfortunate trend of online classes and boosting quality of education with more courses that require face to face interactions. | It's an opportunity for a forward-thinking leader to change the direction of UCF's development from volume to quality. |
| The biggest challenge facing UCF securing financial resources so UCF can build more office space and research lab space for all the new faculty and also make annual market rate pay adjustments for faculty and staff. UCF desperately needs to split the College of Engineering and Computer Science into two distinct college with a new College of Computing & Cyber Sciences created to foster the growth of programs in Computer Science, Computer Engineering, Information Technology, Digital Forensics, and Data Analytics for both undergraduate | UCF's new president should be a highly successful President of a large public metropolitan research university. Look to recruit from Arizona State, Ohio State, University of Texas-Austin, University of North Carolina-Chapel Hill, UCLA, UC-Berkeley. The next UCF President should have strong business acumen and come to UCF with many well-established relationships with major corporate donors and wealthy philanthropists interested in financially assisting UCF and getting a new | UCF is BIG...big in size, diverse, and inclusive. Because of UCF's scale and quality, the next UCF President has the opportunity to make exceptional collective impact on our community, the world, and the future of higher education. UCF is on a rapid trajectory to become an Internationally recognized top tier public institution and a peer of UC-Berkeley, UCLA, U Virginia, U Michigan, UNC-Chapel Hill, and the flagship institution among Florida's public universities. |

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| and masters degrees. The other Engineering disciplines would remain in the College of Engineering lead by Dean Georgiopoulos. UCF needs a new visionary Dean with strong business acumen to lead the new College of Computing & Cyber Sciences, preferably someone who has had success as the Dean of a "College of Computing" at another large metropolitan research university. | building or the new College of Computing & Cyber Sciences named in their honor. | |
| To maintain it's growth in times with decreasing resources to higher education. To find non-traditional capital funding resources. To maintain stability during so much change. | A person that is innovative in their thinking but is able to find a balance between innovation and change at to rapid a rate. | UCF is growing in so many ways and to be the president at this point would be catching the beginning of a star on its rise. |
| Maintaina quality while growing ever larger. | Flexible, open-minded, deeply knowledgeable about hire education | A career position to leave your mark on a region and perhaps the country or world |
| Balancing quantity and quality. As UCF has grown, the classroom experience has been diluted. Moreover, the multiple sources of admission has led to students in the same classroom with wildly different skills and educational backgrounds. Students with 4.00 high school GPAs and very high test scores routinely sit in classrooms with students who scraped through community college and who have writing and/or reading abilities at a junior high school level (often through no fault of their own). Both student populations deserve an excellent college education, but meeting both populations' needs in the same classroom is difficult and can easily lead to a disservice to both populations. Giant class sizes with exceptionally varied student abilities threaten UCF's efforts to provide a high quality educational experience to all. | An "education first" oriented-person. This is an opportunity for someone who cares first and foremost about quality education to ensure that a university that sees its mission as providing opportunity to all actually does so. | The opportunity to lead and craft a new model for higher education -- quantity AND quality; access AND excellence. |
| 1. The state legislature will likely continue to reduce overall funding to the SUS, or make us jump through even more hoops just to maintain the same funding level. 2. Many external agencies will likely continue to offer relatively low grant proposal win rates, making it harder for faculty to increase the amount of external funding and/or requiring faculty to spend even more time crafting proposals. This means we need to have an efficient support system in place to help faculty and thus maximize our chances. 3. While things have certainly gotten better since the Great Recession ended, it will be very important to continue to improve faculty morale by addressing quality-of-life issues. | | |
| Transition from quantity at all cost to quality. Focus on improving the quality of education by reducing the high ratio of students to faculty and students to TAs. | Someone who has a solid pedegree, has graduated from a good school and had a distinguished career as teacher and researcher. Somone who understand the mission of higher education. | God knows! |
| Raising the level of academic quality, and support for academic research and teaching. | A president who comes from an academic background, as opposed to a government | Not really sure, although I'm sure the size will attract many applicants. Despite the |

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| Preserving faculty governance over curriculum. Rebalancing the current strong tilt towards more administrators and more highly-paid administrators. Finding ways of actually supporting the core missions of the university, which are teaching and research, rather than just adding more imperatives from offices which need ever more metrics. | appointee (e.g., FSU) or a corporate-style CEO. Someone who uses the best available research and insight to make decisions about the future of the university (including drawing on the academic research insight at UCF itself, which currently never happens). | current strategic plan, someone who truly understands the barriers to excellence that are everywhere at UCF at the moment would be very welcome. |
| Cost of education - with considerations in the Senate to tax graduate students on tuition waivers, I think the cost of a graduate degree is going to be a key issue because graduate students are already underpaid for the work they do and are considered low-income. Additionally, given our current political climate I think diversity will continue to be an issue the university needs to actively address to foster an inclusive, welcoming environment for all while still challenging students to think about ideas from new/different viewpoints. | Someone who will vocalize their concerns about events happening politically. I know it's delicate balance, but I think the president needs to stand by a clear agenda that advocates diversity, inclusion, and providing the needed support for their students. | Because they want to be a part of a university that promotes equality and diversity, and understands the financial burden of pursuing a higher degree. |
| The greatest challenge for UCF in the future will be moving from big to good. It's not all about size. Quality matters. Of course, UCF can point to "metrics" showing quality. But these metrics are manufactured and manipulated and so are deceiving. The entrance GPA and test scores do not include the more than half of our admissions that are transfers. A larger than usual handful of National merit scholars don't mean much in an institution of this size. Ditto for the "academy memberships" that will help us become 'pre-eminent.'" In both cases, we are throwing huge buckets of money to buy students and professors for metrics that aren't very important and that should be derivative of real "quality." | We need a leader who understands the unique position of universities throughout history and who also understands the long list of critical issues that society presently faces. We don't need a businessman or entrepreneur or CEO or politician, although some of the skills involved in these professions definitely are useful in modern university administration. We need a real academic leader, a person that academic faculty can resonate to and become inspired by. A leader who can genuinely move the faculty to develop a real confidence in UCF's ability to continuously become better. | Administrators looking for big salaries undoubtedly will be attracted to UCF. However, we need a president that puts values ahead of money. UCF has momentum and many opportunities. Someone interested in challenges and transformation will find UCF to be very rewarding place. There is a great legacy waiting to be written at UCF over the next decade or two by a president who can put the past in perspective and envision a future that goes beyond more of the same. |
| leveraging technology to deliver online classes, encouraging collaboration and interdisciplinary systems of thought. | Someone who appreciates all fields, understands innovation in delivery of online and face to face classes, and is committed to supporting faculty in these initiatives. | They want to work at an immense college on the forefront of online *quality* education, of innovation in teaching and research. |
| The institution is growing in terms of students and faculty, but the staffing and infrastructure are not capable of supporting that growth. For example, too many individuals hold dual titles at UCF, requiring them to do at least 1.5 if not two jobs. There are too few academic advisors and tech support professionals. The amount of paperwork at UCF is truly ridiculous, especially for an institution that markets itself as innovative. Why, for example, do thousands of employees complete paper timesheets every 14 days? | We need an academic with strong leadership experience who is willing to realign divisions and programs without regard for the individuals who serve as long-time leaders in those areas. The number of academic programs and initiatives within SDES is an example of a misalignment. The individual needs to be a strong communicator, because there's too little communication at UCF for rank-and-file faculty and staff members. | It is a growing university at a time when many institutions in higher education are shrinking. It is still defining itself, so the fifth president can provide a vision that unites the university. There are many opportunities here if we focus on quality and significance rather than just size. |
| Maintaining quality as online education grows. Promoting human connections between students. Initiating or being part of next major innovation in education. Actually helping improving Parramore. Not just more talk or ineffective actions. | One who can think big One who says "hmm" when they hear a new idea or sees something odd and then considers it. Does not have a reflex to say no. | It is already great Many community state and national connections made. We know the sky is the limit. |

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| Expanding quality and worthwhile research. Less students in throw away majors. (This is not a low enrollment major. It is a major a student takes because they don't want to work hard or really learn and grow. We should not have such a large number of psych majors.) Promote STEM and learning to thing and be responsible for decision in students. | | |
| Not enough faculty and facilities to help the growing student body populations. Also, there are not enough research opportunities and internships available for undergraduate students. | An Academic that knows and understands the challenges of research. | It is a great location with a growing and talented student populations as well and motivated faculty members. |
| Finding new ways to fund the growth of the faculty - a still much needed endeavor to make UCF great | Someone who brings both academic background and the ability to engage legislators, the Board of Governors, and regional partners to help support and strengthen both UCF and the region. The successful development of UCF downtown is a good example of the kinds of creative thinking and partnership that we need moving forward in a leader. | To embrace the unique ability to combine strategically access with excellence - and to do so with a strong faculty, staff and community behind them. |
| Reducing class size ratio. That's pretty much it. | Who knows. | Ego. |
| budget issues, diversity (both class and race/gender), public brain drain | One who is committed to exploring alternatives to the political university system | to enhance student critical thinking and make a difference in the way we educate our citizens |
| Balancing its values of growth and access with its stated mission of offering the best undergraduate education in Florida. | Dale Whittaker. His philosophy that higher education exists to lift lives and livelihoods is 100 percent what UCF stands for, is about and it should continue to be about into the future. | UCF is a dynamic university in one of the most dynamic regions in the country. The relationship is symbiotic. Possibility and opportunity are alive and thrive here. UCF is a big part of the reason why. |
| Growth. Extra large class sizes. Maintaining an "accent on the individual" Better serving under-served populations Social mobility of graduates The temptation to be like "mainstream" exclusive universities (e.g., Harvard) rather than the innovative, inclusive Metropolitan Research University UCF is known to be | Creative and innovative Experienced in wide-range of higher ed settings Respected by higher ed community Inclusive Collaborative Student-centered Collegial Visionary Open-minded Committed | A fundamental desire to transform society for the better through social mobility of college graduates and the creation/application of new knowledge |
| Growing so fast that we ignore student learning. We are so focused on partnerships, growing, grants, and research that students and their LEARNING have become secondary to our mission and goals. We are more interested in branding and customer service than being an institution of higher EDUCATION. We process students through as fast as possible with minimal interaction from faculty. This is not how a university should be run. It needs to be changed. | A leader who is focused on learning, with a deep knowledge of how a learning institution is NOT the same as a business. A focus on students, not on profits. A focus on education, not on branding. We need someone who cares more about faculty and students than fostering business partnerships. | To change course. To bring us back to a central mission of learning. To renew our commitment to students and to faculty. To make PEOPLE the central focus. |
| Building the Lake Nona Teaching Hospital The Academic Health Science Center, moving ahead Downtown campus Challenges in state and federal funding and competition for students | Needs to have broad background, preferably a large campus that has colleges in many disciplines including medicine | All of the growth over the years shows our successes and upward trajectory Strong community and business support and partnerships Great place to live! |

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| Fiscal funding to allow innovation in the class room which will drive quality students to UCF. Restoring quality to the learning aspect of an education at UCF - bigger IS NOT better if it means learning is sacrificed. | A leader would need to have a strong understanding, gained through actual experience, of working with diverse stakeholder groups, including funders both public and private. In addition, a leader would need to understand the unique characteristics of UCF students (first generation, community college transfers, ethnic diversity, etc.) and the challenges faculty face in meeting the needs of these students. | Honestly, I don't know other than the weather. Florida is well known for its luke warm support for higher education as well as its less than stellar K-12 system. The immense size of UCF and the challenges of dealing with 63,000 plus students is something no one is likely to truly understand. As the second largest university in the US, there isn't a large pool of people who might possess the proper insight to make UCF a success. |
| Increasing the rigor of the academic programs. Assembling a leadership team that has the the best interests of the students at the top of the agenda. Recognizing that big is not a strategy. Quality of instruction, students, and academic outcomes must be improved. Research expectations of the different colleges/units must be realistic based on the discipline(s) they represent. | Somebody with integrity who won't let politics get in the way of making the right decisions. | |
| Faculty retention. I just found out new hires in my department, with far fewer accomplishments that I have, are being paid much more than I am. I guess that means I am back on the job market, as I am unwilling to stay somewhere where I have been disrespected. Show faculty that you value them. | Any leader with a modicum of common sense and a willingness to listen and take action. | Money, power, ability to develop their vision of UCF's future. |
| Competition for funding Raising to the self-imposed heights Focusing on quality rather than quantity Going past mediocrity | Businessman who is technologically savvy and who is in his/her 40s. We need fresh approach. High quality name recognition No internal candidates please. I don't see anyone competent. | Ego, ego, and ego. Unless, there is a keen desire to meet challenges |
| Funding programs adequately as we grow and expand. Maintaining quality education in light of expansion. Maintaining the integrity and quality that Dr. Hitt built at UCF and shining a spotlight on all that UCF does and is. | One of integrity, vision and the ability to fundraise. Someone who understands how sciences, the arts, and liberal arts can co-exist and contribute to one another. | Because they understand what UCF can become under the right leader. They have the vision for the future that insures UCF's place as a leader in higher ed. |
| UCF will need to address its size in student population and insure the continued quality it now has. With changing legislation at the Federal level there may be an impact on student access and as the trend suggests, the enrollment of Foreign students may be challenged. | A leader with the collaborative and entrepreneurial characteristics of our current President is very important. A leader who can balance the needs of the University to operate in a financially sustainable way yet maintain as much autonomy within the faculty is very important. | At UCF there exists a unique combination of size, education quality, and access that is foundational and well established. A new President has the opportunity to build on that and take this University to the next level of academic recognition and international respect. |
| We need more non-teaching faculty and staff to support the ever growing student population and the increase in the number of new faculty hired. All UCF employees across campus are feeling overwhelmed by the number of students and the work load, yet non-teaching positions do not seem to be keeping up with the University's growth. | Determine how big UCF should be and what staffing patterns are needed to support these students. This goes beyond the student to teaching faculty ratio. This is staff who support the students and teaching faculty including librarians, office managers, IT, office staff, etc. | UCF is a great school. It is a young school, but it is proving itself to be an amazing institution. The next president of UCF is coming at a critical point - where UCF needs to decide how big it wants to be. They will have a major impact on this institution. |
| Infrastructure - keeping up with all the new hires (labs, office spaces, teaching facilities) and student growth. | Innovative, dynamic, thinking outside the box, creating opportunities. UCF needs someone who thinks big, and does not stop at obstacles but finds a route to the other side. | Being one of the largest universities in the US gives unprecedented opportunities for a leader with vision. UCF has always "stood for opportunity", and our next president should be someone who embraces this. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Lowering the student to professor/instructor ratio. Fewer students in classrooms. | Someone who is actually sympathetic to the needs of faculty and not disingenuous. | Because now they can take a good university and make it qualitatively greater, not just quantitatively larger. This has eroded in recent years with the "Direct Connect" from the local junior colleges that have failed to adequately prepare students to succeed at UCF. Many administrators on this campus really do not understand how underprepared some students who come in from Valencia and Seminole are. Just offering a workshop on how to better work with these transfers is mere window dressing. |
| <p>I think the massive growth of the institution is both an enormous opportunity challenge. I agree with the concepts embodied in the land/air/sea grant mission and I am humbled by our continued ability to serve multiple constituencies, especially those from under-served communities, however, growth at this pace is not sustainable. Our classes are too large, and often with sub-standard equipment.</p> <p>Students, especially our young women, are asked to be on campus late at night with improper lighting and safety. I teach from 6-9:00 p.m. and when I am leaving the campus has many hidden, poorly lit areas, posing a danger to anyone walking alone. I have rarely seen a presence from campus security and find that I am often volunteering to walk students to the adjacent parking garages.</p> <p>Unless facilities, security personnel and physical space and classroom technology can be upgraded to meet the needs of the many students we are now serving, our growth may not only be at risk, but we may see significant enrollment declines.</p> | <p>We need an open, transparent leader that is more than an academic. While having those skills and competencies is without question, being a leader at UCF, perhaps unlike many other academic institutions requires skill with local, state, federal and international government and business leaders as well. Adaptability to these environments, while maintaining the highest of academic standards is a difficult task and will be required of our new leader.</p> <p>I would also add accessibility to this list. I am an adjunct professor and I have limited contact with the leaders of the institution, outside of my immediate department. That should change. Given the high percentage of adjuncts required to meet the teaching needs of the institution, I am hopeful that the new UCF leader will make time to regularly engage adjunct faculty in a constructive and open manner.</p> | <p>This is a fantastic institution. The dedication of faculty, students, staff, administrators and alumni is as good as I have seen anywhere. More importantly, our value to the local community is only growing and we can do and be so much more than we are today. I am thrilled and humbled to play a small role in the success of this institution and I hope we have a leader that will share this passion and commitment to making Orlando, the state of Florida and the world better by the students we produce.</p> |
| Turnover rate when it comes to working on campus. The turnover rate will continue because of the salaries. People are going to other colleges just because they pay more. | Anyone who really understands the common person. We NEED better pay. | Not sure why someone would want to be president of UCF. I wouldn't want to be president. However whoever wants to be president hopefully will want to make a change for the people not just the students. We are the ones that keep this campus running so if that person wants to make a difference do something for the workers on campus not just the students. |
| Remaining a unified campus while we begin anew downtown. | Young, energetic, experienced with large institutions, one who realizes that trying to "do it all" tends to lead to "all" but poorly executed all around. | They want to be part of a growing, vibrant community. |
| <p>We face numerous challenges.</p> <ol style="list-style-type: none"> 1. A Republican Party and its officials at the state and federal level who are hostile to public universities in general and to the Humanities in particular. 2. Increasing right wing attacks on immigrants, minorities, foreigners, LGBT people, liberals, Muslims, atheists, etc. - in other words, on large segments of our | We need a leader who understands the threats listed above and can respond to them appropriately and forcefully. | UCF is a great university with many ties to the community it serves, a lot of diversity (in terms of students backgrounds and in terms of disciplinary expertise), and a strong commitment to making the world a better place. |

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What kind of leader can meet these challenges?

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| <p>student and faculty populations.</p> <p>3. A broader culture steeped in anti-intellectualism, fueled largely by right wing radio, television, and press.</p> <p>4. Increasing attempts by right wing billionaires (such as the Koch brothers) to undermine the universities and turn them into right wing think tanks. Their work is made easier by state budget cuts and other the moves to privatize the university.</p> <p>5. Hate speech and eliminationism. Various right wing groups are funding speakers, such as Ann Coulter, Milo Yiannopoulos, and Richard Spencer, to disrupt universities and undermine them.</p> <p>6. Spies. Professor Watchlist and other groups are encouraging and even hiring students (or people posing as students) to expose professors who teach "liberal propaganda"</p> | | |
| Incredibly high student to teacher ratio and quality of education | Educators and not research scientists | |
| Resource constraints will continue to be a major challenge. Resources have been managed extremely well, but per-student funding is very low relative to aspirational institutions and UCF's infrastructure maintenance requirements keep growing as well. Competing at the next level is very expensive and the next President will need to secure increased financial support from all public and private constituencies if UCF has a chance to become a preeminent institution. How UCF withstands the next economic downturn will be critical. | President Hitt is truly irreplaceable. That said, I think the next leader needs to be someone who embraces the mission and direction that he has guided. UCF is a huge "ship." It took tremendous skill, determination, and patience to bring UCF to where it is today. While UCF embraces innovation and change, the next leader needs to be committed to academic excellence and know the difference between academic innovation and management fads. | UCF is the great academic experiment in democratizing higher education while striving for research excellence. No other presidential position comes close to providing a world-class scholar/leader with the exciting opportunities, challenges, and potential for achievement as that so obviously afforded the next President of UCF. |
| Maintaining academic rigor in a time when Universities tend to suffer from a "marketplace" and "customer service" orientation. My department head has repeatedly and overtly pressured me to keep lowering standards to "get people through." Our department has very low standards for undergraduates because we get many of our students as transfers in from community colleges. They do not have the study, writing or communication skills expected at the junior and senior level. Instead, they seem to expect to do no writing and have only multiple choice exams. The department head jumps whenever they complain about this. | One who believes that Universities exist to promote learning, not to be run as a business to make money. One who firmly believes that a degree is not just a piece of paper but something that represents mastery of a certain skill set in terms of knowledge, analytical thinking and communication ability. | Because they believe that providing a QUALITY education to all students is important and the primary function of UCF |
| Too many students not enough faculty. | <p>Honest, advocate for undergraduate education not graduate education.</p> <p>Not a sellout like the Provost</p> | Hard to say, it is a difficult job. Pres. Hitt has gotten us into a tough position advocating growth over quality. The next person is going to have trouble paying for what John has promised. |
| A bloated, top-heavy administration that is too expensive, presenting a serious liability to our ability to attract and retain good teaching and research faculty. We have made some headway, but much work remains to be done. | A scholar with administrative experience who prioritizes efficiency at the administrative level and favors a solid, well-funded, well-supported faculty. | It is a great institution! It has a large and very diverse student body, and the research that is happening here is truly exciting and cutting edge. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| Improving the quality of incoming students, providing students with excellent education that will help them in their careers, attracting/retaining/supporting excellent research and teaching faculty | Someone who is willing to serve the UCF community, who has a good pulse on the future needs of the economy and society. | To be able to contribute to a young and vibrant university, and contribute to the UCF community. |
| How to keep growing when space is limited (online remains to be a great option) and how to keep and improve quality in the education process (adaptive learning helps) | A forward-thinking leader as John Hitt has been. | They like to lead; they are not afraid of new things and love to explore new venues. |
| Rise in cost of education, how UCF will meet budgets to support faculty and programs including the library, and the ever changing landscape of Florida which is growing by the second. | A compassionate, forward-thinking, innovator! | Because they care to make UCF a better place for our students, as well as for the faculty and staff who work here! |
| Managing growth while maintaining high standards. Increasing diversity and inclusion among faculty, staff, and students. Specific to faculty, attracting, retaining, and promoting diverse faculty. | One who understands the university and its culture. Someone who is able to identify growth points and set a vision for the university to prevent stagnation. | The university is innovative and forward-thinking. National prominence. |
| recognition & being valued not only in sports but in general at the national level | open-minded towards cultural diversity as well as sexual orientation | genuine care for the students and the community |
| Further growth of the large state university when the federal government is at best only weakly supportive of education supporting the arts and humanities parking, especially on football days. Separate parking areas for football games is essential, and that will take some strong leadership skills and money raising increasing classroom sizes and modernizing them | Someone who recognizes that all aspects of education are important, not just the STEM sector Someone who has a vision for our growth to 100,000+ students and doubling the faculty size | They should want to lead it to become one of the top handful of universities in the world |
| Integrating new programs and managing the growth of our current programs, expanding services to the community, and developing our downtown campus. | The most appropriate leader would be someone who understands the university structure as well as the corporate world. If we expand in innovation, someone who has spent their career in the academia would be too short sighted for the task at hand. This leader could understand and value the talents of all faculty including those who have real world experience. In addition, this leader could negotiate with our community partners on common ground. | UCF is indeed a leader in innovation. There has been a consistent upward trajectory under the leadership of President Hitt. Our university is an exciting place to foster ideas and create new opportunities. |
| Balancing the university's enrollment with its resources and ensuring quality. | Someone with experience in academia who can fight for resources from the state. | Because they can impact many, many students and a large community. |
| maintaining quality through growth, helping students feel connected to the institution & faculty, that they aren't just a # | someone personable who also has strategic vision | great opportunity to partnership with businesses & to provide workers and research to enable continued growth of orlando |
| Tremendous growth coupled with financial stability. | Institutional knowledge Pied Piper for philanthropy Knowledge of academic Health science center | Think BIG! Best place to work! |
| Improving the university's visibility on the national and international stage, e.g. on rankings of universities. At present UCF is punching below its weight compared to other Floridian universities, considering the | Someone with a firm focus on the primary goal of a university: excellence in research and teaching. Acquiring the resources to realize that goal is the first priority, e.g. through growing the university's | They should welcome the challenge of improving UCF's standing in research and teaching from its already solid base, while respecting the university's unique grounding in its Central Floridian locality, and the |

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| quality of the faculty and their research and publications in many departments. For example, on the Times Higher Education World University Rankings 2018, why is USF listed in 251-300, FIU in 401-500, and FAU 601-800, while UCF is not even in the top 1000? | endowment, national and international networking to facilitate collaboration, etc. | particular demographics that the university serves especially well. |
| UCF has made great strides over the past several years in its efforts to attract high-quality who are productive and are likely to improve the research profile of the university. But faculty satisfaction is currently quite low. The next president needs to focus on addressing this, and the only way to do this is to raise salaries. Current salaries for assistant and associate professors are nowhere close to being competitive with the salaries of other similar institutions. For example, the University of Houston---which UCF considers a peer institution---pays new assistant professors \$79,000, while the average for UCF is between \$60,000 and \$65,000. If UCF wishes to be considered a premiere research university, it will need to attract and retain the best faculty. Any effort to do this must begin and end with raising salaries. | Someone with a research background, and a proven track record in administration at top R1 universities. | |
| <p>Managing the size of the campus is the biggest challenge. The number of undergrad students we have is way too large. We have undergrad classes full all the time. In the same vein, we don't have enough space for research. There is constant competition for research space in the campus, which becomes, at some level, demotivating one to try attracting more research funding. Parking is a nightmare for most of the campus.</p> <p>Second biggest challenge is attaining excellence while keeping the size this large. We all know this is a management problem as old as known humanity. How do we increase our ranking/quality while keeping the title of "the largest university in the US"?</p> <p>Third is the high dependency to the state funding. UCF's budget dependency to the funding Florida state is around 50%. Although the help from the FL state is very helpful and much appreciated, high state-dependency means that economic downturns of the state will affect the university more. Given that state funding to public universities is in decline (https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/PublicResearchUniv_ChangesInStateFunding.pdf), this is a major challenge to be addressed for UCF. I think that UCF is in a position to be more financially independent.</p> | <p>Someone who</p> <ul style="list-style-type: none"> - understands and seizes the national and global trends - promotes the good work no matter who does it - does everything possible to support the most important assets of a university: students and faculty, and - knows the local landscape well. | It is a university with, indeed, tremendous potential. |

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| 50% state-dependency is way too high in comparison to most other public universities (average of <20% state-dependency) across the nation. | | |
| Strong leadership in regards to School Directors and Chairs. "Inclusion" along side "diversity", they go hand-in-hand. Fair pay for employees. | Aware, open, responsive, compassionate. | In a perfect world, for education and supporting the growth of faculty to achieve these educational goals. In reality, it will probably be for power and money. |
| Emphasizing quality over quantity. Scale x Impact is not a realistic or sustainable mission strategic mission for the university. | One who provides real solutions to resource issues, as opposed to just expecting faculty who are already stretched to capacity to "innovate." One who co-creates and works with faculty to help them be successful. The culture of only caring about the grant funding we can rake in is demoralizing. | UCF has a ton of potential. It has a lot of very talented people. |
| I think the biggest challenge will be the continued competition for funding from both the state legislature and from private donations. With a growing alumni base that has the potential to reach the type of personal success that encourages alumni contributions, UCF will be challenged to tap into both public and private funding sources. | A leader that can continue to build a unique culture of pride in the university. | Opportunity to be part of something special. This is a university growing in prominence, with a large student population and alumni base. It is a forward-looking university, willing to go outside of the status quo to deliver a high-quality, cost-effective higher education experience. |
| Balancing the current size (Big) with increasing in size, and finding our pockets of uniqueness that allow us to be excellent - per our strategic plan. Although the strategic plan was completed, it seems to have stalled out somewhere in terms of what we are doing. Are we still following that plan? I don't see much activity or communication regarding all of the hard work that was done. | UCF has focused on partnerships - we've done well with this - and I think we need to continue this. It's a point of positive distinctiveness. The new leader needs to be adept at maintaining the effective partnership we have, and developing new ones. The new leader needs to have experience in the classroom that was extensive enough that they 'get it' in terms of teaching. They also should have enough industry time that they are believable when they talk to industry partners. Too many of our faculty have no industry experience, and it's obvious right away when they are out in the 'real world' - they are lost. | UCF has accomplished a lot to date, things that we are proud of. This is our realized capacity to do great things. However, we still have a lot of potential capacity for greatness and impact. Our next President needs to believe this, and want to be part of it. It will be a real challenge, and a privilege, to be our next president. |
| Exchanging growth for more selective recruiting. Our college needs more highly performing newly enrolled students. | It has to be someone who will not waiver or be swayed from keeping the vision and maintaining a pursuit of quality. | Someone should have a passion for tertiary education and want to be the president of UCF to improve the lives of the local, state, and national communities we serve. Education is about improving lives. |
| If UCF is planning to be an internationally recognized research and teaching institution they should stop inbreeding process and promote faculty only in merit. When women and minorities are promoted they should be promoted only in merit and not who they know at the university, who they had sex with, or how willing they are to be subservient to the white men in the top of UCF. | Someone from outside UCF that has a good record of promoting faculty based in merit. Provost Dale is not the candidate. He has promoted unqualified women and minority form inside UCF only based who they knew and how willing they were to follow orders from the top. The chair of chemistry Cherie Yestrebky is an example of a completely unqualified person made chair of a department. On the other hand, women and minorities that do not follow the directions given by the Gods of the university are treated as second class citizen. This university needs a more honest and decent human being than Dr. Dale. | Because of its large size UCF has the potential to impact the education and research of the whole nation. A person should want to be the president of UCF because it could improve the research and the education of the whole country. To do that, the candidate must be a decent human being first, who does not discriminates against women and minorities and promotes them based only in merit. It is imperative that UCF hires someone from outside the university for this job, willing to clean house and fire deans, chairs and other bureaucrats that got where they are because of who they know at the university and who they slept with. For the next |

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| | | <p>president of the university the meritocracy is the only thing that should meter. If UCF's next presidents is not a decent human being that believes in merit and knows that the diversity is extremely important for an institution, UCF will not move forward. Provost Dale because of his record of promoting incompetent women just so he can look good, is not the right person for the job. The committee should not consider him.</p> |
| <p>What does freedom of speech mean here? Who decides? Must we be afraid to speak an opposing view? Should students only receive--and then only disseminate--the view of the loudest voices?</p> <p>Is there an English standard at UCF for faculty and students? Is this important? Is there a better way to get on and off campus than each driving our own car?</p> | <p>Someone with an open mind to look at real research, to read widely at all "sides." Brave enough not to be directed only by "political correctness" that may not really be correct. Someone more concerned with the school/ students/ faculty than his or her career.</p> | |
| <p>Meaningful student engagement in online and large class situations. Majors that reflect the skills and jobs for the future. Reducing bureaucracy to enable more efficient business practices for operations and research support.</p> | <p>A leader that has the ability to think "outside" the traditional university model and toward innovative approaches to modern education.</p> | <p>Because UCF is well established but growing, has a diverse community and is a major force in central Florida and beyond.</p> |
| <p>money and quality</p> | <p>someone with national experience as well as a presence in DC</p> | <p>lots of opportunity to put their stamp on a situation that needs development</p> |
| <p>'- Strengthening the Faculty Cluster Initiative as this is unique element to the UCF campus and will attract both student and faculty experts to the university.</p> <ul style="list-style-type: none"> - Blending size, public need, and resources together to create a sustainable campus. - creating an equitable path for the growth of humanities programs and degrees. - Maintaining a common UCF identity among the Downtown campus, Rosen College, the Lake Nona Medical school, and the central campus. - Continuing to respond to the needs for a diverse student population and creating the infrastructure to support access for a student population that reflects the demographic distribution of the region. - Continuing to support policies and practices that make UCF a cost effective choice for higher education. - Academic freedom, civil rights, and social issues confronting the campus environment | <p>'- Not afraid to try new things</p> <ul style="list-style-type: none"> - Ready to be innovative - Passionate about Higher Education and what it can do for society/economy - Thinks first about students and uses this as a guide in decision making - Trusts those around him/her to do their work in a professional and responsible manner - Can be an advocate for UCF with the BOT and the BOG | <p>This is a pretty exciting place to be - so many cool things happening here. 66,000 students and still room for continued growth.</p> |
| <p>Graduate TA stipends are currently noncompetitive with other R1 universities, and this strongly constrains the ability of UCF to attract talented faculty and for current faculty to attract the best graduate students. Thus also strongly limits research productivity and teaching quality.</p> | <p>One who has experience with the functioning of a healthy research university and understands that graduate students are the gears that allow the research and teaching machines to function.</p> | <p>To lead the continuation of UCF's upward trajectory toward a preeminent research university, to reallocate waste toward core functions.</p> |
| <p>We cannot imagine all of the challenges. Florida is a state which does not value higher education, giving us smaller amounts of funding but wanting to maintain control of what universities do. Providing the best</p> | <p>Someone with a strong ACADEMIC background, who has the vision, imagination and experience to keep learning and literacy at the forefront of what we do, while supporting research and discovery---</p> | <p>Because every day of the president's life, s/he will wake up to an astonishing array of opportunities to make lives better through the power of learning, reading, discovery and research. I have no doubt that there</p> |

What will be the challenges facing UCF over the next several years?

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| possible education at the lowest cost is a huge challenge. Not losing sight of the value of learning for its own sake, producing graduates who can contribute to our community in a thoughtful way, remembering that arts and humanities is as important as STEM. Wow, this is difficult! | NOT A POLITICIAN, or a CEO. Someone with roots in the classroom, but someone who can form and sustain partnerships with our many communities. Someone who genuinely loves students. | have been people in state government who think they would make great presidents of UCF, but they do not have the heart or the experience. |
| UCF has the worst student/faculty ratio in the country. It cannot be meaningfully improved at this point by hiring more faculty. Let that sink in. Will UCF continue to tilt at windmills and try to win the battle of educating every comer or finally realize that the state college system (e.g. Valencia) has won that battle and that UCF should let them win it. It is time to focus instead on being a great Research University. What's the difference between Stanford University and Valencia? That's a serious question. Once you've answered that, what's the difference between UCF and Valencia? Has UCF's vision been focused on enhancing and strengthening those differences? I would argue that not in the last 10 years it hasn't. This is what the new President needs to focus on. Ratchet up the quality and focus on making UCF the greatest research university in Florida and the SE region. | Someone who understands research faculty. Someone who understands why a research faculty member would come here versus some other university, and making sure the conditions here are such that we will win the majority of those battles. It ALL starts with having the highest quality research faculty in the world. If you don't have that, you're Valencia. | A huge opportunity to transform an institution that went from small and surprisingly accomplished to huge and mediocre into one that is hopefully a little less huge and a world-renowned research university. |
| An ever-growing student-to-teacher ratio. Danger of becoming an online degree mill. A more general distrust and disillusionment with the university system | An academic with a deep understanding of the rich history of academia and its importance in society. | A good city and a good location means there is a great deal of potential at the university. |
| Too many students for not enough faculty. Excessive focus on research funding numbers rather than on research quality and impact. Need for more classroom and lab space. Lack of on-campus housing. Lack of non-chain eating options on campus (also looks bad for recruiting). | One who tries to talk to different individuals (students, faculty, etc.) one-on-one on a regular basis. The president becomes isolated from day-to-day problems when only speaking to large groups or VPs and Deans. Have lunch with the regular rank and file as often as possible. | Massive university improving by almost all metrics at a rate beyond almost any university in the country. Enormous public impact. |
| Overly high enrollment numbers. Underfunded and inherently divisive restructuring of campuses (and in turn, Colleges, Schools, Departments, and major programs) which are much too far apart--specifically, Main and Downtown. A destructive anti-academic trend which is rooted in technology and jobs. True universities (keyword: universal) should be concerned with not only popular educational concerns but also the preservation of tradition and the unrestricted pursuit of research, no matter how seemingly esoteric. I feel UCF is at great risk of devolving into an enormous analog of DeVry--which the power-that-be want to go down such a road, I do not know. The biggest complaint I've heard from faculty for over a decade and a half is: "UCF cares so much about quantity--we're never really able to address quality." | Provost Dale Whittaker impresses me. Possibly, he could deal with the required balance that I'm referring to above. | I have no idea--cannot imagine why anyone would take on such work. |

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| <p>'- Retaining top faculty continues to be a challenge for UCF. As a highly effective and celebrated lecturer who teaches large undergraduate courses, I can tell you that my work load has grown out of control at UCF, my TA support has plummeted in recent years (in terms of quality and quantity), and I've been considering standing offers I have from top 10 schools who want me to come teach for them. Please consider providing better resources to support overworked faculty. (At the very least, it should be standard policy across the university to give reduced teaching loads to professors who teach multiple sections of huge courses with, say, 200+ students.)</p> <p>- Space continues to be another big challenge. We need more offices to support faculty hiring. Also, during final exams, I have a hard time finding space to get my TAs together to do final exam grading.</p> | <p>We need a leader who is focused more on quality of education and less on unbridled growth in terms of the number of students we can force through the current assembly line. This assembly line mentality was reinforced recently by the university's decision to distribute funding to colleges based in part on how many students in each college are earning their degrees within a certain time frame ("degree efficiency"). This has created pressures in some colleges (particularly in science and engineering areas of study) to just push students through programs with less focus on quality of education and actually measuring student outcomes fairly, and this will harm the value of degrees awarded by UCF in the long run. Gross.</p> | |
| <p>Ensuring cohesive and consistency as we grow and spread. We need cohesiveness without stifling us into complacency. Findings ways to keep elite faculty and recruiting at the top and the bottom. Ensuring our faculty are busy doing what is expected at an R1 and not caught up in community college types of tasks.</p> | <p>One that focuses on consistent and fair/equitable practices while ensuring we continue to be excited about innovation and positive changes. Making sure we are known for what makes us great and not for our size.</p> | <p>We are the most dynamic, nimble and engaged university within our community in the country. We are kind to each other but the first to challenge each other to grow and stretch our thinking and our actions.</p> |
| <p>Budget cuts from an unsympathetic and hostile legislature.</p> | <p>An academic with administrative experience, Presidents who have come from the ranks of politicians have a track record of failure. Look at Kennesaw State University, Florida Atlantic University, Purdue University and other places where search committees thought a politician would result in budget fixes, it did not happen and they are ill-equipped to oversee an academic institution in any capacity.</p> | <p>It is a grow and up and coming institution with a great track record or meeting the needs of non-traditional students.</p> |
| <p>This is not necessarily a challenge, but the next president has to continue the upward mobility of UCF.</p> <p>UCF is bigger than the state of Florida; thus more national recognition is a must - being defined as one of the best Universities in the country is a must. The next president should be in a position to help UCF gain national prominence.</p> <p>Embracing the fact that UCF is becoming a minority majority institution and the need to work towards increasing diversity in areas where underrepresentation of certain groups is apparent.</p> | <p>Someone who understands what being Big means in terms of quality, research, exceptional teaching and learning opportunities, without compromising quality. Someone who recognizes that additional resources are required to sustain the environment as well as meet the demands of faculty (research dollars; active classroom space), students and staff. Someone who believes in the access mission; someone who talks and walks the inclusivity narrative.</p> <p>We need a leader who has demonstrated their commitment to diversity. UCF is on the brink of becoming a minority majority institution; the next leader must recognize this and take decisions that will propel UCF as the leader and a model for "best practices".</p> | <p>Opportunity, but also the ability to envision UCF as one of the major players in higher education. As such, the next leader has to be able to lead in a way that brings national attention to the incredible outputs that UCF produces.</p> |
| <p>As UCF grows and the percentage of transfer students increase, the transfer</p> | <p>UCF is huge and capable not only of moving UCF forward, but moving academia forward</p> | <p>Take UCF from being one of the biggest universities to one of the best universities.</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| students need better integration into a huge university. Specialized outreach through the library can help bring transfer students up to speed on how to complete projects, but there are not enough librarians to reach every class. The library's budget is also an issue as the "serials crisis" goes on. The UCF Libraries lose access to academic journals yearly as the budget does not increase, but access to academic peer-reviewed journals increases faster than the rate of inflation. Apart from the obvious and sometimes impossible option to increase budgets, a university-wide Open Access Policy can help from the ground-up. | throughout the country. Pushing for an Open Access Policy can bring the university up to speed in regard to other universities, from FSU to Princeton and beyond. Does UCF support access? Then it should support Open Access. | |
| Go into the top 50 universities in the USA | A leader who already did that! Please do not bring leaders from Alabama, Mississippi, etc... | To create a better school. |
| Funding - including that coming from the State and what Faculty generate through grants and contracts and what is earned through other sources. | Smart, knowledgeable, charismatic and persuasive individual who leverages UCF resources | I believe it's probably driven by stature but I don't really know. I would hope they would want to do it because they want to help UCF continue to be successful but also to help us improve |
| The fact that she or he will be replacing a long standing successful president. There is a history of problems that new presidents face directly caused by unfair comparisons. | One committed to the plan the University has been developing over the last few years. If he or she wants to go down a different road they would have tough road, full of obstacles. | The university is going through a paradigm shift that is exciting. |
| Maintaining a high quality of education in the face of continued budget cuts and increased public suspicion of higher education. Resisting the temptation to create unnecessary, expensive new programs and "centers" just because that gets attention, while sustaining an ethos of "if you can dream it, you can do it" (vs the ethos at some places of "we've never done that before and we're not going to start now"). | Someone who is an advocate for students and faculty (and not just a champion of "you need to teach more students than ever before or we're going to cut your budget even more" and "why are faculty complaining they only work nine hours a week" and "if students want reasonable class sizes they need to pay for Julliard") | There's a great opportunity to make a difference to thousands of hard-working students who deserve the best education possible, and to serve the wider community at the same time |
| <p>• The current budget model is not sustainable in light of the demographic changes that illustrate a declining 18-24 year-old population. We must get our financial house in order and become more transparent about our funds.</p> <p>• Our research enterprise is broken. The Attain report identified more than 130 recommendations for action and yet the report has not been released to campus stakeholders. How will we reach our research funding goals if the infrastructure for submitting grant proposals is inefficient and process of implementing a grant is too painful?</p> <p>• The dismantling of COPHA, the creation of a new academic health sciences program, and the opening of the downtown campus will challenge the campus culture and climate. How will we invest in uniting a campus that will become a multi-location enterprise?</p> | The president needs exceptional interpersonal skills to maintain our external relationships. In addition, this person will need an outstanding provost and administrative team to manage the complexities of a large research university. Someone as inspiring as Oprah, as innovative as Elon Musk, and the business skills of Jeff Bezos. | <p>• We have an outstanding student body. Talented. Thoughtful. Every day I am reminded that our future will be in good hands with the students we are educating. Our student body is diverse and inclusive.</p> <p>• We have an exceptional faculty. Yet, we are not as diverse as we need to be.</p> <p>• Our attention to quality * scale = impact affords the new president a unique platform for national and international impact.</p> |

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| Not enough staff or faculty or facilities to keep up with growth. | Someone with strong strategic, organizational and creative problem solving skills. | To help make the University a more prominent, nationally recognized leader in education. |
| Growth. Stop admitting students and increasing enrollment. This is insane!!! | Someone who cares about quality not someone who cares about quality more then quantity. It's time to increase UCF ranking. Also, reduce our teaching load. UCF administration is totally unrealistic regarding expectations from faculty. You can't run this like a business. At some point faculty will collapse. | Make more money. |
| Guiding UCF through "emerging preeminence" to preeminence, and getting our budget to match those other preeminent Florida universities! | Someone who is familiar with the research process and the costs of properly funding research. | They should have an inclusive vision that sees a way to keep our unique UCF qualities while also elevating UCF to a higher tier. |
| Parking; Facilities (project rip-offs, debt, sleeping cleaning staff); Kick-backs to admins from outside contractors. | Donald J. Trump. | Great opportunity to make a positive impact in Central Florida and U.S. UCF is ready for the next stage. |
| UCF has set very aggressive goals for growth in research and quality. That kind of growth requires funds. We need a bigger endowment and the kinds of internal resources (big startups, internal grant programs to jump-start research, funds for maintenance of expensive equipment) that are standard at most universities but seem in very short supply here. We are also insanely short of space. When it takes 3 years to get a new hire into a lab, you are significantly reducing that faculty member's impact potential for many years to come. So we need funds for major capital projects, too. | Someone who is an effective fundraiser. We need endowed chairs, we need named buildings. You can't attract the best faculty and students if there aren't any resources for them to be impactful. | UCF has amazing potential, and one thing I always pitch to possible hires is the willingness of people here to experiment. Want to try something no one has ever done in terms of structuring pedagogy? A new Center? A new degree? UCF will back you if you can make a good argument for whatever it is. That's a real strength, which would give our future president a lot of opportunities to be very forward-thinking. Institutional inertia, which can be very onerous at many more established schools, is not a huge problem here. I also firmly believe in our mission to make education available to everyone. It has garnered us national attention already, and I think we are already a real leader in this area. UCF shouldn't aim to be Ivy League, it should aim to do what it already does even better. But that does require more resources than we currently have. |
| 1. Going beyond scale to really be 'excellent.' UCF is still an unknown to many, but just being big means nothing if there is not quality attached to that. 2. Capitalizing on our academic strengths (which have tended to be hard sciences and engineering) without marginalizing the disciplines and areas that are not part of those 'recognized' and promoted academic strengths. This includes, for example, the humanities, education, and other social sciences. There are many faculty that feel slighted because they are contributing to UCF's recognition but they--or their discipline/program area--are not recognized by UCF because they are not in the hard sciences or engineering. | Flexible, innovative, excellent listener, someone that can make things happen, someone that recognizes the value of all | |
| 1) Reversing the trend of creating a two-tier faculty, consisting of researchers and teachers, and returning to a model of the teacher-scholar. 2) Replacing "growing big" with "being better". | No university will be good without an academic at the helm. But the academic needs to have significant connections to the Florida political machine, so that UCF has a place at the table with UF, USF, and FSU. | The person who is willing to lead UCF with a low salary. UCF will attract CEOs disguised as academic leaders. We need a person who will be invested in growing the institution to help create a legacy that |

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| 3) Creating a higher quality experience for students -- who become alumni -- so they are not so put off by the big-school, just-a-number experience. Many students love UCF but are very disenchanted by admin policies. | | benefits mankind and the community, and not themselves. |
| Our campus has become a Hispanic serving institution, and yet the diversity of our student body is not represented in our faculty, or in the upper echelons of administration. If we want to maintain high graduation rates, it is important that our faculty increase their language skills, increase their skills in supporting diversity and diverse needs for cultural competence across the campus, and that the make up of the faculty begin to reflect the diversity of our student body. | It is critical that a president for a university of this size understand that development is more than just a business model; a successful research university is built not only on the success of students, but on the backs of successful, well-supported Faculty. We need a leader who does not view these as opposing challenges, but who understands the challenges that Faculty face, and as invested in creating a supportive, thriving workplace. | This university is dynamic and diverse. The community partnerships, emerging research, and excellent Faculty provide tremendous potential to become a notable research university that produces high caliber undergraduate and graduate alumni. Additionally, Orlando and the surrounding area are a resource rich environment for both personal and professional growth. Cost-of-living is very reasonable, and winters in Florida are fantastic. |
| Lack of diversity in the faculty, administrators and staff Maintain quality in online or distance learning programs Improve morale and sense of community among the current faculty, staff and administrators | The kind of leader that is most capable of meeting the aforementioned challenges is a visionary that can nurture professional development with a focus on technology. The individual must work to recruit and retain a diverse group of excellent qualified candidates with diversity of perspective from potential employees nationally and internationally. The diversity will better mirror the diversity demonstrated in our excellent student body. | UCF is poised to translate innovation and excellence from traditional face to face forums to virtual forums; allowing dynamic and "out of the box" thinking to become the norm for solving the problems of the future. |
| Maintaining quality of teaching and student services in spite of our large size Research I status requires providing Research I support to faculty and grad students. | Personable, honest, transparent. Good rapport with faculty and central Florida community. Deep understanding of the unique aspects that make UCF different than other R1 institutions. Strong ties to central FL community, strong commitment to its students, emphasis on innovation. | Exciting, innovative place to work |
| The challenges will be money and cultural shift to research university. This requires political savvy and connections coupled with the ability to let faculty handle the academic side of the house. | It is time to recognize that the presidency is primarily a political job requiring and external focus and a competent leader who can structure the environment that allow faculty to determine the conditions and necessary for excellence. In my analysis of the political president there seem to be two trends 1. state level politicians hired by third and fourth tier institutions or 2. politicians on the national stage hired at tier two and three institutions. The latter have been far more successful. (EX, Boren at OU, Kerry at New College, Napolitano at California--or non-elected Gates at William and Mary, Shalala at Miami) | I think you should recruit Jeb Bush. I disagree with many policy perspectives but if he is willing he has the skill set needed to take UCF to the next level. It would give us immediate national visibility and be successful as long as he is an external president. |
| I believe the adjustments and fallout from creating a downtown campus will be substantial. I do not believe it will attract students. They will either switch to a comparable major that is available on the main campus or simply opt for on-line classes. I believe UCF often operates a cross purposes. It wants fully on-line courses but then creates an entirely new branch campus downtown. There was no need or demand for this campus other than to satisfy the | I think we need a leader that recognizes the limitations of perpetual growth and the potential for overreach. I believe we need a leader that does not punish programs for not constantly growing. | I can only imagine that ambition would be what would drive someone to want to be president of UCF. It is a university that seems to continually operate on a "wanna be" status. That is a dangerous place to be, trying to constantly be better, be bigger, be different, be the same, be trendy, be innovative, be be..... That said, the only reason someone should want to be president of any university is to make sure that integrity and high academic standards |

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| business community or other special interests. | | are upheld, so that the university can produce the most prepared and well educated students. They should want to raise the reputational status of UCF beyond that of being the biggest in the country. That is a silly and embarrassing metric. |
| 1. Making UCF a major research-oriented university. 2. Bringing-up UCF national ranking within first 100 research universities | A person who has a clear vision about modern research and research directions. He/She should be someone who thinks that quality is more important than quantity. | There are plenty of opportunities for the new president to make UCF grow in many different directions. |
| Reduce over crowded classes that are forced to rely on multiple choice recognition testing. | An individual who recognizes and has the audacity to state that bigger is not necessarily better. | I would hope because of the challenge of the position and the influences one can bring about. |
| Establishing an academic health sciences center, and working to develop a more balanced faculty-student ratio across the campus. | The next president should have some understanding of the workings of a medical college. This is an area where UCF has great potential upside, but also great risks and exposure. | Success for UCF is critical to central Florida and its economy, wealth, and health. The president of UCF is more than an administrator of an educational system, that person will be critical to the well-being of a region. There are few jobs where that type of impact can be had. |
| The biggest challenge for UCF is to break into top-50 university in the country, if we want to be recognized as an elite university. | A visionary leader with high aspiration and dreams. Need to create world class research facilities and recruit top researchers. | It is a dynamic and growing university. A strong visionary leader can make many changes and create new things relatively easily at UCF compared to other well-established places. |
| Financial challenges as the university tries to find the funding to meet the needs of too many students. Between funding for buildings, funding for research, funding for student services, the university also needs to put more money in faculty salaries and increase the full time/part time ratio. UCF lags way behind other research universities in this area and this needs to be the focus of any new leadership. Along with the needs will be increasing hostility to institutions of higher education from some political circles and increasing budget restraints. | UCF needs a leader who can work well in a hostile political environment. Someone who understands long term realities but who can communicate with key legislative leaders about their perceptions of short term political gains. Knowledge of Florida's unique political circumstances or at least the ability to be a quick learner and willing to find the right people to help him/her learn the ropes will be vital to moving forward in the next several years. | An opportunity to take a very large university of medium academic reputation and help it become a very large university with an excellent academic reputation. It is very hard to change public perceptions of universities, but with the right leadership and with a good roll of the die it is possible. |
| UCF has become a diploma mill. This calls into question the value of diplomas conferred by our institution. I consider this to be a crisis that is 20 years in the making, and one that disproportionately affects UCF. To address this, 1. Class sizes must be reduced. Both online and face-to-face sections need be capped at around 40 students. 2. Writing exercises should be encouraged. 3. Grade inflation must be addressed. 4. Student failure must be tolerated. Our job is not to pass students, but rather to educate students. 5. Tremendous efforts have been made to facilitate online teaching, but unclear expectations for quality of instruction, quality of assessment, and management of Golden Rule compliance have spoiled the results. If we are to be leaders in online education, then we must be leaders in integrity of online teaching methods, and we employ strategies to prosecute violations of the Golden Rule. 6. Our relationship with the Florida | These challenges are best met by a leader who can be realistic with all invested parties - faculty, students, and the state. | UCF presents a wonderful opportunity for a visionary leader to promote the strength of our nation and our state on a grand scale by imbuing emerging academic methods with rigor and personal accountability. |

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| legislature is not serving our students well. It is possible that the items mentioned above can only be meaningfully addressed after our relationship with the legislature is remediated, our mission clarified, and our financial needs met. | | |
| <p>The building of a new hospital and relations with partnering hospitals in the area will challenge the number of clinical positions.</p> <p>Another challenge is the number of students in our education system. Although a positive thing, I believe that often times UCF still sees itself as a "research" institution as opposed to a community, education institution.</p> | The leader needs to be aware of these challenges and the politics underlying those. | Someone should support all the missions of the University equally and not necessarily favor research above education. |
| <p>Student difficulty getting into limited access undergraduate programs will increase as the number of qualified applicants increase with the Direct Connect program offered among select junior colleges.</p> <p>Need for more dedicated undergraduate faculty.</p> | <p>Transparent and honest</p> <p>Truthful</p> <p>Analytic</p> <p>Ethical</p> | We are a wonderful, well respected university valuing inclusivity and partnership with the community. |
| Maintaining a high quality of instruction and faculty interaction for undergraduate students (in all fields equally) and ending the exploitation of adjunct faculty | UCF needs a leader who cares about quality as well as quantity when it comes to our undergraduate education and will not be satisfied to have students taught mostly by poorly paid and marginalized part-time instructors who do not have the resources to provide students with the innovative and personal classroom or online experience they deserve. As a large public university, UCF also needs a leader who supports the liberal arts as well as the STEM fields, since the study of the humanities is literally vital to the survival of democracy. | UCF is an incredibly diverse community with students from a wide variety of backgrounds and life stages. We also have an impressive pool of talented faculty and employees. Our leader should be someone who wants to capitalize on our human resources and encourage personal connections among students and faculty in order to maintain a highly satisfying and productive educational experience for our students. |
| Managing our large enrollment, getting us to eminent status in Florida, making sure the university is well funded and on the cutting edge. I think the direction that Dr. Hitt was heading is the direction we should still head. We should continue to stand up for the right thing, we should continue to seek greater diversity regarding faculty, staff, and students. We should continue to be an innovative university. | We need a leader who has spent time as a faculty; someone who understands what faculty do (beyond teaching classes). Someone who understands that what goes on in our labs, offices, and studios is probably just as important as what goes on in the classroom. We also need a leader who understands that all disciplines have valuable and beneficial research, not just medical or "hard" sciences. We also need a leader who understands that all disciplines are different and have different patterns of work, achievement, and scholarship. At the same time, this person will probably not mire themselves in the daily minutia of any department or college, so their understanding of the differences and differential ways of being valuable is likely to be something s/he holds in the back of his/her mind. We need someone who is strong enough to be flexible and take in opinions from all sides. We need someone who listens and thinks deeply about the best course of action. | We are not an older, well established, traditional university, and we don't want to be that. So, someone should want to be president of UCF because she is excited about the opportunity to take a young innovative university to the top tiers of state-of-the-art universities. Universities that are pioneers in educational innovation where ground-breaking scholarship happens. |
| UCF has grown so big, it will need the infrastructure to support it. | One that is not afraid to be surrounded by brilliance and new ideas. | Because we present incredible opportunity. |

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| Dealing with growth, and potentially declining state support and federal research support. | We need someone who is familiar with the needs of academics, that is, we need someone who is an academic. We cannot follow the mistakes of other universities who have hired politicians or business execs to come in and run the university like a business. UCF will succeed by staying true to its academic roots. | It's an exciting and dynamic university. |
| Reduced quality of education due to unbridled "think big" attitude of the former president. A failed downtown campus because the current president and Orlando's Mayor Dyer colluded to waste millions of taxpayer dollars on a vanity based and unnecessary project. | Not the current provost...anyone but him. OK? Seriously. He is not what UCF needs now or forever. | One that wants to elevate UCF to a premier research and academic university that Floridians can take pride. |
| <p>(1) The UCF Collective Impact Strategic Plan 2016, even though very comprehensive and thoughtful, needs to be focus less on its central premise that UCF's size is a mark of excellence and that the growth in the number of programs, graduates, and campuses is seen as a principal measure of success. In an era when scientific and technological advances are transforming the world, which is almost unrecognizable from what it was three or four decades ago, we must ask ourselves whether simply increasing enrollment numbers or degrees is enough to develop, or even sustain, the reputation and eminence of a university. Can a longer list of programs, staff, students, or buildings be sufficient to consider a university "world class"? Can size alone be deemed a standard for excellence? Unfortunately, this is not the case because the benchmarks currently established by ranking organizations place heavy emphasis on the quality and impact of education and scholarly research. We can take quality to mean excellence of programs (including graduate and doctoral programs) and their delivery in accordance with stringent criteria, innovative teaching practices by first-rate professors who are nationally and internationally recognized for their scholarship, and above all, outstanding scientific research which is groundbreaking, distinguished, highly cited, and award-winning.</p> <p>(2) Focusing on scholarship, innovation, and excellence (rather than numbers), to equip the smartest students and faculty for success. A closer examination of the many top U.S. universities that have boosted their financial resources and established a reputation for excellence, shows clearly that their success is attributable to their high quality graduates returning as alumni after having established global companies, and from faculty who have made outstanding innovative discoveries, rather than from state funds and tuition support.</p> | <p>One who can bring national and international recognition to UCF in order to compete in attracting the best students, faculty members or researchers, both nationally and internationally. The current approach of trying to strengthen universities through local business partnerships or governmental alliances cannot bring us the international prominence we seek.</p> <p>We are in the national news very sporadically for new discoveries (once every few years). This discouraging trend will only be reversed if we hire more high-caliber, world-renowned faculty, control the acceptance rate in order to allow the best and brightest students in, revitalize STEM programs, and encourage world-class research by ensuring adequate funding and support. Decisions related to these issues are the direct responsibility of the leadership. We must make tough choices if we are serious about being anywhere in the nationally ranked top 50 universities.</p> <p>We need a decision-maker who recognizes the importance of quality over quantity and is prepared to shift focus by making choices that may not necessarily please the politicians or businesses, but are imperative if we wish to pursue excellence as a goal.</p> <p>The new leader must see the university's development through the prism of entrepreneurship, creativity, quality, prominence and reputation. He or she must be more of a visionary leader than an efficient manager, who recognizes that the unprecedented advances in science and technology that have shaken our civilization to the very core in recent years, did not just happen by chance. They were brought about at universities like UCF, but the difference was their emphasis on quality and economic impact. This is why we need to discard old practices, erase the number-driven mindset, and replace it with an innovative, quality-driven one.</p> | <p>(1) Now, with a half century of building and expansion, I believe the time seems right for a new focus and strategic direction. The president should have a clear vision regarding the trajectory of our university in the next 25 years.</p> <p>(2) Who is strong enough to change course in order to reclaim what has been the original aspiration of many universities, i.e. to develop high-quality STEM-related programs and graduate some of the finest, brightest minds of our times.</p> <p>(3) One who is able to take our national ranking to the top 100 in five years. According to the 2017 U.S. News Ranking, we are currently ranked # 176 among national universities out of 310 total universities. When compared to comparable SUS universities, UCF is still ranked the lowest (UF-50, FSU-92, USF-159, UCF-176). In terms of the choice of public schools, we are ranked 98 out of 133 (lowest 26%). How can one of the largest universities in the U.S. that considers itself a successful model of an institution where size and quality are complementary, be in the lowest 30% when it comes the choice at the national level?</p> <p>(4) When it comes to ranking according to the recommendation of High School Counselors, UCF is ranked 220 at the national level, still remaining in the lowest position among the SUS universities (UF 83, FSU 117, USF 196, UCF 220). We need a president who is able to have UCF ranked the second after UF in five years.</p> <p>(5) One of UCF's bright spots is UCF attracted 59 National Merit Scholars in 2015, second to UF which attracted 113 students. The new president should commit to at least match UF numbers in five years.</p> |

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| <p>(3) How to recruit additional 30% faculty members to address the current alarming student to faculty ration. UCF has an alarming student faculty ratio of 31:1 when compared to the top ten institutions in the US. When compared to the four Florida universities too, we have the most unfavorable ratio (UF-21:1, USF-24:1, FSU-25:1, UCF-31:1). In contrast, the student faculty ratios of the top 10 universities in this list range from 5:1 to 8:1. The same ranking reveals that UCF's 2015 fall acceptance rate was 49% while the acceptance rate of the top 10 universities on the list ranged from 7% to 13%.</p> <p>(4) Significantly improve UCF's international presence which is now is minimal.</p> | | |
| Building a teaching hospital, growth of student body, growth of athletic endeavors | Experience (particularly having been at a university with a medical school), innovative, servant heart, dedicated to excellence, pioneering | UCF is doing amazing things - on the cutting edge of technology, innovating in our programs, pursuing excellence in all we do. Looking for someone who will take the next step with us. |
| Being too big for our britches! We need a strategy to increase our faculty base and at the same time support their research needs. We need to invest more in our faculty, instrumentation, and the maintenance of our equipment to be competitive. We need staffed core facilities with paid technicians to run routine analyses. For example, a toxicology lab with LC/MS equipment is desperately needed at UCF. | The leader needs to have a 'do-able' vision and true buy-in from faculty and I think a real focus on excellence and quality. Typically, the new administrator comes in with their pet idea/project in mind. What we need is for a president to listen to what the faculty needs are. What do we need to grow and excel and compete on the national stage? | To have the opportunity to create a truly special University that is diverse and cutting edge, which serves its community and empowers its students for success. We are poised for greatness and have exciting programs in place. |
| Provide leadership in training the next generation of COMPASSIONATE and MORAL professionals in all fields including teachers, doctors, lawyers, nurses, politicians, law enforcement etc. How does the university stand at the vanguard and cutting edge of training professionals aimed at making this a more just and compassionate world. | A leader, preferably a woman of color, who understands that people need a helping hand and that AFFORDABLE education is the road to empowerment. A large university and presence in orlando can play a huge role in setting the agenda for this city and state in terms of how the dis-enfranchised and less fortunate are treated. I want someone who has a mission not just of academics, research, making a brand, money making, philanthropy, athletics etc. but who has a mission of social and environmental justice. | Because as a major institution and a major employer there is an opportunity to provide MORAL leadership in a large and growing state in this country. Academic institutions will have to provide leadership in this era in which politicians are failing us. Florida has a chance to become a compassionate state at the crossroads of the immigration, health, environmental justice and poverty issues --- despite our immoral and non-compassionate political leadership. So if someone wants to make this state, country, world better then they should take on this role and use it to take risks to make change. |
| Too much growth too fast and quality of education could suffer. Local hospital conflicts with the UCF Medical school. Capitalizing on the downtown campus for both community engagement and development. Loss of local control, particularly for State Colleges who are key partners. | Local, connected, consensus builder. | |
| 1) Weathering continued financial constraints as Florida and other US states across the country expect more from higher education but fund institutions at a lower level. | We need a leader with a strong background and understanding of academia and of the dynamics surrounding and affecting higher education institutions today. This person must be experienced, collaborative, open-minded, and innovative. | Because we are an incredibly exciting and unique institutions with a dynamic, innovative culture and robust student body - we reflect both the diversity of our society and the promise of our future. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>2) Addressing the need to innovate to find new revenue streams and new ways to improve student academic and postgraduate outcomes.</p> <p>3) Balancing our dual commitments to access and excellence and the different needs of our diverse population of first-time-in-college and transfer students.</p> <p>4) Increasing the size and profile of our faculty and helping to promote those faculty as experts in their areas on both a regional and national level.</p> | | |
| <p>Being intentional about adding diverse faculty (specifically African Americans and Hispanics). The recruitment and retention numbers for African American faculty has regressed instead of progress over the last few years.</p> | <p>One with a demonstrated background to being intentionally committed to inclusion, not just diversity but being consciously inclusive.</p> | <p>This institution presents a vast land of opportunities from the changing demographics of the student body, creativity and innovation from faculty, and the dedicated commitment of staff to do more with less</p> |
| <p>Continued overgrowth without an adequate staffing plan to support those students.</p> | <p>Have goals and plans that show strategic and thoughtful care across all professional and academic levels. It's great to want to be a big school but the professional staff aren't equipped to deal with the growth and no one is telling them to think or plan any differently than they did when the school was half the size. Leadership starts at the top. The president needs to be willing engage, discover areas for growth (not just with students) and look for ideas that yield positive sustainable change!</p> <p>Professional integrity is lacking...and your students will struggle because of it. The president needs to know more about the staff.</p> | <p>Opportunity</p> |
| <p>Capital renewal funding (CRF) in the State of Florida is ~.05% over the last FY. If 2-3% of the total asset value is required to maintain UCF's portfolio of academic and research facilities, what is your approach and strategy to not only fund the backlog of deferred maintenance, in addition to addressing the unfunded depreciation of these campus assets? The idea is to avoid the risk of diverting money resources to reactive measures due to extended operations beyond end of life.</p> <p>How do you plan on addressing rising energy cost with the recent Florida Public Service Commission approval of 3-7% over the next year, and projects of .5% to 1.5% over the next 2-3 years?</p> | <p>One who poises the business acumen necessary to raise capital through endowments, alumni contributions, donations, and continued partnerships.</p> <p>One who can support, and continue to expand and build on the existing leadership's commitment to campus reliability and resiliency.</p> <p>A strong commitment to energy efficiency, district and central energy, and sustainability in everything we do. One who will strongly consider and back fuel switching (where appropriate), enabling campus microgrids, and use of distributed intelligence to manage campus demand to reduce UCF's OPP-EX, of which can negatively impact student tuition fees.</p> <p>A strong advocate that is open to expanding the campus renewable portfolio, One who will continue to commit to policy on sustainable and high-performance buildings in everything we construct, or renovate regardless of funding source.</p> | <p>Opportunity and scale! It's a great place to work as we continue to advance as one of the fastest growing universities. We collectively share the same vision to set prescience in higher- education, whether it's; academics, research, partnerships, programs, or operations.</p> <p>As a local community member, the positive impacts of UCF in the community and Central Florida area has helped shaped Orlando geographically since the late 1960's.</p> |

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| <p>The exploitation of academics by for profit diploma mills.</p> <p>The proliferation of anti-academic educational leadership clones taking on department chair, dean, provost, and vice-presidential roles at Universities.</p> | <p>A president who comes from a scholarly and academic background.</p> | <p>To stem the tide of mediocrity in American University system particularly in Florida.</p> |
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SECTION 10D | SURVEY FEEDBACK

Staff

UNIVERSITY OF CENTRAL FLORIDA

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| With increasing enrollments, it will become increasingly difficult to on-board new students to the university. | Someone who is able to secure resources for additional LARGE spaces on campus and can assist in aligning university policies towards placing a priority on the on-boarding process for new students. | The opportunity to be innovative, make an impact on a relatively new campus and in a large metro area, and build relationships with some of the best higher education professionals in the country. |
| New downtown center and getting that off to a good start, the beginning of a training hospital and the communication piece since we are so big and spread out in different locations. Knowing what is happening in all the area campuses is big and making them all feel like they are part of the UCF. | WE need a leader that is willing to roll with the punches. Someone that is personal and cares about the internal and external community within and around UCF. Keeping and getting new partnerships is critical. We need a leader who is innovative and can get us to the next level. WE need a leader that is willing to take risks, has integrity and committed to UCF. | Because we are a great university. We are a young university and in the mist of establishing ourselves as a prestigious school academically, internationally and in sports. |
| A major issue coming up will be securing funding for programs, staff, and scholarships. We are seeing major national economic decisions that will affect students and access to college. We need to start working on maintaining the number of students we have currently, rather than continuing to grow for the sake of being big. Students need to be able to afford their education at UCF, and to remain at UCF to degree completion. | A leader who has a deep commitment to our UCF and Orlando community. We need a president who is willing to commit to community and civic engagement, serving as a strong advocate for politically engaged students and citizens. Especially as we see direct threats to public education nationally, we need a leader who isn't afraid to stand up for students and university employees. | UCF is a very exciting place with a lot of opportunity. I think there is a very strong need for greater connection and cohesion within the university. It is easy to get lost in our own little world and workspace, but I would love to see more intra-university collaborations, rather than such a focus on outside partnerships. |
| Sustaining the level of growth that the university has experienced in the last 10 years. Sometimes too much growth too quickly can make it difficult for a university to keep up with the needs of the students and faculty. We need to ensure that our resources continue to be used wisely. | A leader that genuinely cares about the student population, the faculty, and the staff of the university. Success in athletics and in research is great and can make a university look good but it is important to make sure that we still focus on our main goal: to provide quality education and help the next generation be successful. | It is an excellent university. They would not be handed a mess to clean up but rather an already successful institution. It would certainly be big shoes to fill after President Hitt which could be nerve-wracking. However, they would be able to focus on the future rather than trying to fix problems from the past. |
| Making sure that the parking is adequate for the amount of students and staff. making sure that students and staff are happy and feel safe and also that we have enough faculty. | Someone who works for the students and the lower ranking staff. | UCF is a diverse and upcoming college. We need someone who has a vision for pushing us to go the extra mile and achieve top 10 status |
| Meeting the metrics required by the State of Florida and Budgets, Major importance is student population continues to grow but offices providing services are not growing as they need to be able to service this population. Budgets for offices continue to be cut but more is expected from the same offices. | A global thinker who is looking to the future and at the same looking at the here and now and addressing the stresses that are facing the current staff. | We are still a young and innovative university in an attractive location with all kinds of opportunities for growth and community support. |
| Space. Populating the Downtown campus. | Someone with energy and willing to test new things. | Exciting place to be. So many new things and people. |
| With continued growth, UCF will need to ensure that it always keeps the details and little things in mind when it comes to its workforce in the way of recruiting quality employees and retaining them through training, competitive salaries, growth opportunities and ensuring that Faculty AND staff always feel valued. | Transformational leader who can communicate a vision and then motivate, galvanize, and ensure the resources are available to support those doing the work. | It is a very forward thinking, global institution that isn't afraid to utilize its resources to "lead the way" in the areas of research, community outreach and partnership, and academic excellence. |
| Dealing with increasing number of students while maintaining quality of instruction, advising. Need more administrative staff to deal with these huge increases. | Someone who can bring in additional funding from various sources and is politically savvy to work with Tallahassee. | We are forward looking, innovative and do things "outside the box." This is not a typical university where we are in silos. Staff, faculty, students all feel a part of something larger and we want to maintain this. |

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| Accommodating student body size, moving towards being a more modern university | Someone who is open to change, takes accounts of feedback and adheres to the concerns of students. | We are growing in every possible aspect. To go with UCF means being part of that growth and contributing to it. We are getting more recognition and becoming a household name. |
| How to increase graduate research funding and programs. How to ensure the large number of graduates are prepared and networked to find rewarding careers in Florida. How to partner and build industry in Florida to match the number of graduates that want to stay in the region or state. | We need someone with a strong vision for how UCF connect into the broader region and society. Someone that understands the challenges of diversity, inclusion and opportunity for all. A leader that supports economic development in the region, partnerships with industry and local government. Someone who hires strong leaders with vision and gives them permission to perform in their roles. | UCF's rapid growth is a tribute to the bold vision of President Hitt. We are in a period of growing pains and catching up with that rapid expansion to allow our reputation, thought leadership, business processes and support systems to catch up. UCF is poised for success, but we need a strong leader to help us get there. |
| Nation-wide anti-intellectualism. Declining enrollment, especially in graduate studies due to tax changes. | A forward-thinking, progressive person who greatly understands UCF's unique challenges and also strengths. | It is the best university in Florida :) We are located in a dynamic community. We have achieved a lot, but still have room to grow our reputation. |
| Quality training for students, employment rates, transfer students being successful, faculty well versed in their discipline, apolitical faculty, staff support, cost of higher education | | |
| Increasing diversity in leadership levels (both faculty/staff and board members) to maintain gains in student diversity, taking full advantage of technology and offering first class educational opportunities in all fields of study, maintaining the current campuses and expanding at the right pace. Funding and financial resources needs to go where it is needed most (infrastructure/space, technology, initiatives/services for the entire student population) not where it is slightly popular (athletics). | A leader that is willing to listen to all levels at the university, not just senior leadership who may not know or care to address the real issues. The new President must be willing to get to know folks that do not directly report to them (or look like them) and ensure the campus remains a welcoming place for all students/faculty/staff. The new leader must be personable and approachable. | This is a relatively young institution in a large metropolitan area, which has the potential to impact thousands of lives and the entire world. There are unlimited opportunities to create real impact for the community and beyond. The campus community and surrounding area is very enthusiastic and willing to work together! |
| Public records; electronic records; complying with the law. Provide better wages for salaried employees; hire more employees; the norm at UCF is employees being swamped and overworked and students recognize it. | A leader will know the history of UCF and recognize that our unprecedented growth left huge gaps in areas like staff. A leader that recognizes that we are an educational institution - NOT a business. Not all areas need to monetize their projects. | UCF is an amazing institution and it's place as the largest university in the nation is enticing. |
| The growing number of students and the number of staff staying the same. It will be great to see more attention to developing student resources, especially with number of staff supporting students | A commitment to work with all departments and divisions at the university. Willing to talk to the janitorial staff, the coordinators and listen to their concerns | UCF stands for opportunity |
| Slow down growing in size but focusing on improving quality of education provided. Adhere to admission standards and admit quality students and hire good faculty and staff. Improving efficiency and effectiveness as an organization, better utilization of resources that we already have. Show appreciate not only to faculty but also staff. | Someone who has vision and mission of what UCF should become in the next 5 - 10 years. Someone who focuses more on solving practical matters not formality and window dressing. Someone who and unite all faculty and staff to work together to achieve practical goals. | I am sure if done right being the president of UCF will be a tremendously rewarding job. |
| High quality research labs, space, faculty retention. | An academic leader with a varied background. Creative thinker, highly | A strong campus community of faculty, staff, students, and alumni. A strong Central |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | approachable with superior integrity and honesty. A trustworthy demeanor. Willingness to take risks and try new ideas. A listener and great communicator. | Florida community involvement and support. The opportunities are endless. |
| Diversity, acceptance, and respect of differences | | to better the community, education of our future, progress science and research |
| UCF will continue to face the challenges it has experienced during its booming growth, in matching staffing and other resource needs to the student and research population. The university has constantly been understaffed with limited resources to support the daily operations in education, research, and community involvement. As the school continues to expand with the establishment of the Downtown Campus, increase its student body with the DirectConnect institutions, and make cutting-edge advances in research, providing appropriate levels of resources will become paramount to not only achieving the metrics established within the UCF Strategic Plan, but in establishing a legacy that reaches far beyond year 2020. | A leader charged with the responsibilities of carrying out the UCF Strategic Plan must recognize the value of every single individual and the role each plays in how UCF achieves its goals. A true leader respects the daily work a seminal researcher completes as much as the financial aid administrators who is equal to the specialists that work in health and safety. Creating a place that prioritizes the health, safety, and well-being of all students, faculty, and staff by providing the appropriate staff, facility, and monetary resources sets the foundations in which true innovation and ingenuity can be cultivated. | Because it stands for opportunity, and this opportunity should not be squandered. |
| Expansion into downtown Continuing to create diversity on-campus Elevating the profile of UCF on a national scale Continued growth on the UCF main campus | Innovative Motivated Driven Courageous Open-minded Creative | UCF is fast becoming a high-profile university, sitting on the brink of great expansion and innovative programs that will leave a lasting impact in the Central Florida community and even state and nationwide. Becoming president at this time would be a thrilling and exciting time. |
| Keeping existing staff/faculty and attracting new staff/faculty due to low pay and less than adequate benefits. | One with good fundraising experience and (most importantly) one who really values the faculty and staff under them. | Should? Because they love the institution/area/community and want to help it grow. Will? The money. It is unconscionable that the president makes \$505,000+ and most staff live below the poverty line. |
| Growth Downtown Campus Research | A leader that is familiar with the issues that has established relationships . | Challenging and dynamic position, but rewarding. |
| Excessive focus on STEM and overlooking the arts. Imagination is more important than anything else--especially knowledge. | A woman; no doubt. Women are superior to men. | To make a sincere, ethical, positive difference in our world; in our universe of learning; and in all of mankind (everyone). |
| Our continued growth and expansion of medical city and the downtown campus will require additional strategy for intentional communication, coordination and collaboration. I would anticipate that our leadership needs to set the standard of best practices for ensuring a unified approach to students, alumni, faculty and staff as we expand. Processes, communication, information sharing... all need to remain top of mind. Communication is a key part of harnessing scale to me. Also, even as a young university we have reputation/trust issues internally that impacts efficiencies and our ability to work together. While we are too large to be centrally managed and units need creative freedom, I would love to see that examined and some mechanisms put in place to improve our processes. | Someone with the ability to bring people together, share a vision and expectation of collaboration between units, someone who can help shape attitudes and support with the unknown and anticipating what's on the frontier. Someone who can further embrace our America's partnership university reputation and make sure that is reflected both internally and externally. Empowering senior leadership to expect units to work together on data collection and sharing, approach to challenges and supporting all units. An entrepreneurial leader with foresight on national challenges as well as the ability to synthesize what's going on here at UCF and in our greater Orlando and central Florida community. Someone who will help market our excellence to external markets. We are a best practices institution in my opinion, and a best kept secret! | We are young, nimble, innovative, bold! There is a palpable energy here that is exciting to be a part of... We are large but also a close community. We have tremendous footprint in Central Florida and have a beloved leader who has laid a tremendous foundation upon which to build. We have high functioning teams, skilled leadership and no shortage of ideas. Someone who would thrive in this type of community could take us to new heights - expanding to a national/international stage. |

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| Change. Change is always a problem when it is not directed properly. Also, keeping up the momentum generated over the last few years with Downtown and other satellite campuses. | Someone who is focused on the bottom of the pyramid, someone who understands that the VPs are not the ones doing all the work and suffering the consequences of bad decisions. This person will be prepared to ensure that his leadership team is prepared to ensure the success of ALL at UCF, not just the ones making six figures. | The joy of being affiliated with UCF, especially today, is a fantastic feeling. Having been a part of this community for almost 30 years, I have watched it grow and become a leader in higher education. To be able to continue that growth and work with the people here would be a huge selling point. |
| <p>These should be looked as opportunities and not challenges.</p> <p>1. Affordability - Maintaining higher education affordable for students (tuition, housing, and educational materials)</p> <p>2. Access - providing the same high quality education to all students (online, face-to-face), using the latest technologies, interactive classrooms, etc.</p> <p>3. Graduate Education - building upon the current success of graduate programs at UCF to become a destination for graduate education</p> <p>4. Visibility - Continue to build upon UCF's growing visibility as a leader in educational opportunities, research, international students, etc.</p> | An individual with demonstrated experience in leading a large metropolitan research university, but also understands the ever changing landscape of higher education. An individual with a proven record of being involved in partnerships and understanding how these can help take us to the next level. | UCF is an institution of opportunity. As is commonly said, we are in the business of transforming lives. Our next president will have the opportunity to continue building on the amazing work of Dr. Hitt and will have an opportunity to continue taking UCF on the path of being a higher education leader. |
| As UCF moves into a more diverse student population, the old status quo will have to change | the next president of this school should be someone who can embrace and lead this campus as it grows into a more diverse student body | Someone should want to be the president of this school because it will be a powerhouse in the very near future and the person at the helm will have the pleasure of steering its path |
| UCF is facing enormous growth. As wonderful as it is, the university must curb this growth as it's becoming unmanageable. In the early 2000s, the University of Texas at Austin had the largest enrollment in the country. It was certainly celebrated but UT realized that they needed to manage this better and curbed enrollment. Enrollment numbers purposely went down in order to keep the high quality of the UT experience for the students. I believe UCF must do the same. I hear students say that classes are full, professors are not responsive/attentive, TAs are often the ones teaching classes, not to mention trivial things such as the awful parking situation (which affects staff/faculty as well). | <p>1) The next leader should focus on the student experience not just on the financial state of the university. I understand that dollars play a critical role in the development of our fairly young institution, however I feel that something is being left behind. For example... My friends who went to UCF in the late 90s have fond memories of how accessible university officials were. They'd sit at the union to talk to students to know their thoughts. From what they say, there was more of a sense of community even though UCF was more of a commuter school than now. I see the UCF experience now from my niece and a couple of her friends and they hardly ever come to campus. They take their classes online, they go to their sorority meetings on Greek Row, and that's as far as their interaction with campus goes. 2) The next leader must also recognize that although quality faculty members play a critical role in the development of the university, staff members are the ones who run the show. We often feel that we're treated like 2nd class citizens. Faculty members are helpless and if it wasn't for us, their everyday lives would be bleak.</p> | |

What will be the challenges facing UCF over the next several years?

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| UCF needs to slow growth in all areas and focus on enhancing excellence. Many internal processes, offices, and procedures were setup when the university was much smaller. Research and Graduate Student excellence should also be a priority. Athletics is currently doing its job for helping create pride within the university, but that needs to be a focus for the future as well. | A dynamic, strong, good communicator, with an accomplished background that brings respect and prestige to the university | UCF is on the cusp of being incredibly awesome. Big shoes to fill, but the new president should have a different set of goals. I strongly believe research and prestige/excellence should be the main focus vs. of inclusive. |
| UCF is growing to fast. More students with limited classroom space. UCF is hiring faculty, but don't have office or lab space for them. Staff is being expected to cover for all of UCF's errors on uncontrolled growth. | Someone who can sit down, and slow things to an attainable space | Good question to ask them. Maybe have that part of their application process |
| The Downtown Campus, Dissolution of COHPA, Crime at both on/off Campus residences | Someone with vision and strong leadership skills, able to follow in Dr. Hitt's footsteps | UCF's expansion will rival ASU in size and student body; dedication of Faculty/Staff/Students/Alumni and the community to making UCF a top choice for prospective students; living in a beautiful city with great weather |
| <p>The challenges for UCF in the next several years our biggest challenge is that our infrastructure needs to catch up with the rest of the private sector. UCF depends too much on paper and hard copy files. We do not have a reliable data management system and our technology is stagnant.</p> <p>HR processes are archaic and it seems that they are out of touch with the "human" side of their job. It is merely a hiring department with little care over the individual's struggle.</p> | We need someone who has an educational background and has a track record of technological innovation. The university needs to get on track with technology. The private sector is much more advanced and efficient in its processes and systems. When I came to work for UCF I was surprised how behind the state is in data management/record keeping and technology. HR utilizing paper for time sheets is archaic and was archaic 9 years ago. In order to be a leading public university we need to step up our infrastructure significantly so that it meets the demands of our workforce. | <p>The person interested in becoming president of UCF should do it with the intention of building a solid advanced educational system. The person should structure UCF as the model for an innovative institution that exceeds our state institutional norms. If we aim for a global society, we need to take the example of other cultures such as Japan and Finland. The main goal is to adopt the positive infrastructure aspects of other cultures first. The foundation to our culture is our educational system. This is the key to our success. We need to develop an educational pilot program that mimics Japan and Finland and create a new foundation of striving individuals that respect others and have a sense of pride in work.</p> <p>Our president should not be in any way a politician, EVER. The agenda will be skewed over power and money. The next president should take the role with intentions for the good of the university and not self serving purposes.</p> |
| Attracting and retaining the best staff and faculty. Current pay structures and institutional culture doesn't serve its fullest capacity to retaining and attracting top talent. | Someone who has a background as an educator and has institutional experience at a top performing college/university. | They love the unique culture, model, and paradigm that UCF has created and authored. Where access and quality aren't mutually exclusive, the story of UCF is young, and it's potential is limitless. They should really value and appreciate the support and enthusiasm from local, regional, and national constituencies. |
| Maintaining momentum and keeping up with competition | Young , forward thinking, and understanding the political landscape | Best damn campus in the land |
| State funding which has dried up under Rick Scott, attacks to higher education by Betsy DeVos, and the GOP tax plan which will make graduate education unaffordable for many. | Someone progressive. Someone who is an inspirational leader and not just an empty suit. Someone who inspires confidence and is transparent. | To make UCF even more innovative an accessible |

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| The open access admissions to "Direct Connect" and enrollment growth are going to continue to be issues, in terms of resource allocation and funding levels in all areas. | We need someone who is savvy in Tallahassee. Who will work to secure as much funding as possible for UCF. Additionally someone who looks at the long-term picture growth and enrollment-wise. We need to really think about if we have enough resources to assist all areas of the institution with the funding we currently receive. The performance-based metrics related to graduation and time to degree completion, are very significant -- but without increase advising / student related resources how can we expect to improve these numbers? | To take the university to new levels of excellence. |
| Departments understaffed. More students and additional duties added to the standing staff. | A leader who is concerned for the wellbeing of the staff and is able to make the decisions to create a workplace where everyone is able to complete their duties. He or she must remember that when they get excited about the ever growing student population, the departments are not getting extra bodies to accommodate. | They should want to create a good working atmosphere, be open to the students and their needs. They also need to pep up the place. For heaven's sake!! We have in UNDEFEATED football team and you'd NEVER know it by being on campus. Thank goodness for the news. |
| Growing research | Someone who has experience with large research oriented universities. | Prestigious position. If they come here with the intention of staying and helping the university grow, it could make a huge impact on the school and Central Florida. |
| The university will facing some significant challenges .the executive will need strong leading professional and expert partner to help to meet the expectation and the popularly amonunt of the student , staff and employees to be the best university in the word. | We need a person to be a profesional and leader to direct this university.A leader that handle internal and external challenges in all around the university%0as and help to continue to achieving what we have and Moore. | We have tremendous reputation as high university And continue to improve to expandend in different material. |
| Developing an infrastructure to support the emphasis on "big." Finding ways to support the meaningfulness of the individual student in the atmosphere of "big." More and more students come into my office saying, "I'm just a number at UCF." | Someone with a true vision of blending great educational offerings with deep respect for the value of the student. Someone who can recognize the tipping point between big and "big, but not better." | Because UCF is at a crossroads to define itself as something more meaningful and lasting than its sheer number of students. Dr. Hitt's role was "getting us there (growth)." The next resounding question to be answered is "Who do we want to be now that we've become this juggernaut?" |
| -Increasing pressure to provide financial assistance to students but no increase in tuition and fees -Increasing number of students enrolled in online-only courses means that those areas that receive fee revenue (athletics, activity/service, etc.) are going to notice a decrease in revenues -Need to adequately cover courses offered with an increasing number of students. Are our faculty growing at the same rate as the number of students we bring in? What about staffing? | A dynamic leader who is easy to work with. Someone with experience in several different types of institutions so that he or she can bring ideas from other universities. Someone who realizes the importance of technology and will be willing to fund technology. | UCF is a dynamic university. UCF gives someone the opportunity not only to be a leader in the Orlando area, which is so varied in its makeup, but also gives them the ability to lead a university known for innovation. |
| Growing our sports team to compete with the ACC and SEC, and making sure UCF is at the forefront of technology. | An innovative leader with unique ideas to bring us up to date | |
| Continuing to provide access while managing growth. Affording the technology and human resources required to sustain and expand UCF's strategic goals. | A visionary One who can effectively advocate for UCF at all levels of community-state-federal levels of political and governmental activity. A collaborator who is willing to work with other educational partners to achieve goals | Because of the unique, rich, caring and vibrant environment that is UCF. UCF doesn't settle for the staus quo. We continue to grow and transform in response to the changing needs of its students, faculty, and the community we serve. |

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| | that not only benefit UCF but also benefit our partners, students, and communities. A leader who doesn't forget or neglect the faculty and staff who work to support the goals and visions of the President. | |
| In order to be competitive, UCF will need systems in place to be able to comply with DoD regulations in order to accept defense industry contracts to stay competitive with other universities and industries. | Someone who is willing to take the time and put forth resources to allow UCF to put adequate systems in place. | UCF is a rising star in research with so much unique talent. I cannot wait to see where UCF will be in terms of research in 10 years. |
| Proper facilitates for faculty and staff, i.e, office space. The university is growing at a rate that the facilities cannot keep up. Funding and fair compensation for staff. The amount of work is growing, but salaries and additional employees are not. | Someone who is forward-thinking but realistic about what it will take to keep moving the vision forward. | The university is one-of-a-kind, and as President Hitt says, there is a chip on our shoulders which keeps us striving to do better. We don't rest on our tradition or history, we pave our own path. And it will continue. |
| <ul style="list-style-type: none"> - improving and expanding facilities to accommodate the - attracting international students to the university given travel bans and the current political climate at UCF - protecting LGBTQ+ Faculty, Staff and Students when the United States government is publishing laws and policies that protect these people - Promoting an inclusive campus environment that allows all students to THRIVE and find community - Housing enough first year students and upperclassman on campus, there is a high demand for students to live on campus and not enough spaces for each student | <ul style="list-style-type: none"> - Someone who is not afraid to stand up for the rights of minority groups as well as someone who is an innovator and can bring a large, diverse campus together - Someone with a proven track record of advocating for LGBTQ+ students and minority students - Someone who can generate policy that actively engages international students and protects them | <ul style="list-style-type: none"> - It is one of the best schools in the country! with the scale of ucf and the diverse student population, anything is possible. we are situated in a very desirable part of the country to live in a large metropolitan area with an innovative leadership team. |
| <ul style="list-style-type: none"> -Increasing facility capacity -Retaining quality instruction to accommodate quantity of students -Ensuring faculty and staff maintain individual relationships with students to impact retention/matriculation -Maintaining partnerships with local, state and federal partners | A leader with a background in higher education with a proven ability to work with a diverse, resourceful team both at the university level as well as the community level. | UCF is becoming interwoven in the economy of Central Florida.... To be part of UCF's integral relationship with Orlando and Central Florida, establishing us as a model University and model community is to be part of the next generation of how higher education institutions impact society. |
| Growth, the need for additional parking, housing and classrooms. | Modern, open minded, young and futuristic vision. | To make UCF number one in the nation with the students success in education as the number one priority. |
| campus space, parking & student population management | This requires a leader who can see beyond the immediate issues & see the resolution. | it is a fantastic place to work and study. The degree programs are exceptional & UCF is on the educational map forever now. |
| <ul style="list-style-type: none"> - adequate funding - adequate space - maintain momentum - adapting to new senior administration - developing downtown and medical city - continuing to be partnership-oriented (internal and external) | Our next leader will need to be visionary, facilitative, team-oriented, and a clear communicator. UCF has exhibited the capacity to create and fulfill opportunities. Someone with characteristics similar to Michael Crow. Trends at the state and national level suggests an increasing need to innovate our way to success. | <p>UCF is still on an upward trajectory in terms of growth, quality, and impact. As a young institution, UCF is agile. Internally, UCF is a high-trust institution, which enables people to work together constructively. Externally, UCF is well-regarded and has strong city and regional relationships. UCF is also respected at the state level.</p> <p>As a university on the move, there is opportunity for our next leader to shape the institution's character and direction.</p> |
| declining enrollment on the national scale | inspirational, strategic | innovative school that is making an impact |
| As UCF continues to grow, it will face the challenge of diminishing its quality of service and quality of student. The goal is Scale x Excellence = Impact, but the reality is | We need a leader who is not blind to challenges that we will inevitably face as a large institution growing larger by the day. It is good to be optimistic, but not overly so. | Someone should want to be the president of UCF because he or she believes in the institution, its people, and its potential. They should be passionate about improving |

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| more complicated than that, as when an institution grows too large, the quality often cannot keep up with the quantity. We have to ensure that the standards for admission, academic expectations, and student support are not lowered as we grow. | We need a leader who can guide university students, faculty, and staff to constantly raise their standards and quality of performance in conjunction with the rising numbers. In sum, we need a leader who is just as concerned with quality as he or she is with quantity. | the university and using it to enhance the surrounding community. They should have the passion, drive, and vision to help UCF advance into the future with the same or greater momentum as Dr. Hitt has done during his tenure. |
| Building the university infrastructure to catch up/keep up with the increased growth of UCF. | Strategic visionary, with an understanding of practical business and academic operations best practices. | They should be motivated by having the opportunity to take this institution to the next level in academic prominence. Make UCF a school that has prominent name recognition as a leader in higher education throughout the USA and the rest of the world. |
| The next several years will include many milestones for the university culminating at once; the opening of the UCF Downtown Campus, the construction of the Teaching Hospital, the opening of Legacy Pointe at UCF, in addition to unpredictable factors affecting Athletics. Additionally, the university will be concluding the IGNITE Campaign and then preparing for the next one. Although these milestones are not necessarily challenges, it will be crucial to maintain a culture of innovation, collaboration, and inclusion in order successfully launch and grow each area. | A leader who has the ability to innovate, build, and create in way that is inclusive and collaborative in nature. This individual must understand and appreciate the culture at UCF, where we dream big. Additionally, the next President must understand and respect the alignment of our administrative and volunteer bodies, who are all working towards one common goal of doing what's best for the university. There are no hidden agendas or power struggles; we all love UCF and want what's best for our students, our faculty, staff, and the community at large. | UCF is a special place. It always has been. We do not strive to become like other institutions. We respect our own brand and aim to innovate in a way that other universities cannot. Our alumni are young, energetic, and that shines through in everything we do. As the nation's leading partnership university, someone should want to be the president because they have a passion for the future of higher education and understand that relationship building is the key to continuing UCF's upward trajectory. |
| UCF will be facing the challenge (and incredible opportunity) of a rapidly diversifying student body over the next several years, as exemplified by our recent designation as a Hispanic serving institution. As such, UCF may need to re-evaluate the relevance and impact of programs and practices that have proven successful in the past to ensure we are evolving to meet the needs and address the priorities of an increasingly diverse student body. This might include identifying opportunities to enhance inclusion and access for students from various cultural, ethnic and socioeconomic backgrounds and/or prioritizing increasing faculty diversity. | To meet the challenges (and take advantage of the opportunities) of a rapidly diversifying student body, UCF needs a leader who is aware of, and sensitive to, injustice and racial tension, as well as someone dedicated to taking action to work toward resolving such issues. Listening to the concerns (and commendations) of students, staff, faculty and others should be a key strength. | Someone should want to be the president of UCF because they think UCF is great and want to make it even better in some way (hopefully based on feedback from students, staff, faculty...). Increasing access to education and opportunities for upward mobility should be a couple of her or his primary aims. |
| Ensuring that the individuals that are migrating because of the natural disasters are being accommodated and provided inclusive services. | I believe it should be a leader who is culturally sensitive and values diversity and inclusion. It should be an individual who believes in a diverse student and faculty population and the importance that inclusivity is with millennials. | I believe that this University is incredible and is extremely diverse and ahead of its time in all areas. Any one who gets the honor to be the President of this University has big shoes to fill. |
| Ability to understand, manage, and grow the educational, research, and clinical missions. | The next President should be a visionary. The next President should be an amazing speaker, able to motivate and inspire. The next President must have demonstrated skills in partnering. The next President must have demonstrated skills in succeeding on a limited budget. | UCF exceeds expectations. Look at what Dr. Hitt accomplished during his time in office. The faculty, staff, and students have been inspired and need someone who can continue to inspire greatness. |
| Limited resources, mental health, students not prepared for college-level work and thinking | Hm. I suppose that leader would have to have a thick enough skin to absorb abuse. Everyone wants resources, and the president makes decisions about where | Well, they should not apply if they don't want to be president. I shouldn't have to sell the largest university in the state with such amazing potential to someone who will |

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| | those are spent. Vision and strong decision-making skills, ability to lobby, fundraise, and delegate where appropriate. Certainly someone who will learn about every aspect of the university, one maybe with experience with unions and a very large and diverse student population - one that will continue to uphold the values of seeking to employ a similarly diverse workforce. | make more money in a year than I will see in ten. |
| Increasing competition in online learning. Increasing competition for research dollars. Recruiting and retaining a diverse student base. Keeping costs for students low while growing UCF's faculty base and campus. | A leader with experience at a university in a large metro area with numerous partnership opportunities. | To further our footprint in research and community involvement. Someone who is committed to the partnership UCF has with the city of Orlando through UCF downtown. |
| I believe the changing landscape of technology will affect the education industry at large over the next decade. UCF must prepare and adapt to become an agile technology organization that educates, rather than a traditional educational organization that uses technology. We have seen aggressive disruption in industries from retail to finance, and that change is coming to education. | Someone who understands the direction of the industry and has the determination to change UCF's path. | To build a better future for UCF, it's students and the community. |
| Growth and competition with other regional and national universities. | A leader who understands small and large university growth and how to achieve reasonable goals that increase enrollment. | Because they care about higher education and want to make a difference in our future generation. |
| Growth of students and faculty, Expansion and partnership downtown and in other campuses (including online), Living up to the strategic plan goals of increasing research and student success. | Cannot be done alone. This leader will need to empower, empathize, build and maintain strong relationships and partnerships. He or she must understand that ongoing infrastructure and support must be factored into the total cost of growth to sustain success. Also, one that values the importance of IT services contributing to that success. | We have many folks on campus that care and so much opportunity. We are ready to have our next leader help write our next chapter. |
| Issues of diversity and inclusivity. | One that represents the diverse and inclusive culture at UCF, meaning not a white male. | To positively impact UCF's current students, not focus on obtaining more and then not supply the resources needed to keep up with an even larger student body. |
| Less reliance on state funding. To operate less like government (bureaucratic) and more entrepreneurial in order to become more efficient with our limited resources. | A proven industry leader and change agent. | |
| I believe two of the biggest challenges will be funding and creative disruption in the delivery of higher education. I think spending constraints at both the Federal and State level will continue to put pressure on institutions of higher education and will make capital expenditures difficult. I also believe that the value proposition of a higher education degree will continue to be called into question. | UCF's next President needs to be able to effectively fundraise and successfully increase UCF's endowment as spending constraints by the Federal and State government will continue. I also believe the next President needs to be creative in approaching how higher education can be delivered to students and how technological innovation will impact that. The President needs to be politically sensitive to the perception that higher education is no longer a good value proposition. | To have the opportunity to take UCF to the next level on the national stage. |
| PARKING Loss of green space on campus | One who looks forward 10 years to preserve the qualities of UCF President Hitt has put in place. Must have higher education experience. Must value staff and work with leadership | To bring respect and recognition to UCF as a top university. To fully engage in all aspects of the University. |

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| | to move forward rather than promoting own agenda exclusively | |
| The lack of state funding. This will be a culture shift that needs to be addressed. Also, the fact that higher education is changing and change needs to be the culture | A transformational leader. This person would need to still hold true to the same 5 goals, but put their own stamp on how we achieve them. I hope they will be a leader that can come in and learn what is being done now and why, then make educated and informed change toward efficiency and effectiveness - but not for the sake of just changing to "their way." | We are one of the most innovative schools in the country. We are proud of our school's "youth" and welcome the idea of doing things differently. Our athletes graduate more than any other school with an emerging athletics program. We are trying to change culture and I truly believe in what UCF stands for, and they have to also. I hope we can find another person who isn't looking for a notch on their belt to the next opportunity. |
| Staffing - we need more staff with downtown coming on board. Compensation - UCF needs to be more competitive with lower grade positions, especially in SDES. | Someone who is not afraid to take charge, demand results, expect outcomes, and commit to hiring the most qualified people (not necessarily those who are internal). | This is the best institution in the country. We live and breath our Creed. Diversity is valued here. We provide ACCESS to students. |
| '- Growing student population. Number of classes available and seats available in those classes, parking, etc. - Need for a new, updated, and larger space on campus for the performing arts departments (music and theatre) - Funding | Someone who is understanding of the needs of the student population across all disciplines. Forward thinking and flexible. | UCF is a large institution that just keeps growing. There are exciting things happening now, and more exciting things that will likely be coming in the future. We just keep getting better. |
| UCF has grown immensely under Dr. Hitt's leadership. In the next several years, UCF will need to sustain this quick trajectory with this major change in leadership happening. Funding is always a challenge and that is also going to be a concern for UCF in the next several years. | A visionary leader, who is able to anticipate the needs of the university in the coming years and who is able to strategize and implement whatever is necessary. Someone who is kind, caring, brilliant and has the ability to connect with leaders all over the state and country. | Someone should want to be President of UCF because they care about students and the university. They need to be passionate and knowledgeable about higher education and truly have a desire to make a positive impact. |
| Too much growth with too little resources. Just in my seven years at the university (first as a student, now as a staff member), main campus has almost overnight gone from a larger happy community to feeling claustrophobic just walking down the sidewalk. Free t-shirt lines, ticket distribution lines, any kind of free event has become completely overcrowded, too many people, and not enough to go around. This has started the downward slope of the bell curve - now, I feel and hear from others that there is less community on campus partially due to this. Before, most anyone who waited in line could get a t-shirt, participate in Spirit Splash, get a good seat at a Pegasus Palooza or Homecoming events, but now, it's almost better to not even go because it's not worth the hassle. Even more so, the infrastructure of main campus and the surrounding roads and communities cannot handle the growth. To bring any more students to this campus is irresponsible of UCF and does no service for anyone. | The leader we need makes real, progressive changes that will benefit as many UCF individuals as possible. They will make decisions that are for the best interest of the university and the majority, not for the interests or investments of a few. They will be focused on getting UCF prepared for the future, either technologically, what students want, what faculty and staff want, or in the policies and procedures we follow. | Someone should want to be the president of UCF because real innovation happens here. Each and every student, faculty, staff, and alumni are the epitome of our UCF creed. We have a community of people with values, respect, and integrity. We are amazing. We need a leader who can keep up with us to keep us amazing. |
| Growth, financial challenges, how to allocated resources, | honest, caring, open, hard working, family oriented | They want to help transform the lives of students in a positive light, and help supply the Central Florida community and the state with professional workers. |
| Increase in Spanish speaking students. Increase of a workforce unwilling to continue moving the wheel in the same | One that is not scared to take risks. One that is willing to challenge the status quo. | Because we are a remarkable institution with lots of hungry employees ready to take UCF to the next level. |

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| direction it has gone for the past 10 years. Increase of a workforce with confidence to question department/unit practices that are far different from other department/units within the university. | One that actually pays attention to the staff needs. One that actually walks around campus and experiences what is going on at all levels (student, staff and faculty events). One that welcomes feedback from anyone. One that dedicates time into nurturing the university culture. A transformational leader that empowers all levels of employees. | |
| It's size! As we have continued to grow, students are sometimes getting lost in the numbers. Although we want to be innovative, have the cutting edge technology and be more accessible (in terms of the addition to more online programs), we also have to keep a grounded foundation that is personable. Teddy Roosevelt once said that "They don't care how much you know until they know how much you care". The growing need of resources is also the challenge - we have many staff and faculty that are already pulled in many directions and stretched thin. | We need a Servant Leader - they must have a natural feeling to serve first. With this quality, they will understand the needs of the students and faculty/staff and do what is necessary for the good of the University and its stakeholders. Robert Greenleaf states that " Servant leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world." | It has been proven that we understand the power of education and how it makes an impact on lives. In a short period of time, we have exceeded expectations in so many areas in terms of our partnerships, programs, research, student body, philanthropy etc. The potential at the University is exponential and we just need the next leader to build on the foundation that Dr. Hitt and past Presidents have provided. |
| <ul style="list-style-type: none"> - Improving internal efficiency at UCF so that we can gain economies of scale as we grow. - Enhancing cross-college collaboration to ensure that we better serve the needs of our community as well as model partnerships that are often made in business. - Highlighting wins and successes of key talent at the University to advertise the value that we provide for our economy. - Holding staff accountable for high levels of performance as well as building relationships with community partners. | <ul style="list-style-type: none"> - Someone with "real world" business experience in addition to political or academic experience - this would ensure that they bring a holistic perspective to how we can benefit our partners and the community, as well as the ways that we prepare our students for life outside of college. - Someone with the highest of personal ethics and character, to ensure that standards of performance and collaboration are modeled, as well as behaviors not consistent with our values are not tolerated at the college. - Someone with a bold vision regarding how we can capitalize on our momentum and shape it for the future, in consideration of how we can hold on to our history, particularly those things that have propelled us toward success. | <ul style="list-style-type: none"> - To make a difference in the lives of others and give to the community and greater good of society. - To play a part in shaping the future of our students and our community. |
| The tenured/tenure seeking faculty and senior leadership of the institution does not match that of the student body (specifically as it relates to race/ethnicity). More intentional and strategic efforts need to be put in place to ensure significant progress is being made in this area year-to-year. | A leader who is unafraid and unapologetic about speaking forwardly about the realities of our institution and the world we live in. An informed, knowledgeable leader. A leader who is courageous and charismatic. | There is immense talent and potential at UCF. The possibilities are endless. |
| <ul style="list-style-type: none"> * Ensuring fiscal responsibility -- which includes paying employees fairly and expanding the campus wisely (contrary to the new downtown campus...). * National and international recognition -- UCF seems to be straddling whether it wants to be a regional powerhouse or a world-renown research university. Sometimes these goals require different | Someone who isn't just ushered in based on how long they've been around and their popularity (ahem, B. Dyer). Preferably, someone who has spent some time outside of Florida and understand how a research university is run. This person has to also understand that UCF is a commuter campus and may have additional challenges due to this. More students may have issues that | This person should understand that the primary reason for higher education is not as for-profit business. If we want UCF to be a research university, this person has to understand how research is conducted/funded and how to best support UCF at this very interesting phase. |

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| approaches. And recognition does not have to be from football (those weekday games are kind of a headache and undermine the importance of classes). * Hiring excellent people that will elevate UCF's reputation. * Providing guidance and support for students to attain their educational goals. This includes expanding counseling services. | are not encountered at other large research universities. | |
| Providing access and funding for more first generation students Opening and managing a new downtown campus location (this is a good thing!) As the student population increases at UCF, so does the need for financial aid and other resources to help keep the cost of education affordable so more students have access without huge amounts of debt. As our Alumni population increases so does our need for our reach to nationwide and world-wide. Since we are relatively young as a University our alumni base is growing but they are younger alumni and that presents engagement challenges. Managing our size - we are large and maintaining quality education. Managing budget and budget cuts and the preparation that keeps us financially healthy. Moving our athletics into a larger Top 5 conference because our athletes deserve it and so does the University. | An innovator! A Game-Changer! A think-outside-the-box problem solver! Someone who understands that balance of academics and student life. A public speaker that has a presence that is engaging, encouraging, knowledgeable and inspiring. A kind and caring person that fosters inclusiveness on campus and in the community. Someone that is active on campus and visible to the students, faculty and staff - not just someone that sits in an office because sometimes the work is among the people. A listener that makes strategic decisions. A team player - a university as large as UCF has to work as a team otherwise we all fail. The President is the coach of our Team but they also have to be willing to put in the hard work too! Someone that is comfortable in social situations with alumni, students, donors and campus guests. A community leader - it's not just about UCF, it's about Orlando and the Central Florida region and being involved in the community beyond the UCF campus. I also think UCF's President should be engaged in educational initiatives on a state and national level. | Awesome things are happening here. We've built a reputation for excellence and the next president will want to build on the foundation that we already have. UCF has a vision for the future and we continue to reach for the stars. We are diverse, doing BIG things, young with a passion for moving forward and pushing the envelope - setting the bar for others to attempt to meet. We have a good team here of excellent professionals that seek to work with the best of the best. We've had that in Dr. Hitt and while he leaves big shoes to fill, Dr. Hitt has also set up the next President to succeed and do more great things for UCF students, faculty, staff, alumni and our Central Florida community. |
| Growth | Visionary | Limitless opportunities to impact students, families and community |
| Keeping up with the amazing strides that Dr. Hitt put into place, bringing us further into the future and forefront of University education, being competitive in growth and collaboration, bringing forth new majors and programs of study, and keeping the prestigious name that UCF has established under the leadership of Dr. Hitt. | Someone innovative, technologically current, a dreamer, someone who understands that it is a privilege to go to college and will push to help others make that dream a reality, someone who thinks with the best of the students in mind, and a leader that can easily be spoken to about situations and problems being faced by staff and students alike. | The UCF family has grown to be that of great honor and prestige. We have proven our greatness through our students, athletics, staff, faculty, and everything we attempt to do. We have amazing programs to help youth, less fortunate, and people who would never have made it to the places they are without UCF. |
| Growth - becoming too big and keeping our academic integrity | Someone with demonstrated ability to run a large institution. Someone who knows the importance of "change" and keeping us fresh and in the forefront. | Because they want UCF to compete with other nationally recognized academic leaders. |
| Enrollment, accountability, and funding | Someone who has experience, is good at relationship building, has a personality, and can articulate their vision clearly. | Someone should want to be the president of UCF because of all the challenges and opportunities the position brings. |
| Doing more with less. Expectations for continued enrollment growth while not addressing the stagnation in university support staff growth is concerning. | A leader who not only sees the importance of providing access to a higher education but also values the employees that work hard to foster access. | Because they appreciate our accomplishments in such a short period of time and want to build upon them. |
| Increase in Hispanic and minority students. Size. No matter how we sell it, at some point size becomes an issue. Becoming an inclusive institution. We are diverse but we are not inclusive. Sadly, we are not even diverse in the ranks of our | A true visionary--like President Hitt. Someone from outside the university who is able to see issues from a different light. Someone who is interested in varying points of view and points of view from a wide range of faculty and staff including groups | A desire to see a university grow and to be a strong leader in that growth. A vision of what UCF can become over the next 10 years. Confidence that they are the right person for the job and a vision for the future. UCF is a great, powerful institution |

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| highest administrators. Grasping that change for the sake of change is not of any value. Be an innovator also means doing your homework. We tend to be a follower University and not a leader in new areas. Just watch ASU and you will know what UCF will do next. | on the margins at UCF. The current Millican Hall bunch needs to have some diversity and that includes every office. Perhaps a new president will lead us even further in this area. | but needs to move to the next level in research and in teaching (which seems to take a back seat these days). |
| UCF has essentially become the largest University in the United States. Although we are balancing some things well, UCF has lost a lot along the way in becoming the biggest and despite our best efforts have lost quality in many areas. I'd like to see a president who will work to fill in the gaps and offer a great, well rounded experience for UCF students. | A leader with great listening skills that is not afraid to speak directly with students, staff, faculty and community partners and truly take their needs into consideration. | I hope someone wants that job that is interested in bettering the lives of students and is dedicated to making students, staff and faculty have a great experience here. |
| Staying competitive academically (offering up-to-date course curriculum with the most up-to-date tools/equipment); financially (sports recruitment for students and coaches, faculty and staff salaries and benefits); diversity; creating an atmosphere where young, forward thinking up and coming teachers, professors, professionals and staff add to our mix of dedicated long-term team members; continue our goals to achieve excellence, have compassion, be united, and igniting a passion in all we do. Many who work at UCF feel as though they are part of a "family." This could diminish as our goals become greater. Consider recognizing more individuals (faculty and in particular staff) for their dedication to UCF. Greater and additional goals mean more work for all. Remember to not only stress the importance of work/life balance, but to be an advocate of the balance in both speech and actions. Many are working 60 ++ hours per week now. | Our next president needs to be able to look into the future and see what direction we need travel now and in 5 or 10 years. Also be able to adapt to changes in the world and the needs of our community. To respect and have confidence in those who report directly to him/her and be their advocate and allow them to do their jobs. Allow and expect members of the UCF team to give constructive criticism and advice - not require them to say only what they think he/she wants to hear. No need to have "yes" people around them. Obviously, someone who is intelligent, has academic, management and fundraising experience. A good deal of common sense is important as well. The new president should be charismatic, yet genuine and down to earth, an excellent public speaker and have a love for our students and community. | Our university is very young and our potential is tremendous. Look at what we have accomplished in only 50 years! Knowing are current achievements and looking forward to our future capabilities is one small part of why being the president of UCF should be considered prestigious, challenging, exciting, rewarding and someone's goal. |
| Balancing quality vs. quantity Continuing to gain national and international recognition Retention of the most qualified faculty and staff, including cluster hires and leadership within athletics and foundation Funding - public and private Research Ensuring the success of UCF Downtown and the academic health sciences campus | A leader other people are drawn to and want to follow. A leader who is selfless and puts the needs of the university above all else. A leader who is strategic and analytical. A leader who is results-driven. A leader who both faculty and staff will respect and appreciate. A leader who is experienced in and wants to actively participate in fundraising. | Because UCF is big and bigger is better. Because there are so many amazing things happening at this university and there will never be a better time to take charge. |
| Continued growth, including the opening of the downtown campus. Budget demands and constraints. | Someone with knowledge and experience working at a large and growing university with a balance between running UCF like the big business it is while maintaining it as a leader in Florida higher education. A leader such as our Provost, Dr Whittaker. | To help influence the lives of 66,000+ students every year while being a leader in the community that also cares about the faculty and staff that make it all happen. |
| One of the challenges facing UCF is the teaching burden placed on the research faculty. UCF, of course, has a very large population of students, and consequently, a very large student to faculty ratio. The large teaching load prevents UCF faculty from focusing the time that is needed to significantly advance their research. Often | I believe that in order to meet these challenges and elevate UCF to a new level of research excellence, the new president would have to have a strong background in high tech (at a minimum a graduate degree in a STEM field) and experience in administration and management of a medical school. | As many have commented, UCF is transitioning from UCF 1.0 to UCF 2.0. This is an exciting time to join UCF and lead it into the new chapter of excellence in teaching, research, and service. |

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| the faculty members who obtain federal funding end up leaving UCF and joining other universities at which the teaching load is more manageable. Another challenge that UCF is facing is the very limited clinical research capability. UCF's College of Medicine has brought on board only a handful of clinicians/researchers who conduct clinically-relevant research. It is critical for UCF to ramp up clinical research in order to meet its goal of bringing in \$250 million in research funding. This can be accomplished most quickly by bringing in mid-career MD/PhD physician scientists with established research programs and strong track record of success in receiving federal funding. | | |
| Continuing diversity and securing funding | A leader who has a strong vision, and good staff to work with that supports the vision. A person that hires the right people. | The love the challenges of keeping UCF affordable, creative and growing. |
| As the university continues to grow and age, health care and access to services will be a greater challenge. For the younger students we need to emphasize prevention, for the older students, disease regression. Currently there are not enough preventative services available to students, faculty and staff. | A progressive leader that realizes a healthy student body and staff will be more productive. | It is a challenge to lead such a large and diverse university, while attracting talent in all fronts. |
| Large number of students and great customer service and reasonable class sizes. change in leadership and adjusting to new expectation of a new President Not losing momentum that we are currently experiencing Diversifying the top leadership at the institution along with faculty and staff | Someone who desires a great institution not just willing to settle for good. Someone who is visionary, connected to key stakeholders, and an individual committee to student success Someone willing to invest in innovation and creativity. Someone willing to challenge the status quo and push individuals to function outside the normal boxes | Great place to work and the students, faculty, and staff care Research platforms are improving UCF is a dynamic culture with a lot of energy and innovation to offer to the world A place that values social justice, diversity, and inclusion |
| Parking for one. We are growing and that is a good thing, but at the same time we continue to lose parking lots/spaces. We pay good money to park at UCF, however, it is becoming harder and harder to find a space, and yet we continue to construct new buildings where parking lots used to be. In the Engineering area alone, we have lost several parking lots for new construction. When the two new buildings open soon and expansion to Creole is complete, the problem is going to worsen. As it is now, we cannot leave in the middle of the day for lunch or an appointment without running the risk of not finding a parking spot when we return. It is a challenge for the students as well. | Someone who is strategically focused, innovative and flexible minded, effective and results oriented, customer and employee focused, a trusted leader and an incredible communicator. | UCF has successfully grown exponentially under excellent leadership since it opened. It has become one of the largest universities in the US. It has made significant research contributions to engineering, optics, simulation, digital media, business administration, education, hospitality management, and the arts. UCF is a great place to work and achieve degrees. |
| How to deliver high quality instruction that engages and challenges students and meets the needs of the future workforce. Understands that jobs will be different by the time students graduate. Figure out how to provide better education than what a person can get for free by watching videos on YouTube. Connecting with younger | Younger individual who understands the challenges of growing up in today's world, someone who understands and appreciates technology, someone who supports work/life balance of students, faculty and staff. Great community partner, understands impact of cost of education | We are a force to be reckoned with! UCF continues to establish a name in education and research. State of the art medical school and new downtown campus. Great partnership with the community. Growing athletics program. Alumni support and Student pride for school. U Can Finish! |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| generations and exceeding high expectations from faculty and staff, community, alumni, parents, students (undergraduate and graduate). | and student loans. personable and well educated. Open to diversity and inclusion. | employees who are proud to work for their alma mater! |
| Sustaining diversity, growing internationally. achieving global recognition. acquiring and retaining excellent faculty n research talents from the nation. larger transfer partnerships in state. creating big online presence | visionary, adamant on principles. data driven decision maker. analytical thinker. student charming leader. | UCF is that powerful huge bull running towards its target knocking any type of myths and obstacles that a young institution is given by the oldies. RESEPECT a institution anyone grows to respect after learning how big and how fast it runs |
| Promoting diversity in student population as well as faculty and staff hiring with focus on community building. Creating a "college town" for students with more facilities and programs on campus or within easy access. Expanding degree offerings and engaging community high schools to recruit students. | Someone who listens and engages with the community. Promoting partnership and strong guidance from middle out approach. | This is an amazing institution with amazing people. We are just getting started - come help us define the next generation of visionaries. |
| Skilled, educated, and adequate number of staff to support all of the University's operations that should not be handled by faculty or people who are not educated in the particular subject. | One that runs UCF like a business and recognizes staff's contributions. | Provide a safe, diverse, and quality education environment for students as well as a business-like, professionally run campus for all the employees. |
| <ul style="list-style-type: none"> - Budgets supporting a wide array of initiatives, specifically with programs/services for minority students - Increasing access to financial aid - Supporting the development of the downtown campus and maintaining staff involvement on main campus | <ul style="list-style-type: none"> - Someone who advocates for students, staff, and faculty who are people of color, LGBT, first generation, and other minority identities or historically marginalized - Allowing for more opportunities for students to afford college - Maintain and promote initiatives that support minority populations | <ul style="list-style-type: none"> - To value the diversity of every person on campus - Promoting a campus of free speech, but also endorsing mutual respect - Understanding the needs of marginalized students and wanting to meet them |
| I think there will be a lot of turnover in upper administration after President's retirement. This has the potential to tax our infrastructure and employee morale. Filling these positions with diverse candidates such as women and minorities will be a challenge that UCF will be expected to take on. Declining state funding and identifying new sources of revenue. The decisions related to the Downtown Campus occupants and how these changes may effect our current college structures and staffing (will need new staff for Downtown, but also some may resign if their unit moves). The Academic Health Sciences Campus, Teaching Hospital, and potential move of Nursing. These all have the potential to be more costly than necessary if not managed efficiently, create more turnover, and rearrange the make-up of the colleges involved. Attracting and retaining top talent in our faculty, especially those representing diverse groups, one part of the Collective Impact Strategic Plan, in order to more closely mirror our student body. UCF's goals of preeminence will be challenging to meet though we have made laudable strides thus far. In order to meet research funding goals, the ORC will need to solidify its new structure and begin implementing new processes to improve relationships with faculty and cut down on turnover within the division. UCF, hopefully, will face the challenge of adopting a new | Someone who has an understanding of the inner workings of higher education from a myriad angles, not only administrative. To compete with other universities with more money, longer histories, and who garner more respect from various entities from football to academics, we need to rise to the occasion on all levels: students, staff, faculty, and administrators. Working at UCF should keep you on your toes and positively invigorate your day because in higher ed we're laying the foundation for our world's future successes by educating future teachers, doctors, artists, athletes, advocates for the disenfranchised, and researchers who could be a part of the cure for cancer, the end of poverty and hunger, or the discovery of ancient secrets on this planet or another that will forever change human history. However we also need to be sure we employ a host of wonderful people, whether they are a smiling landscape tech who brightens the day of anyone passing, the best grandmother/father in the world who gives sage advice to the students and staff in their office and always makes the best dish at the potluck, or a faculty member with multiple terminal degrees who loves imparting knowledge to their students who love him/her and has a zest for life that keeps them coming to work everyday to further their discipline's research but also widen it into other areas | It is a great time to be a Knight! UCF has so many reasons to celebrate, and Dr. Hitt is leaving a host of challenging but exciting projects that a new President will have the opportunity to put their stamp on. No one wants to inherit a sinking ship and Dr. Hitt is handing over a pretty well-oiled machine that could purr on cruise control but performs at its optimal level under excitement, pressure, and changes that further our path to success. Someone who would want to be the president of UCF because they appreciate what an education can bring to a person and their family and they want to be part of a BIG family! A new president has the opportunity to take the reigns from Dr. Hitt and make UCF a household name. a person should want to come to UCF because they value community and they thrive on making connections. No one could fathom what Dr. Hitt would do with UCF in his career here, but our new president will have the opportunity, challenge, and blessing to take over a place that is already on the trajectory to "reach the stars!" |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| culture of collaboration and innovation that will extend to staff and policies that are outdated or being performed inefficiently. I'd like to see the UCF culture value new ideas regardless from what level they originated and to get away from the success-draining dogma of doing things the way we always have for that reason alone. | by collaborating on societally important work. Our new leader will inherit a pillar of the community that's like a basket of apples. Some are past their shelf life and some are shiny, crunchy, and sweet. Because one bad apple can spoil the bunch, our new leader has to be able to look at the basket and make objective forward-thinking decisions about which apples to keep for the good of the group. Moving forward, our leader should add to the basket based on the needs of the university overall. They don't necessarily need to only add apples, but whatever goes in the basket should be the best. | |
| <p>Access, Success and Diversity in higher education for all students i.e. Black, Asian, White and Hispanic, Native American,</p> <p>Trends in higher education i.e. declining state funding</p> <p>Program reallocation of funds to support First Generation, Adult Learners and First time in College and Transfer Students</p> <p>Partnerships and research opportunities</p> <p>Hiring and retaining a diverse faculty and staff</p> | <p>A leader that understands collaboration and partnerships in the 21st Century.</p> <p>A visionary leader who understands and values the relationship between government, higher education and the public.</p> <p>A leader who values diversity and inclusion of staff, faculty and students in the 21st Century.</p> <p>A leader who holds Deans and colleges accountable for student success rates of all students.</p> <p>A leader who is approachable and leads by example.</p> <p>A leader who is charismatic and in touch with the campus community.</p> | <p>UCF is a dynamic young university.</p> <p>UCF is experiencing growth with a new downtown campus and new buildings.</p> <p>UCF Football champions. Go Knights!</p> |
| How to meet the increasing needs of the Orlando and greater Orlando community (including international), while maintaining quality. | Someone who believes in partnerships, particularly the ones that currently exist, but also in bridging new ones. | Because they believe in educational opportunity for all and will not seek to limit this. |
| Growth, future direction and goals for the university. | An individual who has the ability to manage growth and plan for the future of a large university. | The opportunity to make a positive difference for all at the university. |
| Funding | Big picture, visionary and strategic | Because they care about higher education, students, faculty and staff. |
| Remaining a diversified campus - reassuring our international and minority students that we embrace cultural differences and they are welcomed to our campus | One that can stand their ground and buck the current political agenda | UCF is a great campus - we have some of the best teachers, curriculum and students |
| Overcrowding, failure of having face to face classes. Not everyone learns the same way. | Someone who focuses on quality of education rather than quantity. | Gets paid a boat load of money for doing nothing. |
| Creating an environment of equality and inclusion | A people focused president | The chance to make a huge impact on the community |
| Students getting access to the classes they need in a timely way | | |
| maintaining the scale vs excellence challenge... bridging the gap between accessibility and being a "sought after" school... | an innovative one, experienced but open-minded, energetic, one that desires to stay in central FL | as the 2nd largest university in the nation, the potential to make a difference and impact a large number of lives exists for the presidential role. it would be a huge accomplishment and undertaking, but for the right person, it would be an exciting challenge. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| UCF is doing well on the academic side, but over the next several years, UCF needs to build a reputation based on scholarship and research. | Someone with high Emotional Intelligence, with deep organizational awareness, who is not afraid to shake things up and ruffle some feathers. | Because there is potential to bring about impactful change. |
| UCF just joined the lowest rank of scum with the hiring of Jeff Lebby. | | |
| Continuing to provide a high quality education while dealing with reduced state budgets. We need to be able to do more with less, while not sacrificing student needs. While online education is becoming more prevalent, we need to make sure that we aren't overworking professors and sacrificing teacher/student interactions. We also need to think of other ways to fund our activities. | We need someone who is innovative and willing to think outside the box. We need someone who understands that in order to provide high quality education, we can't sacrifice face to face time between students and teachers. | UCF continues to be a rising star. We're a young university that is already doing great things in education, research and athletics. We've grown dramatically and exceeded most people's expectations of what we are capable of, over the last 25 years. However, we're just getting started and the right president can provide the leadership to help this university reach its full potential. |
| Size and infrastructure. Our staff support is not keeping up with growth of the students. The hiring of faculty has been wonderful, but staff and administrators play a pivotal role in ensuring that the performance based funding metrics are met. | A truly collegial president. Not one who only makes appearances on campus for large events. Someone who can bridge the gap between faculty and administrators. Someone who can inspire hope and someone who has a clear vision for the future. | We are innovative. We aren't stuck in our ways. We will try anything at least once (good or bad). |
| being an actual university, not a big college, with a focus on research UCF has always chosen quantity over quality. It's time to really restrict quantity and focus on quality. | who does not think the money is everything and the university does not need to provide service to every single person in central florida | good question |
| PARKING. You guys keep putting buildings in perfectly good parking lots, there's not enough spots. P.S. That week between Christmas and New Years as a paid holiday is a wonderful perk | One that values their staff, faculty, and students. | UCF is a great school and it has the potential to overtake some old institutions in the coming years and that is due to the great leadership of the previous president and could be reversed by a poor one. |
| Expanding our physical footprint (despite growth of online education) and increasing our research production. We need to refocus from our nearly exclusive focus on student success, which, while admirable, is not sufficient--instead we need to strengthen our research profile in particular. | We need a leader who understands them, first. This leader needs to understand the history of UCF to the communities it serves both its internal communities (faculty, students, staff) and external (broader Orlando community) and the costs and benefits of that history. But we need a visionary to reshape our purpose so we are not resting on our student success laurels but instead are growing for the future. . | This is a pivotal time for UCF as we transition from our successes in student development in all areas to better incorporate graduate education as part of a robust research mission. The would-be president should be excited to lead UCF in that transition while being galvanized by all the excitement UCF already generates in those who know it. The would-be presidents need to have a "WE can" attitude that is focused on service and not on self-aggrandizement. |
| The university continues to grow, while resources and staff sizes continue to reflect a much smaller university. How would this president grow the staff and faculty of UCF to reflect the size of the student population we now have to serve? | A leader who is diverse in thought and background, while President Hitt left a long legacy at UCF, the next leader maybe shouldn't have such a long of a stay. That much time in one position doesn't allow for creativity of thought. | Someone should want to be the President of UCF because they have a clear vision for the future of this university. The current vision of growth doesn't account enough for staffing realities, and the continued low pay/ overburdened work load is going to leave UCF without quality staff and faculty to serve the students. |
| Higher levels of diversity and inclusion and maintaining its top position among innovative universities in the nation. | Proven leadership like Dr. Hitt's. | Opportunity to take UCF to a higher recognition level nationwide. |
| Trying to meet student needs while balancing being a large university. Providing the best service we can to our students and the community. | Someone who understands all disciplines within the university are needed. Students from the sciences as well as the arts are valued for what they bring to society. Also, someone who understands that it isn't | They would want to be president to herald UCF into a new phase. To service students, help faculty and staff be the best they can be, and help provide for the community. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

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| | always about money and prestige. Sometimes it's just about being human and relating to students, faculty, and staff on a personal level. | |
| Providing a useful educational experience to students, and conducting research. | Someone with a STEM background. | To try and make the university a better place. |
| High turnover rate of employees as private sector and other colleges pay more. | A realist. | To listen and address the concerns of the majority, not just the vocal minority. |
| Identity definition: "Big" is not an identity, and I feel like the institution struggles to define what it really wants to be. We want to be a research institution, but then we want to be accessible. We want to be accessible, but we want to be prestigious. We need to focus more so than just grow for the sake of growing. UCF will face challenges regarding class sizes and quality of instruction. Each year, more and more students struggle with the moving towards lecture capture and online course options. I know students who have entirely online course loads. What is the purpose of a brick and mortar institution if we don't provide students an opportunity to engage fully in the benefits of that? | A strong leader who can provide visionary oversight to provide stronger, unified direction for all units at the institution. We need a captain to steer our ship. President Hitt built a phenomenal vessel, but now we need someone to take the infrastructure and push it in a direction that makes sense. | They want to work at an institution that will do whatever it needs to in order to support students. They will want a unique challenge, and not shy away from having to make hard decisions. |
| -Fiscal pressures -Manage growth effectively - Match diversity of faculty and executive leadership to that of the student body | - visionary -focused -charismatic | Amazing opportunity to seize the accomplishments of Dr. Hitt and take them to the next level. Opportunity for preeminence, downtown campus, etc. |
| funding, funding, funding. UCF has amazing goals and ambitions, and is doing amazing things. But to move to the next level, we need to have funding that is on-par with our national peers. Our president needs to be able to be successful at securing all sources of funding. donor funding, state funding, business partnership funding, capital funding, etc. his/her lobbying and development team need to be laser focused on chasing funding that will support the goals of the collective impact plan. | someone with a clear vision, and ambitious but attainable goals. also someone who is connected with the Orlando business community and can embrace state politics. | to continue our legacy of impact |
| Growth. The changes and plans implemented in prior years were not formulated to accommodate the growth I expect to see. | It is time to let the old guard go, in their time they have been valuable. The new president needs to be more than educated and experienced. A new president that can support UCF needs to be flexible and willing to hear, really hear the pulse of the campus. Someone younger with an open mind to change and boundless energy. | UCF is the most diverse place I have ever worked; it is also a campus that is hungry for change. A candidate has to want more than money and prestige, they would need to be someone wanting to thrive. The opportunity and room to thrive would be compelling. |
| Maintaining quality educational opportunities to the number of students enrolled. It's a tough balance of quality, affordability, and accessibility. | Someone that listens, learns and uses the talents of the many people available to them at the university. | I think it would be an exceptional challenge for someone to improve the growth and quality of UCF. Just to maintain what was built here would be overwhelming to many. |
| Delivering quality education, resources and experiences for a very large and diverse student body. | An energetic leader who can engage faculty, staff, students and the community in the process. | It's a growing institution that is coming into its own and making a significant impact. |
| Providing adequate resources for students, faculty, and staff in not just the STEM programs, but the Humanities as well. | A leader who understands both STEM and Humanities. | To better the school without an outside agenda. We need someone who is willing to advocate for each and every college and department, regardless of their own background/degree field. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Managed Growth; Leader Development especially at lower and Mid levels. Being positioned for possible radical change in the delivery and cost of educating students. Staff, Faculty and student retention. | A visionary leader who can deal with the present, but has the ability to see what's needed and move the organization continuously into the future. A leader hat can demonstrate flexibility in their leadership styles and work to maintain a positive organizational culture. I believe the leader must have some understanding of where and how the organization has grown. | 1) Take care of Students "All Encompassing". 2) Take care of Staff, Faculty "All Encompassing". 3) Lead the University wisely into the future while building on its many current successes. |
| 1) Continuing to increase rigor and research activity; 2) Maintaining the level of organizational structures that keeps UCF running efficiently (I believe we have done a great job thus far); 3) Remaining agile and current; 4) Decreased funding from the state. | The current Provost: Dale Whittaker. | Because it is a dynamic university that cares about students, faculty, staff and the community. UCF is a very large educational institution with an even bigger heart! |
| Effectively managing UCF's growth... number of students, campus development, UCF Downtown, etc. Ensuring students receive a quality education that meets their learning needs; students are often forced to take classes online because there isn't enough classroom space available for those who prefer an in-person learning experience. Upgrading our "infrastructure" to join the 21st century, e.g., implementing electronic timekeeping and performance appraisal systems. We need to get rid of all the paper waste attendant to many of our current processes. | Forward-thinking, dynamic, progressive, experienced | UCF continues to be an up-and-coming institution of higher learning, with an amazing track record of growth, R&D, and community impact. It's an exciting time in our history, and a great opportunity for the right leader to continue blazing a trail. |
| Bringing new students to the campus is always a challenge and even little things help. This might not sound important but given the focus on climate control, it is worth mentioning. The infrastructure surrounding UCF is woefully inadequate. It is designed specifically for cars and discourages any other form of transportation. The shuttle service is great but any services offered by Orange County leave something to be desired. Buses take twice as long in time than cars and do not run on a frequent schedule so what students will really use them. The surrounding roads are dangerous and a safety hazard to cyclists so no one uses bikes. UCF is currently working on a project with Orange County for pedestrian and bike safety but needs more. To the east of UCF are sub-divisions that house students who rent. They have no way to get to UCF other than by car. This needs to be addresses. Research Park is private and is unwilling to work Orange County to provide connectivity to the eastern roadways. UCF does not seem to want to engage with Orange County, Seminole County or MetroPlan to make improvements in these areas. The campus infrastructure itself is good but can use some improvements also but what good is this if students cannot get to the | We need a leader that engages with local government and understand the need to improve infrastructure with the ultimate goal of zero emissions. It is understandable that the president work on the most important functions such as student retention and recruitment, donations, course perfection and qualified staff stand above infrastructure but it cannot be ignored and must be addressed. Some time by this person should be devoted to infrastructure and improving the surrounding conditions of county and state roadways. | It is the best university in the country and is ever improving. As a staff member, I love this place and work everyday to make it the best it can be. And let's not forget the Florida sunshine. What person would not want to be part of this great establishment? |

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| university other than in a car. If UCF is to meet the sustainability goal of zero emission by 2050, this must be a focus going forward. | | |
| Continued growth due to the increased visibility in the media. UCF has put themselves on the map with an undefeated football season and more students will be looking at UCF and an increased percentage of students will choose to attend here. | A progressive thinker; someone who will embrace the growth as a challenge and step up to the challenge. | UCF has an opportunity to ride the coattails of their undefeated football team. While sports shouldn't be the main focus - the visibility of the sports programs allows increased exposure of the school and what it has to offer. I have only been on staff since September 2017 but feel that UCF is at a turning point of becoming a much more esteemed and respected learning institution. |
| Certainly money will always remain the top challenge for the University. The second challenge will be the reputation of UCF and getting past the idea that we are more than "just a University with students." We are innovative, we are partners with the communities around us, and we are high tech. | Someone who is strong in morals, strong in education, innovative and wants to lead a university that is seen as a community leader and partner. | Prestige! |
| Too much of our daily operations, protocols, and procedures are based on what is best for Main Campus. However, many of UCF's regional campuses deal with unique operations that are not cookie cutter to the Main Campus operations. UCF will need to embrace the uniqueness of each regional campus and work the staff at these locations to create procedures and protocols that are effective and efficient. We also need to focus on how we maintain a standard of excellence as our UCF population grows. The size of our campuses, buildings, and resources need to expand as quickly as our student and employee body so that we can readily meet the needs of the UCF community. | Someone who is a forward-thinker that looks five years down the road constantly. Someone who will look at a problem and not just slap a Band-Aid fix on it, but will look at how the solution will affect us 5, 10, 15 years down the road. Someone who will build a UCF community that works TOGETHER with the regional campus, instead of trying to COMMAND them. This leader should understand the Central Florida community as a whole and what makes it tick. Finally, a leader who understands that a true lead does not always lead the pack; sometimes they let others take the lead. | A person should want to be president of UCF because they understand the challenges UCF faces as the expand in the Central Florida community, but they have viable solutions as to how those challenges can be addressed. |
| Giving students individualized attention. With the population of the university so large, my son became a number. When he needed support, important paperwork was lost, and the main focus was following a check list that did not in any way represent the issues my son was facing. My son lost an entire semester of study due to an employees mistake in paperwork. No one stepped up to help my son correct someone else's mistake. The saying, "U Can't Finish" has its roots in the reality that few on this campus seem interested in truly helping students who are having problems navigating the system. The student gets passed on from one office to another until they are defeated and give up. Thus, U Can't Finish becomes a reality. | Service oriented. Customer relations seems obvious in a city of tourism and at a university with one of the best hospitality schools in the country. Why can't this simple idea be the focus of the university? | To build on the success of the previous president's growth. To fill in the enormous gaps left by such rapid growth. To make UCF not only one of the largest but one of the most student friendly in the nation. |
| Decreased state funding. Meeting challenges of growth. Continuing to build academic reputation. Fundraising. Political change. | I believe we need a strong, experienced academic leader who understands the research mission and graduate school growth necessary to take UCF to the next level of excellence. | This university is beginning to experience the outcomes of the work done by prior leadership, most notably Dr. Hitt. UCF is now well positioned to become even more innovative, experimental, and entrepreneurial. It needs to capitalize on its positioning as a next-wave university; |

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| | | instead of trying to emulate existing AAU institutions, we need to leapfrog those to become the "new land grant" university, with a strong advocacy for access and equity. |
| Improving the reputation of research around the country | One that understand what it takes to bring high quality graduate students to our university and the amount and type of mentoring they need. | Someone who wants to and is able to expand our growing reputation with a dedicated employee and faculty base. They should enjoy improving morale and enjoy seeing students, faculty and staff succeed which will in turn, improve the overall university internally and to external constituents and others. |
| Increasingly international environment -- central Florida in particular. | A leader with an appreciation for international needs to help the institution keep on the leading edge and desire to expose students to global competencies. | |
| Challenges that will face UCF over the next few years include, providing a thriving and educational environment for first-generation and low-income students. The university has some resources for this population of students, but the resources only extend to a student while he/she is in college. There are life skills that students must be taught and helped to work through in order for them to be successful. It's not only about earning a degree and obtaining a job is your field. Students also need to understand applying for an apartment, connecting utilities, investing, budgeting, obtaining & maintaining credit. Our students should be setup for success in the areas of becoming an adult, & understanding what all that entails. UCF also faces the challenges of needing to increase salaries for faculty & staff. | A leader who believes in connecting with people from all walks of life and socio-economic backgrounds. Someone who believes in building and maintaining strong teams, and creating an environment that draws students into the university, but also focuses on quality along with quantity. It's great that we have 66,000+ students, but we must be able to adequately support our students, and ensure that we are constantly thinking of new and innovative ways to support them and their families. UCF also needs to review salaries at least on an annual basis. A lot of employees are struggling to manage their bills and other expenses, and a pay increase is needed, especially for staff who make less than \$50,000 per year. The president and his team should also concern themselves with decreasing the price of parking for students, faculty, staff, & contractors. There are thousands of students, faculty, and staff, but have we really looked at the cost of maintaining each parking garage. Is there an opportunity even for a \$50 decrease in parking? | UCF is an awesome institution, that yields so many opportunities. The institution has come a long way & will continue to be one of the top institutions in the nation for years to come. UCF stands for opportunity and seeks to hire the best faculty & staff. |
| Budget / educational support budget cuts especially when the faculty and staff have to pay the consequences (such as low yearly raises, limiting travel for continuing education opportunities as well as professional development such as speaking engagements / presentation opportunities) | Smart, visionary, leader with a strong background in budget Some one who sees the value in making monetary investments into a quality staff and supporting their ongoing educational needs so they too can further their personal development. | Because it is a great place to work ... being one of the largest universities in the US who provides quality education and an incredible academic environment. Students who graduate from UCF have been given wonderful academic as well as professional development opportunities. We maintain that they graduate as a far better person than when they started here ... in so many ways other than just academics. |
| Growing while maintaining quality (fulfilling an access mission while continuing to increase national reputation); staying innovative; student success and retention; research funding and productivity. | Creative; has integrity; accessible; recognizes talent and empowers team to execute; understands the importance of technology in scaling with quality. | There is no better place to make the impossible possible. From the growth in student enrollment, to the medical school, to the downtown campus, to the growth of online learning, to the success of athletic programs, to the success of DirectConnect, to Limibitless Solutions, to many other examples, we do things that set the bar for others and that others doubted we could accomplish. These successes are in large |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | | part due to John Hitt's leadership both directly and through visionary inspiration. The next president will have an opportunity to do the same and take us even further. I doubt there is a better job available for a university president. |
| Increasing research and lacking facilities to support it. There is insufficient properly designed space to accommodate proposed increase research activities both in square footage and basic features such as ventilation, chemical storage, and minimum functional features. Furthermore these spaces require increased maintenance and operations costs. We continue to grow but keep the support staff minimal and overstressed. | Recognized that you have to allocate funds not just to hire new staff but also to beef up the infrastructure of the buildings and increase facilities and maintenance staff to support expanded operations. Create a more cohesive environment to commonly support research activities. Example, chemical storage is restricted in many locations. A common chemical dispensary could offer bulk savings and lessen waste and over ordering. | We are in a great location and have many interesting business partners. Now that football is doing good there will be a lot of big names wanting to associate with us. |
| Attaining preeminence status in all areas. | Highly collaborative nature, emotional intelligence, business acumen and experience in budgeting/resource allocation, academic experience including teaching innovation, program evaluation, assessment, and development, visionary, and has a nationally-recognized leadership profile. | Opportunity to be part of an exciting journey with an incredible institution. |
| Accessibility for all UCF media: all videos open captioned, all text materials in accessible format; all UCF websites accessible. For UCF to be fully accessible and inclusive. | Someone who understands accessibility and inclusiveness. Someone who can influence the campus climate to become fully accessible. | We are a vibrant, growing campus and have the opportunity to become nation-wide models in many areas. |
| Maintaining physical, academic, and welcome access for all students - including those with intellectual disability. My concern is candidates seeking political power. UCF is greater Orlando's University, truly a partnership with greater Orlando/Central Florida... It is important to keep that sense of community belonging and loyalty. | A leader with heart and a vision of a strong UCF through student & faculty diversity. | UCF is a thriving University with huge potential in research, diversity, community, partnership, |
| Dealing with all the growth, the downtown campus, and a budding athletic department. | A dynamic forward thinking individual that is not afraid to make changes when based on sound reasoning and data. Someone who looks to continue to build rather than just keep the status quo. | It is a fast growing university on the rise with endless possibilities. The future is waiting to be written for UCF and this president will have the opportunity to decide what is written. |
| I believe the challenge of the last 25 years has been accommodating scale growth at exponential rates. Now, the challenge is integrating at scale to produce continuing excellence - this is achievable but a very different proposition from our status quo. I once worked in a bank that scaled to become one of the largest in the world. They were experts at the business of growing; however, once they reached their terminal size they stumbled badly because they had not developed the systems or people to actually manage what they had acquired. Growth will always be part of the UCF story, and we are not done finding areas in which to grow, but I believe the challenge for UCF will be to maintain its unique qualities and benefits while | Obviously, there is a set of standard leadership skills, charisma and strategic vision that is required. But more than the standard list familiar to any executive search firm, our next leader needs the vision and skill to articulate university as a the domain of service offerings, and then build the teams and infrastructure that allow us to deliver those services and work together at greater and greater levels of quality and innovation. This is the playbook that Amazon followed as they moved from Internet bookseller to global retailing giant. We have learned how to deliver education at scale. I would like a leader who can lead our community to focus on building a preeminent educational and research institution that is capable of delivering the | First and foremost, because of a love of education and a desire to create a better world and just society. Someone who truly believes that education is the solution for many of society's challenges, and who is passionate about the virtuous cycle created for student, family and wider community when a first-generation UCF student becomes a first-generation UCF graduate. There is no room for a caretaker - there is too much still to be done. I believe that he or she should have a desire to put their stamp on the institution, someone who is driven to create excellence and sees this opportunity as the challenge of a lifetime, the capstone of a career of success and accomplishment. |

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| simultaneously transitioning from its current organizational emphasis on growth to an organizational model promoting consistent excellence, innovation and global leadership. | very best student outcomes and world-class research at scale. | |
| Exponential growth, increasingly diverse student body | The next President of this University should be someone who has an embracing heart and is willing to receive advice of those assembled around him or her. This campus will continue to grow more diverse and it's President should be a direct reflection of that. | The school is emerging on a national level. Very exciting time to be at the helm, steering |
| Accommodating for our tremendous growth spurt in terms of space and staffing, working with changes to federal laws and policies that may effect immigration, funding, taxes, and curriculum, becoming more competitive nationwide and statewide in terms of salary for faculty and staff/scholarships and funding for undergraduate and graduate students | Someone who considers intersectional diversity and inclusion efforts a priority and is motivated to work on not just our outward-facing identity and image, but our internal presentation as well. | Because they love and care for the UCF community and want to influence positive changes that will leave a lasting impact for the better. |
| Maintaining high quality in spite of exponential continued growth. | a humble but visionary leader who can collaborate with the talent around them and see the bigger picture, rather than any special interests. | To continue to lead UCF in a similar quality over quantity style, not afraid to fully recognize the efforts of those before him/her. Being willing to move forward on the strong base and either continuing to follow that path or deviate for the good of the university, and see that keeping UCF's high standards is a credit to their own success as well as the university's. |
| The growth of the university is exciting and necessary but building the capacity in terms of staff, resources and infrastructure will equally be needed to support that growth. Build not only growth but a sustainable growth for years to come. | A person of a great moral character, who first, cares about people - students and staff, the ultimate resource. Sees individuals as agents of change and supports those people in all aspects of growth. Someone who can help fix and find solutions. Overcome challenges when there seems no solutions or answers are available. Be able to and want to do new things that have never been done before. Someone that sees the potential and goes after it. | Orlando and Central Florida is a diverse, growing, young metropolitan that has an unlimited potential. If someone is a dreamer, they want to be here to dream big and make their dream a reality. Continue the greatness of UCF and take UCF and the rest of the community to the next level. |
| --To compete with UF and FSU to become a preeminent university in the state of FL. --To recognize the importance of being part of a global community. --To increase research funding. | One who is focused on making UCF the best it can be. One who cares about the personnel who work at the college and recognizes the need to invest in personnel. We need a person with a clear vision of the goals of the university and with a plan to make these goals a reality. | As one of the largest universities in the nation, UCF has the potential to be a very important university. We have a medical school, nursing school and we continue to grow. There is the opportunity for a new president to realize the goal of UCF joining UF and FSU to be one of the preeminent universities in FL. |
| The challenges will include being able to maintain the foundation, goals and strategic direction that Dr. Hitt has laid, while still building upon it in such a way that benefits not just the UCF community but also beyond on a global scale. Balancing the rise of online learning with face to face instruction to create the most effective educational opportunity for each student will also remain challenging. Inclusive education regardless of gender, race, economic standing, faith/creed, and visible/invisible ability provides another set of challenges | As I once heard, "Hire Humble, Hungry and Smart." Dr. Hitt has raised the bar on what a visionary, engaged and servant university president can look like. He is leaving very big shoes to fill and a legacy that won't be repeated. The new UCF President should be well-versed in college athletics, educational technology and international affairs as well as having attained stellar educational and administrative credentials. Yet, the new UCF President will also know it is never about her/him, but instead it is always about UCF students, staff, faculty and the community, | Like one running a relay race, our new UCF President needs to be someone who has caught a clear vision of what is promisingly ahead for UCF and effectively carry the presidential baton to lead us forward. |

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| that won't be ignored. Some parts of UCF are thriving under great leadership, while others with lesser quality leadership are suffering. For all of UCF to be well led is, unless better leadership changes are made in suffering areas, likely to continue to be its most significant challenge. | possessing a charismatic vision to inspire them forward to new opportunities. | |
| How do we grow with the future in mind, specifically being mindful of the natural lands we have on campus. The growth of the University is inevitable, but we need to find ways to grow with respect to the environment and without destroying the beautiful natural resources we have here on campus. | A leader who respects and values the natural world and UCF's influence in environmentally responsible development. | UCF is a leader in Central Florida and we need leadership who is focused on the future and how we and Central Florida can grow without destroying the natural world. We live in a beautiful place and that needs to be respected for today and the future. |
| Managing the growing size of the student population and having the staff to meet the demand. Growing expectations of the staff needs to be met with appropriate compensation as to not continue to lose great talent to the private sector. | An innovative yet realistic leader. Perhaps someone with experience in Higher Education but also in business. | It's a great time to be part of the UCF family. The school is growing and is becoming more well known nationally. It will be interesting to see the progress over the next 5-10 years. |
| Shrinking budget, government policy changes that may affect higher education, how to scale our services to give best experience to students, campus climate issues (inclusion, Title IX, etc.) | must be culturally-competent in word, deed, and philosophy; must put people first and understand the student experience; must know how to bring people/organizations with different objectives together for collaboration and mutual cooperation; can't be afraid to try something different | the potential for impact is enormous |
| I think some of the challenges would be replacing the football coach. This year was a undefeated year and hopefully many years to come will be a repeat. | A very strong minded individual. | To become a leader of a great college. |
| Too many students and not enough staff or program funding to support them | | |
| Scalability as the university continues to grow and expand to new campuses and new partnerships. Allocating resources to front end departments and specialized student groups in a rising diverse population with veterans, Hispanic, international and non traditional students. | A leader with exceptional agility and comprehension of all areas of higher education. Someone that can identify the role of UCF in our community and can continue to build on our current and future projects of growth and innovation. Someone that has the qualities of a servant leader who trusts his/her team to lead alongside him/her. And, most importantly, a leader who is student-centered and truly understands the needs and demands of the UCF community. | Because he/she believes in the mission of our university and wakes up each morning with the desire and goal to be a vessel of hope and opportunity for our community. |
| I believe the staffing levels at UCF are not keeping up with the goals contained with in the Collective Impact Plan. Size (in students) is great, but to support the growth of the student body and to achieve the research goals, it is critical that staffing levels (staff and faculty) keep up. At this time, compared to other universities, we are well below staffing levels. | One who values infrastructure as much as outcomes. The infrastructure (human and physical) are necessary to achieve our goals. | To accept the challenge that accompanies being a "great" University and to support the people that make it great! |
| The lack of infrastructure and manpower to support the new found student influx. Retaining qualified employees because of the low wages being offered. We c | A forward thinking younger person who can understand the unique challenges we face with retention and growth. The new leader needs to change the old culture that exists here. | i don't know because they are inheriting a mess. |
| Strengthening Faculty and Students, keeping the traditions | Provost Dale Whittaker would be an excellent leader | |

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| managing growth, decreased state funding, student retention, attracting top-tier faculty, elevating UCF's reputation beyond Florida | someone who has a vision of what UCF looks like 5-10 years down the road. Someone who wants to continue down the path Dr. Hitt has laid and continue to make UCF even better for faculty, staff and students. | Because they fall in love with UCF and want to be here long term - not a stepping stone to another university. |
| UCF has done a great job of physical expansion and campus community growth. The next president needs to now focus on the people who are INSIDE of these big buildings. This university desperately needs to focus on support services for its students, faculty and staff and, also, properly staff offices which perform fundamental functions for the university. Specifically, student support offices such Student Conduct, Student Cares Services and CAPS make due providing essential support to our students while being inadequately manned. The Office of University Compliance, Ethics and Risk, the Office of Institutional Equity, Human Resources and Audit are all woefully understaffed for the volume of UCF community members that they must serve. Further, Academic Advisors (which all need to be located within their specific colleges) have to be staffed at a level that they can develop MEANINGFUL relationships with their students in order to contribute to student retention and success. Not only do we need to properly staff this university; but, also, our next president needs to assure that our faculty and staff reflex the faces of our student body. We HAVE to strategically bring diversity to this campus - not just talk about it. | We need a leader who excels in advocacy, management, accountability, and who has a strong moral compass. We need a zealous advocate who will lead our UCF team and the other SUS Presidents to effectuate change in Florida state government. The current ban on tuition increases has already and will continue to affect the quality of our programming (academics or otherwise). Second, we need a leader who will thoughtfully appoint and then actively monitor innovative, team-oriented, vice presidents who are committed to cross-division collaboration. Currently once you get beyond the level of vice president at UCF, you overwhelming find talented, selfless and driven leaders who crave to help create positive change for our community. However, those leaders' voices need to be heard and their guidance and expertise needs to be followed. More growth or commitment to nebulous programs and ideas is NOT what UCF needs in a leader at this time. We need a leader focused on the bolstering of the talented faculty and programming we already possess, expanding only in the area recruitment of diverse and accomplished personnel and looking for how we use our limited funds to fortify the human infrastructure which is what really makes UCF great. | When I first walked onto UCF's main campus, I could feel that this is a place full of optimism and possibility. We have just gone through a period of great growth including two expansions (the Downtown Campus and the Hospital) yet to come. However, the real beacon which makes UCF great is the individuals that make up our community. I would think that an appropriate, outside, people-focused candidate would find it incredibly rewarding to move from the previous "Brick and Mortar Era" into a new period where the focus is on solidifying and refining the academic and support programs. "Big" is great but inside "Big" are a lot of individuals who need support and a world-class education.. I believe the right candidate will look beyond "Big" and see what is really important - the talented, amazing people that are students, faculty and staff here. |
| Our growth is rapid and it shows in our traffic. | Construction Planner | A lot of good opportunities are opening up for students, faculty, and staff A young growing University that has high ratings. |
| Following in a popular president's shoes. Dealing with growing administrative needs as the student population grows when the state budget is shrinking. | One who listens to all stakeholders and holds firm in his/her values and vision. | Great commitment from community, employees, alums and students o be excellent! Up and coming school with a lot to build on. |
| Manage student growth while maintaining highest quality in degree programs; earn designation as pre-eminent university; balance size with quality. | Strong, dynamic leader in both academe and community. A leader that has a major presence in Tallahassee and our local community. | Because of the tremendous potential for UCF and the huge support of alumni, students and community so see UCF succeed as a leading university. |
| Continuing to help put UCF on the national radar. | a leader with a lot of connections and good PR skills | To be part of something BIG! To see what new heights she/he can take UCF to. * The next president should be personable and develop a personal relationship with our student body. The UF president excels at this. He uses social media videos to develop a personal relationship with the students. He also attends student move-in day in the fall and "helps" students move into the dorms and takes time to converse with them. I am sure there are multiple other examples that I am not aware of. But I |

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| | | think it would be fantastic to have a UCF president that was able to achieve this same sort of relationship with our students. Dr. Hitt is amazing. But I think there are circumstances that have prevented him from developing this personal relationship with the student body in the last 10+ years. |
| Being able to keep up with student to facility/class/instructor ratio; Putting a cap on semester Direct Connect admits, not admit through add/drop week. | Someone with a strong understanding of enrollment management. | UCF is a cutting edge, innovative leader in higher education and a true leader really would want to be a part of this institution |
| Facilities and infrastructure sustainability | Someone that understands what the total needs are in providing a truly top rated University. | It is the pinnacle job of higher ed. |
| Growth | Versatile, forward thinking, team player | To make a great place even greater |
| Trying to grow our college and maintain it's sustainability initiatives, in a politically charged time which does not necessarily promote good stewardship of our natural resources. | A leader much like Dr. Hitt who was a first time college student, and appreciates that his family, this college, and this country was not built by those who believe that we have a bottomless pot of resources from which to build. | They should want to be president of UCF because of their love of neighbor, and their will to assist all children to achieve their best no matter what their station in life. |
| Space for many things, including research space and offices for faculty and staff members. State and external funding, so that costs aren't passed on to students. | Someone who seeks information from respected sources, listens, makes decisions and understands the importance of clearly communicating what's happening. | It's a dynamic university that is coming into its own. |
| Straining staff resources with ever-increasing student populations. Staff are forced to work much harder than should be necessary to make limited resources stretch to serve larger classes, classrooms with less open maintenance time, and are required to use heavily dated and inefficient systems to manage all of it. | | |
| as the UCF Health medical clinic has been growing we have a shortage of staff to cover the demands and office space is also a concern within UCF Health as there is not a convenient flow of the administrative workers environment | Someone who is incredibly organized, great at multi-tasking and a great listener | |
| anti-intellectualism/anti-education forces in state and national politics, employee compensation lower than average in state and nation, lack of connection between FCIs/research and academics, state funding decreases, overuse of OPS for long-term employees instead of temp workers | Forward-thinking, focused on academics as much as research, innovative, committed to using UCF's scale to bring in more funding and more programs. | We have the highest student athlete graduation rate, we have great relationships with industry in the area, we have the scale to make amazing things happen |
| Finding an identity Collegiality | A collegial visionary | To lead the institution in a direction that meets the needs of its students, faculty, staff, community, alumni, and higher education |
| An ingrained stubbornness and me first attitude of the current top tier "leadership" in the President's office. (e.g. resistant to change) Student population increases with no increase of faculty and staff support. A research office that is mismanaged and doesn't have written down policies. | A strong person who doesn't worry about ruffling feathers but tackles problems head on. Someone who has realistic ideas for how to increase faculty and staff numbers and properly utilize current faculty and staff. | UCF has some major weaknesses but it also has some wonderful potential. UCF has a great reputation in the community and loyal alumni. If the right person is selected they will be able to pull UCF upwards into some top rankings. |

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| Funding. | Dynamic personality. Excellent communicator. Youthful (not necessarily young in age, but young at heart). | Heaven only knows. |
| How to effectively balance growth, hiring the best faculty and administrators to stay ahead of the growth, support students, and aggressively expand research and commercialization efforts. | A dynamic individual that is open to change and challenges, yet appreciates the history and experience of those within the institution. Someone that can continue to partner with community leaders; be an advocate for faculty, staff, students; embrace the need to move swiftly and efficiently in the ever changing landscape of academics and research. | Why not!! UCF is a leader in so many ways. UCF should strive to continue to be innovative and recognized for its achievements locally, nationally, globally. It is an exciting time for UCF, and with the right leader, we can continue to forge our pathway forward. |
| Balancing size/quality...and even the perception that the two can't coexist. Also need to ensure that the university maintains a good relationship with the city and county to build a great community. Don't forget the arts and humanities. Universities are more than STEM. | Someone with an educational and administrative background who is grounded in common sense and knows how to set/achieve goals. We don't need a politician as president. | UCF is a top-tier university now and can achieve great things. |
| law of diminishing returns, expanding needlessly, baseless scrutiny both financially and academically | someone who is employee-focused and driven, willing to listen to employees and do what they suggest, be adaptive, and not afraid to stand up for the students and staff of UCF | to emulate President John Hitt - and then some. |
| Socialism interfering with higher educational thought is a major obstacle. This is a place of entertaining different ideas not stifling them. | Someone who will not buckle to outside pressure. One who has high morale standards. last, not apologize on a whim. | Promote and maintain high morale standards, and lead by example. |
| The operations side of things, such as budget constraints: we need new hires in order to meet the demands of the university; we need a better accounting system to track budget/expenditures and enhance transparency; we need a streamlined HR employment system to track new hires and transfer directly into PeopleSoft. | Hands on managing university budget, HR and Academic Affairs initiatives....someone that values staff as much as the students, which will help us better serve our students. | It is a great university that needs help in getting to the next level & be recognized as such on a national level. |
| Keeping the caliber of faculty and incoming students Continued development of the Downtown campus, COM and the coming teaching hospital, leading research and retaining our history Mostly, trusting a new leader will upkeep President Hitts high standards | A true educator with UCF's interest at heart but the experiences it takes to lead a school of our standing. No matter what programs, research or construction that takes place here is ultimately for the students, without them we are not needed. | UCF has a rich history. We have an unlimited future. I think our new leader should want to be a part the legacy that each past president has added their passions to and the person wanting to be president here should know our past, celebrate our present but have high expectations for the future. |
| The balance of scale and quality of students. Direct entry is a great thing; however in the college where I work, 70% of our students are direct entry and more than 50% of our students have to repeat algebra (which is a required course). This tells me that students are not prepared to be UCF students when they are admitted. Additionally, UCF has seen rapid growth and expansion and the university is struggling to catch up in terms of infrastructure and policy. Each unit operates differently and fairly independently with little consistency or regard for the larger university. | We need a leader who can strategically focus on access and quality of students. Additionally, we need a leader who will be able to develop the infrastructure to move the college to the next level. | UCF is a pretty incredible place. Who wouldn't be excited to bring this university into it's next iteration? |
| Too much growth too quickly. Infrastructure cannot keep up. | Someone who can see the big picture without losing sight of the day to day challenges. Someone who can surround | UCF influences everything on the east side of Orlando. From companies and businesses that open on this side of town, to the roads |

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| | himself with intelligent people and then delegate to them as needed. Someone who isn't afraid to shake things up in an effort to grow with the times. Someone who cares about the faculty and staff as much as the students. Someone who wants world-class facilities but can bring them without unnecessary expenditures. Definitely someone that comes from a higher education background and not from a private business. | that surround campus. Please don't let politics influence the selection of someone that will be good for this university. |
| maintaining the quality of students and faculty. having competitive wages for staff members. The growth is good and bad so how will ucf contain and maintain it? | A Progressive leader that also has traditional values. A person that can advocate for the school is local and national stages. | They should want to stay here and enjoy the community. They need to be rooted in helping the school succeed. |
| Diversity - continuing to work on making minority groups feel accepted & Growth - having the number of open courses to meet student demand and increase degree efficiency | A leader that truly values diversity and is proactive rather reactive in making UCF inclusive of diverse groups. A leader that understand the frustration that students feel when they are unable to register for critical pathway courses due to limited availability, rather than just reading the requirements for additional funding from departments. | UCF is a great University that has in Dr. Hitt's tenure worked to be innovative, diverse & inclusive, and a beacon for all those who have dreams to reach higher in their lives. From educational programs, to outreach programs, to community initiatives - UCF stands for opportunity for all people. |
| growing their sports franchise into a powerhouse. It's well on it's way however it's going to take a few years of great teams to start to build a heritage team like FSU or UF. | Forward thinking and like John Hitt in seeing the big picture not just what's in front of you at the moment. | To carry on the growth and legacy that John Hitt established with forward thinking and the big picture in mind. |
| Greater demand on infrastructure: with what seem will be a continuation of large numbers of foreign nationals moving to the country & state, and from other U.S. territories. If they/their children wish to attend UCF, there will be a greater demand on infrastructure to process their immigration paperwork, student accounts, etc. With limits on budget due to being a state school, hiring appropriate staffing to accommodate will be challenging. | Someone who knows how to fundraise. Someone who know how to obtain federal resources and subsidies. Someone who can inspire Alumni participation (which UCF is really lacking for a variety of reasons). | To further the terrific goals and initiatives the Dr. Hitt set out to attain. The international goals are key and must be supported in a tangible and entirely much more amplified manner. |
| Inspiring Growth in UCF's faculty, employees, students and Central FL Community and also knowing how to manage that growth... To make community outreach a high priority & to teach the "Golden Rule" of taking care of your neighbor, fellow classmates & teaching to be involved in our CFL Community. | Someone who is willing to be transparent, compassionate & continue the growth & change that Dr. Hitt has put in place so beautifully | What fun to guide this wonderful University into the future! The possibilities are so exciting and endless! |
| That the housekeeping department will be replaced by contractors and all hispanics cancel the contract. | A very honest and correct leader, who does not fall into the wrong of discrimination. | For the prestige that the university has acquired. |
| Diversity and research and change. | Someone that is innovative and vulnerable and open to try new things. Sees discomfort as an opportunity and a sign of growth. | Because we are UCF! We are a growing university and anyone interested in continuing the growth should be part of UCF |
| supporting growth with maintaining quality of academic standards within budget parameters | savvy business person, one who balances internal and external responsibilities and how the community is a vital piece of UCF success and UCF is a vital part of economic development | taking the legacy of Dr. Hitt who has repeatedly moved us forward despite the odds with integrity and sound financial and academic investments. having this as a sound base, now taking the downtown strategy and the COM expansion, and moving in the same community/university focused manner. challenging for sure, but |

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| | | rewarding for all parties. truly a metropolitan university. |
| <p>Need to continue our momentum as a diverse institution that provides opportunities to lift lives and livelihoods. Systematic engagement of alumni body that is rapidly growing and has multiple affinities that demand a customizable approach for many.</p> <p>The continuing cultivation, growth and stewardship of a well defined cadre of donors from individuals in our local community, to corporations, alumni, parents and friends.</p> <p>The ability to attract or allocate more dollars to support alumni engagement, brand building and stewardship of principal prospects.</p> | <p>One with integrity, grit and resolve who is committed to building on UCF's legacy while also pushing the institutions to grow in new directions.</p> <p>One who commands respect of his/her peers, the faculty, staff, students and all external constituencies.</p> <p>One who is recognized for innovative thinking on a national and global stage.</p> <p>One who embraces our diversity as a strength.</p> | <p>We are one of the fastest growing institutions in the country. We have done a number of things well in a short period of time and our future is bright. With the right leadership we can continue to push the envelope on becoming the recognized model for 21st Century Public Education.</p> |
| <p>Growth - managing the growth & making sure the quality of the university does not deteriorate. This is not exclusive to academics but student life, faculty, administrative, staff.</p> <p>Academics - maintaining and building on GPA's, student retention, growing graduation rates, offering an affordable but dynamic education experience;</p> <p>Research - continue the growth that UCF has experienced in grants, research and development</p> <p>Community Partnership - maintain existing community partnership and grow new partnership which are valuable to both the university, local businesses, non-profits and regional chambers and governments.</p> <p>Fundraising - as the fight for state dollars continues, the need for outside funds is critical</p> | <p>We need a leader who embrace and succeed with the challenges. We need someone who is secure in their role and can appreciate the history, the people and the accomplishments of the university. They need to be a visionary and build upon the past successes. UCF is bigger than some small cities. They need to understand the structure and infrastructure that goes along with that. They need to be a good manager but they also need to be a good leader.</p> <p>They need to value the role that UCF has played in the community and the region. He or she cannot be passive. They must take part and also maintain or assemble a team that keeps the bridge between the community and university in place. This has been a big part of the success that UCF has received. The partnerships with corporate leaders, governments, non-profits, chambers has been a big catalyst for UCF's growth & success.</p> | <p>UCF is still a very young institution. To coin the phrase, "the world is our oyster". We still have a lot of potential to get even better. This is a great opportunity for someone to take this university to the next level and to make their mark in higher education.</p> |
| <p>Operationalizing the downtown campus.</p> <p>"Filling" Dr. Hitt's shoes. Keeping the momentum going. Have staff continue to work as hard as we have worked to get the where we are.</p> | <p>It has to be an exceptional leader with vision and the ability to deliver. Dr. Hitt has thought "BIG" since he arrived and has been willing to go "outside" of the box to get things done.</p> | <p>They should want the chance to transform lives by providing the best education possible.</p> |
| <p>Ensuring quality and the appropriate amount of FTE in balance with the growth at UCF.</p> | <p>A leader that understands how to strengthen an institution internally. The future is not all about growth, but instead improving the infrastructure to support and improve what has already been created. In line with this will be appropriate growth to maintain UCF's mission of access. All of this while upholding and maintaining the values that have made this institution great and will ensure our long term success.</p> | <p>I think this is an exciting time at UCF. The university has grown and accomplished so much and is at a point where many are retiring and new faculty and leaders are joining the university. Having new leadership and team members will result in new ideas and create the energy to take the university to the next level under the right president. Additionally, the university has achieved great things holding true to its values and this past has positioned the university for great success in the future.</p> |
| <p>Funding</p> <p>Maintaining and growing partnerships</p> <p>Faculty recruitment</p> | <p>Individual who dreams big and believes anything is possible</p> <p>Individual who is action oriented and is able to implement the vision for the university</p> | <p>UCF is an amazing educational institution. Graduates of UCF are confident and ready to face the future. UCF is constantly reinventing itself and pushing the envelope.</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Meeting demand Build on current reputation and programs | Individual who is able to make sound decisions and navigate politics Individual who believes in and is completely committed to the creed of the university | It believes in not reinventing the wheel but to improve upon it (definition of innovation). I am glad I am part of UCF. |
| Rapid growth and expansion of programs, marketing, enrollment, faculty additions with the corresponding need to equally address supporting staff levels and resources available to improve how the work is done and drive efficiencies. The staff and resource needs are being pushed too far to the back burner on the priorities lists, and it will become more and more a challenge, if it's not balanced more going forward. | A big picture thinker, creative and willing to allow the university to continue to explore new things and take risks in what we push forward in making our presence known. Also one that understands it takes the "back shops" and their various work forces to get it all done. The leader would meet challenges ensuring that a great institution needs to pay attention and support their workforce needs in order to meet the goal demands to keep the institution moving in the great directions, without creating resource frustrations, stress and over worked conditions in so many areas of the campus. | To be able to take over something great and have the opportunity to keep it going with their own flare as a leader. It's not a build or fix it situation to be president of UCF. It's a continue to take it forward and up to the next levels, and that should be driving and exciting for someone to want this job. Having and keeping what appears to be a transparent process in the search is important and appreciated. |
| Managing growth and finding new revenue streams if tuition remains frozen. UCF must also assert itself on the national stage as a leader in higher education, not just in Central Florida. | A leader who understands the unique mission of UCF and can articulate that message in an engaging way to donors, policymakers, opinion leaders, and of course, the UCF community. This leader needs to be willing to travel across Florida and throughout the country and be active in national organizations where our aspirational peer institutions participate. | Why WOULDN'T someone??!! Seriously, to take UCF to the next level (Version 3.0 one might say) and lead the continued (and perhaps accelerated) evolution of UCF in the decades ahead. |
| Providing quality academics while managing a rapidly growing university. | A dynamic leader that is focused on the business of the university, which is providing a quality education to students. | UCF is a growing university with strong community support that is gaining notoriety. |
| Continued growth of UCF and the student population while having limited resources. Staff appreciation and pay concerns continue to grow. | Someone who is not only innovative but passionate about creating an environment where every team members is valued. | UCF stands for opportunity. We are BIG and that is amazing. The President has the opportunity to take UCF to the next level of innovation and leadership not just for this state but for our entire country. |
| Focusing on quality educational experiences for our students, instead of growth is a challenge. The next several years will be very challenging, and faculty should be cognizant of the single purpose of why we are all here-which is to serve the students. | We need a leader that is not only focused on the STEM disciplines, but appreciates ALL that UCF offers, including Arts & Humanities, and Education. The UCF student is entitled to the highest quality, well-rounded higher educational experience that we can offer. | UCF's potential is beyond comparison to older established higher educational institutions. UCF really can, and does, "Reach for the Stars". |
| Funding limitations, identification of effective means to continue innovative adaptability to societal changes and changes to the expectations of our students, stakeholders, "customers", and the job market/economy | Innovative, open minded, forward thinking, fearless, humble, willing to set seemingly impossible long term goals and then have the ability to deliver, all with impressive integrity (Oh wait, I just described President Hitt!!) | This person should want to be the president of UCF because they recognize the importance of the amazing opportunity to orchestrate UCF's future delivery of far reaching impact, especially given our scale and our location in such a fast-growing and unique city; understand and embrace the responsibility of maintaining the culture of innovation across all aspects of our operation; and most importantly, because they beat the heart of UCF - not as a job, or as a means to some ego fulfilling end, but really with feeling, that they "get it". |
| Increased responsibilities without compensation for faculty and staff. All areas lacking proper staffing support. Less money from state government. Increased expectations with no added or reduced resources. With the adding of HSI designation, how will the university address | Bold and creative. There are a lot of challenges that face this university and higher education as a whole. I expect the leader capable of meeting these challenges should not be afraid to shine a light on those issues and take stances that may be unpopular. | Someone who wants to steer a large, unique, and amazing institution. Someone who is not fine with status-quos, who seeks to solve problems, build connections, and aims for excellence. For all its problems, UCF is an extremely special place that |

What will be the challenges facing UCF over the next several years?

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| the additional needs of these students, while current levels of support are already stretched thin. The power of scale can only be harnessed if your able to wield it. Access alone is not enough, especially when one expect excellence. | | deserves someone committed to making things better. |
| Growing too fast | | Because UCF is an awesome place and truly does stand for opportunity. We are a true community |
| Managing the growth Resources | I think this leader needs to understand both the academic riggers, ability to support and encourage a high level of student engagement and student life, as well as lead fundraising efforts in the central florida city state. | The opportunity for a dynamic individual to impact so many folks and making an impact within the Central Florida area. |
| Quality control in terms of academics and growth...not sacrificing one for the other. | Someone who can plan collaboratively with a deep knowledge of academia | This University is steadily gaining traction amongst America's finest institutions. UCF will soon be side by side with the likes of UM/UF/FSU when it comes to name recognition for those who otherwise have no connection with the state of Florida or their Universities. |
| The growth at UCF has been great; one of the challenges will be UCF collectively catching up to the growth (ex: with faculty, staff, administration, etc.) | A leader who realizes the foundation that has already been established at UCF; this leader can maintain the foundation, but also be open to the changes that will be needed in order to move forward. | It's the best university ever!!! There's no greater place to be. Go Knights! |
| Having adequate facilities to keep up with the growth. Meeting performance metrics set by the State. Funding. Technology. Being able to stay relevant (new programs, athletic achievements, new partnerships, etc.) | Someone who is good at establishing partnerships and securing funds; technologically savvy; transparent; out of the box thinker; strategic planner. | Florida has the best weather, the campus is growing (population wise, program wise, new facilities being built, etc.) and lastly, with the right leader, UCF has the potential to exceed the statuses of the two biggest, more prestigious State Universities in Florida, UF and FSU to become %00THE%00 best University. |
| Managing our growth. Upgrading the infrastructure to stay relevant and productive (ie electronic payroll entry and processing, better budgeting tools and software to manage the financial aspects of the university). Trying to be all things to all people. Increasing use of technology and protecting information from hackers. | Someone who realizes that bigger is not always better. That quality should be the priority. Making sure that funding is not only spent to grow larger but in making sure the colleges have the necessary resources to support their needs. Someone who has the ability to bring the community, faculty, staff and students together to make UCF a better place to work and learn and in turn become a more valuable asset to the people and businesses of Central Florida. A person who can communicate effectively to the governor and state legislature regarding the funding level of the university and get reasonable increases to accommodate the growth. | UCF is an up and coming institute and they want to have the opportunity to take on the challenges to get us to the next level. |
| Providing quality education to our students. Reducing the class size. Enhancing online education. Providing the online tools for faculty. We are big enough - lets be the best. We need Instructor/Lecturers to reduce the size of classes while at the same time increasing our researchers. Keeping salaries for staff and faculty current with market for their disciplines. Attracting and keeping quality students. Attracting quality researchers - providing | A fair, open minded, well rounded individual. Knowledge of all disciplines. Ability to listen and communicate what was heard. Think outside of the box. | To give back to the community, provide opportunities to others, create community partnerships, |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| the salaries and start up funds. Properly funding the colleges all year. Keeping and recognizing quality staff. | | |
| 1) Providing adequate customer service and meeting the demands of a growing student body 2) Retention and Graduation efforts for a growing student body 3) Faculty, staff, and departmental support for a growing student body. 4) Operating at a HSI status | A leader who has vision and creates an opportunity out of a challenge. Diverse in perspective and thinks outside the box. Identifies himself or herself as a Servant Leader. Understands the operations of a large university and what students of a large university need to be and feel successful. | UCF in its entirety does great things. Our next president should want to be apart of a community that is great, but also contribute and exceed the greatness. |
| A declining research establishment due to corrupt business practices within budding colleges, specifically the College of Medicine. Another challenge UCF faces is the plight of established tenured and untenured faculty, as well as graduate students, due to the misuse and unjust funneling of money away from ethical research provisions and education into more "profitable" branches of the University. For instance, if the Medical School curriculum is too stressful for students, address the curriculum, don't invest in a pony while reputable overlooked researchers and disadvantaged graduate students can't work with functioning equipment for an indefinite period of time. Furthermore, a complete decline in education as newly hired faculty and administration enforce "business models of education." | One who does not believe, support, buy into, or remotely agree with any principle of "business models of education," which can be witnessed in the Burnett Honors College and College of Medicine. | To make the largest public university in the country more than a business venture or a statistic. |
| Managing growth while maintaining corporate social responsibility | Future thinking individual who leadership style includes "bringing people along" without creating a culture/ environment of "group think" | Because they are fully convinced that education makes a difference and everyone deserves the opportunity to benefit from higher learning. |
| Growth and stability; UCF is expanding both academically with the new hospital and Downtown campus. How do maintain what we have yet, develop new programs and initiatives; finding balance | Dynamic; Cultural appreciation and inclusion; innovative; | because they LOVE UCF and want to be a member of our community; not someone looking just to get a head in their career, but will actually care about the community members |
| High Student to Faculty Ratio; Uncontrolled "growth"; increasing anonymity of student customers as processes are converted to do-it-yourself. | Someone dynamic, who has a passion for honest ethical education and not just the number of degrees that are produced, we don't need a "yes" person. | Because they enjoy a challenge, they want to make a difference in the University and to be a leader in the central Florida region, they embody honesty and integrity and will hold all in the university to that standard, they should not be a nano-manager but someone that creates the vision that at least the majority can endorse, they should not come with a pre-made agenda but be open to evaluating where we are and what we need to be better in the future and to gain the national recognition we deserve on all levels - academic and athletic |
| UCF is the second largest university in the U.S. With that being said, the quality of the degree programs, professors, adjunct instructors, processes, and procedures need to attract more talent to this university. The university's needs to enhance the online learning platform by offering more innovative tools for students to utilize. | UCF needs a technology educator who is business savy and a visionary. This leader show work hard with local and state leaders to bring faster, mass transportation to the state and city of Orlando. This leader show require department leaders and academic leaders to pass competency testing in order to maintain their jobs for more than five | UCF holds a pivotal position in central Florida with the highest enrollment numbers. This president can make connections locally and statewide that can increase jobs and company start ups to help the economy for minorities and locals living in Florida. They will have many students who can work on community |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Programs should be scrutinized more in order to teach and use this tools or the new generation will be more tech savvy than their instructors. | years at a time. Their should be performance reviews of these departments that are made public. There should be yearly department audits with statistics on hiring rates, departure rates, pay increases offered, job promotions of staff, and internal hires vs. external hires. | projects for the homeless or other social issues because there are so many students who want to participate, but no active leadership to pursue these. |
| UCF's biggest challenge is to find adequate funding/resources, not only to grow bigger and better in a sustainable way, but also to take care of the current aging infrastructure on the Main Campus. Another challenge UCF faces is to continue to find adequate synergies between different schools and colleges in order to grow together successfully. | We need someone who can be factual and logical when making daily decisions while using his/her intuition and imagination, all at the same time. Our next President should be someone who has a clear understanding of how UCF has impacted our community in the past as well as clear vision of what that impact will be in the future. We need a leader who can embrace our Scale, who will recognize and promote our Excellence and who will contribute to UCF's Impact beyond our Central Florida community. | The amazing legacy that Dr. Hitt is leaving us with here at UCF, provides a great foundation for bigger and better things yet to come. The next UCF president will be able to exponentially propel UCF's Impact in many amazing directions. Our next president is going to be the inspirational force that will unite all of us; faculty, staff and students, to make a difference in our communities and beyond. |
| Maintaining the growth and finding the resources to retain staff and cut down on staff turnover. The University also needs to find supporters who are capable of funding some important programs outside the scope of normal funding. | A leader who shows appreciation for staff by providing proper compensation and has vision to fund projects/research that will make the University relevant well into the future. | Location (weather/layout), enrollment, and potential of graduates due to course offerings. |



SECTION 10E | SURVEY FEEDBACK

Community

UNIVERSITY OF CENTRAL FLORIDA

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Losing Scott frost | Amy Coisnard | She would want us to repeat 12-0 -more ducks at spirit splash |
| Transition successfully from quantity to quality. | A person who has extensive experiences (served as chair/dean/provost) at top 20 national universities. | Create a legacy of elevating UCF to top 50 schools (like UCSD) by emphasizing academics, partnership, and national reputation. |
| negative impact on traffic and noise to surrounding community as it has been doing over the past 26 years that I have lived here in University Estates. | someone who is more sensitive to these issues rather than having a goal to make UCF as big as possible. | Not sure but, ego may play a part in some people. |
| Quantity versus quality in students | <ul style="list-style-type: none"> - Someone who is academically focused on attracting the best faculty and recognizes that the long-term goals of rich sustainable programing is a slower but more worthwhile process - Someone who can create a balance in programing to create a holistic experience, while recognizing that academics must take precedence over sports and other extracurricular - Someone who understands that being the best at everything is a fool's goal and can target the long-term programing based on the current and future needs of the state then will seek to be the best at those programs | UCF may not have the history or prestige of UF or FSU but has great potential to be the most innovative high education institution in the state. Central Florida is a fast-growing area that helps direct the rest of the state and country in the needs and trend of the future. |
| There will be continued problems with funding from the state of Florida. The new president needs to be a creative innovator to continue academic excellence. | Someone with a proven track record of growth in a major institution. They need to be a person who works well with others. They need to be admired and honored at the place where they have served. They need to be able to delegate authority and responsibility in a very complex large system. | To help advance higher learning through UCF. |
| Traffic and burden of growth. Staying competitive in tech research--the race to the top of the pack is a tough one to lead! | Collaborative, resourceful, technologically relevant, FEMALE | Growth opportunities |
| Ensuring students have access to the classes they need to graduate on time. At what point does the size of the university become a hindrance? Is the goal to be the largest university? | Someone strategic that has a vision for UCF. An individual who can build strategic partnerships that provide students unique learning opportunities. Someone who is an educator and can create new curriculum that allows the university to attract a diverse student population. | Because they are passionate about educating students and providing them with the skills they need to be successful in life. The success of the Central Florida community is closely tied to UCF's ability to provide a reliable stream of top talent graduating from their various programs. We cannot attract new companies without a strong talent pool. |
| I think a serious concern is the affordability of a college education for the students without incurring serious debt. How will UCF keep college affordable? UCF has grown tremendously--will this impact its future growth? Has the university grown too fast? Research and the impact it has--locally, nationally and internationally. | <p>One who cares about the student and the impact of how their decisions will affect someone--as an individual as well as the overall population.</p> <p>Someone who has their pulse on current and future trends.</p> <p>Someone who doesn't take themselves so seriously as to forget they are working for the good of all.</p> <p>Humble-a servant leader.</p> | Because of the tremendous potential of the university on Central Florida, the United States and globally. |
| Making sure that the quality of what UCF offers keeps up with the demands that its size challenges it with. | Someone who agrees with the philosophies of Dr. Hitt to be a partnership University. He has trained this community to believe in the power of partnerships and anything less would be a huge disappointment to our community. | UCF is poised for greatness. Everything we have ever put our minds to, led by Dr. Hitt, the Board, and his leaders has come to be and has benefitted our community greatly. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Fulfilling the impressive Strategic Plan. Continuing the strong partnership position established by Dr. Hitt. Overcoming continued reductions in state funding for higher education. | An individual whose qualities match those already set forth in the video produced for the Presidential Search. | The presidency of UCF provides an opportunity to lead an university which is well poised to meet the needs of this nation. Its innovative approaches, its commitment to access with excellence, its strong record of partnership, its size and impact -- all are compelling reasons why someone would want to be UCF's next president. |
| Keeping the high standards of this institution. Improving all programs using creativity and vision as a leader on higher education sector. Maintaining close relations and partnerships with the community. | Someone who has been working in institutions of technology and education with interest in Human Resources and leadership to catapult the UCF to the Ivy League among the Higher Education institutions, | Visibility as a Leader. Pride for accomplishments and commitments. |
| Artificial Intelligence will revolutionize all industries. UCF's new president will need to be a leader in planning, working with the community, as well as the faculty in the university. | Creative out of the box thinker who is able to make change possible a true team player. | The new president will have an Internal calling, gifted in leadership, academic excellence, able to network ideas and people to positive action. |
| <p>We spend an excessive amount of money on the Athletic Department. While this is great entertainment, it waters down the core reason to have a university: Research & Education. Part of the problem is that UCF still has the culture of being a commuter school.</p> <p>Parking is and will continue to be a huge problem until it becomes a priority to fix. We need a bus system so students who live within a mile can take public transportation to and from classes and make them feel more like they are part of this culture and not just "going there." It would also help to build a huge parking lot around the stadium. During non-game days, those living in the dorms & students are to park there. During game days, it's enough parking that most everyone going to the game can park there and tailgate together. It's strange for a school that emphasizes Football, to not have a huge lot in which ALL of those attending can tailgate together in a space that allows for the university to continue to do its work (and teach).</p> <p>The university is also long overdue for building a proper Performance Arts building. It is embarrassing that a school of 60k+ students does not have a performance Arts building in which to go see shows. This building could be the crown jewel of the school, as donors would happily be willing to see the high-quality Theatre & Music performances. Especially, traditional Theatre and Orchestra concerts are highly lacking in this city. Spending 250+ Million dollars on a proper complex that could host smaller tours and live events when UCF is not producing their own performances would not only benefit those students in the department but every single student on campus and the culture of the city as a whole. I can't see any other single</p> | One that can see the big picture and understand that the University is primarily there to educate, not to entertain. Yes, having a winning football team is "cool," but the University is there to education and further Research that would not be able to be funded by other methods. | They have a deep desire to further the education of the next generation. One who wants to grow the individual programs of the university and departments to make the top of the nation. One who values education and Research over football, but understands how cool it makes us look. |

What will be the challenges facing UCF over the next several years?

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| improvement that would be as beneficial to the university as a whole other than fixing the parking situation. But again, that could easily be alleviated by simply having a proper bus system and not allowing students who live within a mile of campus (Student Union) to park on campus. | | |
| I believe one of the greatest challenges will be to maintain the high standards of excellence attained through Dr. Hitt's tenure. Not only has the University grown, it has blossomed. | A very confident, secure and motivated leader, a person of high principals and uncompromising character. | A good question, like why would anyone want to be POTUS. It takes a special individual with the qualifications mentioned in my previous answers, I hope the search committee will find such an individual. |
| - growth - language barrier - number of graduate high school students | A diverse leader that can represent our community. | It is one of the best universities in the nation, and it represents our community. |
| UCF needs to focus on academic rankings and establishing reputation of distinguished higher learning. | Serious academic from an older institution who understands the fine line of fundraising and raising the awareness the profile of UCF while balancing high academic standards for such a high population of students. | To become the leader of an institution that has such opportunities for growth in so many areas. To be part of the Orlando culture that is exponentially becoming more sophisticated and a real player in the world. |
| Getting our athletic teams to a P5 conference | Sees the importance of good athletics to maintain donors to the program and grow it more | 2nd largest school in the nation and largest in Florida. Great fan and donor base as long as the support to grow the football team and get to a P5 conference is important |
| Effective management of growth Staying ahead of others; maintaining innovative posture | One who has led innovation in large systems. | Because they will be taking UCF to the next level nationally. They will get to build upon a solid foundation built by current and former faculty, leadership and student body. |
| Handling the growth; ensuring that programs are relevant and the graduates who enter the workplace are well prepared & viewed as top contenders. Ensuring a dynamic, diverse campus with students who show respect for each other and act as engaged, contributing members of the Central Florida community. Traffic flow & parking. | Someone who has relevant experience as a leader in an academic environment. While politics are an important element that any leader at this level should have the ability to manage, it should not be the first consideration. Someone who is visionary. | They should want to make a difference in the lives of the students and alumni by ensuring their education is valuable and their degree is important. They should want to be a part of the Central Florida community and have pride in calling UCF "THEIR university". They should not be using UCF as a stepping stone for a "greater" aspiration (a "better" school, a political career, etc.), but view UCF as the amazing university that it is. |
| To manage the huge growth of the University and to control the assimilation into the downtown core. | Someone with a lot of experience in a large population university. | Orlando is growing so quickly, along with the University, and the synergies with business and academics are critical for the future of the workplace. A dynamic individual should want to be a part of that exciting process in putting Orlando in the forefront of the best cities to live and work in the country. |
| Rapid growth, new leadership, changes at the federal level that may affect students' ability to cover the cost of college, increasing "woke-ness" of students (i.e. youth are becoming more connected, organized, politically-aware and inspired to act). | Strong commitment to post-secondary education for students of all backgrounds, not just getting students to apply, but making needed investments to ensure they persist through graduation. Strong relationship with all sectors of the Central Florida community, including low income neighborhoods and racially and ethnically diverse populations - not just in theory but via actual robust, lifelong, on-the-ground experience. Commitment to spending money on faculty and student grants (not | To educate, inspire and build the intellectual and analytical capacity of the next generation, so our nation's (and region's) youth are prepared to take over when we pass the torch. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | loans) to cover tuition/room and board, rather than spending money on sports and more buildings. Ability to lead and inspire faculty and staff, to make tough, well-considered, courageous decisions. | |
| Growth and housing | One that understands development and organization, while maintaining the integrity of the wildlife in the surrounding area. | It's one of the largest universities in the country and has the potential to be recognized for growth in academics and athleticism and not just size, |
| International students attendance. UCF makes it very difficult for the low/average class international student to attend their institution. | By turning away this demographic of students, they will begin to gain the reputation that they are not as accepting to our international student population and this will hurt their image and their enrollment figures. | To be part of one of the largest universities in the state of Florida and have the opportunity to make a positive impact on so many lives. And also be an advocate for those students that are passionate about their education, but don't have the means to obtain an education. |
| Diversity. Student morality rate due to drug and alcohol related incidents Spiritual Apathy - Both religious and academic | An African-American one. They are cultured in facing challenges and overcoming obstacles. | Because they should love education, love students, and love the idea that they have the opportunity to develop all people of all color at all poverty levels. |
| To continue to remain a leader in the community for healthcare, innovation and technology. | One that understands and has experience with community and education leadership. Someone with a track record of longevity and collaboration. | They believe in the mission and vision of the university. They respect the community and global position held by the university. As well as, bring a desire to continue to move the university toward success. |
| Making college more affordable to students in lower income families. It is difficult to afford the tuition and then to pay for living expenses. | A thoughtful, socially active community type person with the commitment to open education to every one. | It has been the shining light in our community and state since John Hitt arrived. He has been such a strong leader but also in tune with the community. |
| Operating as a public, for profit university. | Former leader of a large Private Corporation. | To continue the process of growth and excellence. Dr. Hitt brought this University to National prominence. This needs to continue to progress accordingly. |
| To make sure all students are being supported, encouraged and protected from behaviors not acceptable to parents of the students. | A strong, no non sense person who is caring and foreseeing. | To be support and encouragement to the students of UCF and the faculty. Having gone to college and knowing how students need mentors when they leave home for the very first time. The student won't feel like is students steering their lives. |
| Making sure we are improving education and staying away from politics. | One who will not promote himself over his own agenda. We don't want a Glenda Hood who sold Baldwin PRK for a song and then disappeared. | To serve the public and to do something to help improve the education system. |
| Unifying UCF in the eyes of the local community and country. A single logo identifier, the stacked UCF logo, should become the single prominent identifier for the university. There is too much confusion around UCF and it's brand. In general, the UCF brand is confusing. People don't care about academic vs. athletic, and don't understand the use of the Pegasus logo. The Pegasus could be archived and/or used only for presidential purposes. The UCF stacked logo could be a single dominant representative of the university, and make sense to those outside of UCF. As UCF gets more national exposure, there's an opportunity for major name and institutional recognition with the single stacked UCF logo. Institutions that have been around for many decades beyond UCF | <p>One that understands that UCF needs to continue with increased university recognition, academically or athletically, rather than diluting the brand with too many logos.</p> <p>One that understands that UCF has a lot of in-state competition academically and athletically so there needs to be a UCF-unity established to those inside and outside of the university.</p> <p>A leader of UCF needs to understand that just because UCF was recently marketed as 'Orlando's Hometown Team' that the City and residents have not necessarily embraced UCF, yet. Orlando has been a Gator-based city. Needs a vision for</p> | UCF is young, diverse, and practices academic excellence, and encourages personal responsibility for doing the right thing. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| understand the use of a single logo, that makes sense, for purposes of interfacing with the general public in and out of the state of Florida (ie., Gators, the U). The many logos makes look like it won't unify between academics and athletics. | engaging the Central Florida community to become UCF 'fans'. | |
| The fact that the college has grown too large to have a real "campus feel". Bigger is NOT always better and traditions are hard to make at such a large community that has a lot of off campus housing | A leader that looks to build traditions and more of a community feel. One that cares more about student spirit and success over just making more money. | Because it has the potential to be a dominant university in student development and be part of a wonderful community. The potential is limitless |
| Fart | Poop | Fart |
| Challenges will be connecting with the next generation on benefits of continued education. Utilizing college education to raise entrepreneurial learners to build more job opportunities. Multi-generational learners who are transitioning between skill sets as the needs of the market continue to be met by global resources. | Visionary and entrepreneurial servant leader. Active listener who can lead through coaching, curious questioning, and delegation so those closest to the change have authority to respond quickly. Good connector, one who can see the value, strengths and weaknesses and connect the right resources at the right time to mitigate risk, while developing key relations. | They desire to play a key role in the development of future business leaders, worker's, and see them successful in leading the global market of the future. |
| Maintaining quality of academics, support services, scholarships and infrastructure in the face of tax cuts and Republican budget-cutting. | An academic leader with vision and strong partnership skills. | Because John Hitt and the team have transformed a fledgling University into an important center for research, a dynamic environment, expanding recognition and a growing reputation. |
| The number one challenge will be to develop and update curriculum that will prepare students for the skills required for the jobs of the future. This means prioritizing resources and expertise to effectively analyze and predict future industry needs in a labor market that will need to evolve faster than ever before to stay competitive. | Our new leader must be a visionary who is the global leader in education but also has the track record and experience of being a successful community leader in economic development and job creation in a major metropolitan area. Having the strong vision for the community's prosperity is one thing but having the ability to lead consensus for multiple organizations and partners is tantamount. | UCF and the Orlando region have outperformed most competitors in the fields of education, labor market, economic development and most economic indicators and community partnerships in recent times. The stage is set to maintain that performance but the real opportunity is to make UCF and the Orlando region the proven best practice model for sustainable Economic Prosperity. |
| Other universities have begun to allow an "UBER" approach to education. Students can select classes not only from their university but from others - and still get credit with transfers or other hassles. Maybe Valencia offers an undergrad class nearer the student's home or at time they can attend while UCF goes. Or maybe Harvard is offering an amazing Business Class online the student would love to attend. Or a summer at Oxford. How will UCF evolve has students expectations evolve? | UCF needs a leader than can recognize the changes in how we interact with the world - including students with their professors. He or she must understand technology, cultural changes, as well as traditional education. | The next president of UCF will hold in his or her hands the future of Orlando and the surrounding cities. This university will produce our area's future teachers, doctors, technical professionals, nurses... the President will make a difference in the world. |
| Growth without compromising quality of education. Drugs on campus. More safety measures. Growth and control of football team/revenues. | One who collaborates with his team and community leaders but does not give them the final word. | To make a difference. One who will honor the great work and vision of Trevor Colbourn the second president who started the football team and change the name to UCF. |
| The rotten attitude toward higher education by the powers that be in Washington and Tallahassee. There seems to be a move, even among the public, to reduce spending on education and research. | It's going to have to be someone who can deal with the "powers that be" and the public. He or she will have to make the case for education and our leadership role in the future of America. | As a PhD with a 40 year history of undergraduate and graduate education I think you are right on target with your strategic statement. I am really impressed with the diversity of your school and the very high graduation rate. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| | | And congrats on your win in the Peach Bowl. I'm a UGA alum and will now end this to root for them dawgs. |
| Academic excellence!!! | Someone who has the get up n go to broaden minds and opportunities. For all forms of life. | The same answer as wanting a higher position or higher pay. But a master looks for results.!!! |
| UCF will be called upon to ensure that Orlando and the surrounding metropolitan areas have a skilled workforce for major companies looking to relocate here to draw from. It is imperative that the next president be able to forecast these needs, attract the best and brightest students and then to implement the quality education/training that these individuals will need to be successful in the workforce/business. | The next leader of UCF must be highly intelligent, dynamic, a great communicator and an even better listener. The perfect candidate would be someone who has been highly successful in business but also has been a member of academia. | UCF is a large university in a fast growing city. A city that is poised to be the model city for all others to emulate as long as we find a way to balance growth with protection of the environment and our natural resources. There are unique challenges present here and therefore, an attraction to a true leader. The president of UCF will be in a unique position to influence the evolution of the Greater Orlando area. |
| Student population--governors should be placed on student population so appropriate levels of faculty can be hired and adequate facilities can be built. | UCF needs a president with experience at both large and small schools. UCF does not have adequate research facilities or an appropriate organizational structure. Someone with experience at a school which has experienced growth would be suited to these challenges. | |
| Increased growth, more competition in the class room and on the field, increased diversity on vertically forefront. | Someone with an open mind but can keep with tradition. | It's the largest school in the country and is at the forefront of many fields not to mention who wouldn't want to live in the state of Florida. |
| To continue to the consistent growth in academics and sports/other programs that defines this institution as becoming one of the best in the country. | Tied into needs of students and the understanding of what growth and success mean to the school and community. They must be able to play on the national field to attract the best students and faculty. | To be able to continue the amazing job President Hitt has done in making UCF one of the best in the country. To continue to make our presence known at the national level. |
| Managing the the growth of the university. Take advantage of the growth of the university. Managing the demand of the university and continue to position it as the best public university in the state and southeast stressing great academia and athletics as well as the taking advantage of all Central Florida has to offer from weather, to the Mouse, the Medical City and the Space Center. | Someone who appreciates all that the university has to offer (the above) and can relate to the millenials so that they learn to appreciate them also. Work with the younger generation and tap into their resources. | It simply offers more than any public university in the country. |
| Cost of thition | Experienced | Next great major university |
| The change from brick and mortar locations to online learning; the problem with dated copies of textbooks and the updating of the curriculum. | One with an open mind and one that will listen to the input of others, especially the students. | For the challenge...education is not going to go away and being president of UCF would be an exciting and rewarding experience. |
| To stay competitive in academics, research, and athletics while providing a quality educational experience to its students. | A leader who is forward thinking, open to innovation, yet understands the importance of maintaining high standards for academics. Someone who values inclusion and collaboration with the community and its businesses. | UCF is a premier university with the potential to be the best in the country in all areas. |
| Parking on campus. Alumni relations and engagement. Educating a large number of students in a classroom...will students want an impersonal classroom environment? | One in higher education. No elected officials! | Central FL region. Potential to make a large university great. |
| Diversity and inclusion as over 16% of our youth have some sort of disability. | Ctin | Continue to research and adapt to changes with services for those with unique abilities. |
| name recognition and academic reputation | | |
| Coordinate realistic course schedules so students can graduate in 4 Years. | Someone of Dr. Hitt's abilities and stature. | Participate in UCF's vast potential and opportunities. Leave positive legacy. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Coordinate tuition costs with student's financial status, realistic degree potential and avoid crippling debt. | | |
| Funding and technology updates | Technology industry leader, local, not politically motivated | TO support student technology growth as well as evolving college experience for millennials |
| Sustained and Healthy Growth Continued Education Excellence with our Student Athletes Ability to Ensure UCF is considered THE Top University not only in Florida but the Southeast. Ability to ensure that UCF receives its fair share of Funding as well as Booster, Donor and Alumni Funding to meet the needs of the University and its Athletic Program. | Someone with experience in handling the complexity of a Large State University System. Someone who respects all of the University's Sponsors, Donors & Boosters as well as Dr. Hitt | To be the Leader of one of the Largest and Respected Universities in the Country. To be at the forefront of the UCF Athletic Programs Launch into National Powerhouse!! |
| facility improvements, enrollment challenges, campus expansion into downtown Orlando and improving the diversity of the instruction staff. | an inclusive leader who is a strong communicator and is comfortable in diverse settings. someone who is familiar with the Central Florida region and understands UCF's leadership role in the community. a strong team builder who makes good decisions. | its location, its size and the opportunity to greatly impact a growing community strong in tourism, high tech and college education. strong support from the community and a positive growing brand within the region. |
| The bigger it gets the harder it is to succeed! | Someone that has been a community leader at another large destination. Someone that can work with others from all aspects in the community to grow for the next generation. A CEO of an organization that knows how to be successful and grow the team in which they lead. | To take the University to the next level. Someone that is a forward thinker and wants to make a difference and has passion for the job. |
| The population growth to the Central Florida region, as well as the increasing expectations of business for a skilled workforce. | A leader with high integrity, a strong commitment to collaboration and drive towards excellence. Also a leader with insight as to how to organically connect talent development with regional growth. | As the second largest university in the country, with an amazing history of growth and collaboration, it should be an honor and privilege to lead this university. |
| The recovery from a failed and unpopular "UCF Downtown" project. Dealing with years of unbridled growth and decreased quality of education. | Not Dale Whittaker. Literally anyone else. Do a real search. | Because they want to increase educational quality and university prominence not their own. |
| Growth and sprawl of the campus. More importantly, UCF needs to FOCUS on mentoring GENIUS. The kids who are MENSA need to be encouraged and have the most special attention and the most dedicated funding. They are the keys to society's future and they are the ones who will develop the most advances in technology, medicine, science. It is something that has been all but ignored in all schools, at all levels. | One who recognizes the need to dedicate time and funds to those students with exceptional grades and leadership capability. Football does not produce medical advances. Way too much emphasis is placed on sports at all universities. Sports has a place, but this is a SCHOOL which should be emphasizing excellence in GRADES. | To make a difference in society by encouraging those exceptionally brilliant students who will make a concrete difference in everyone's future. UCF is not there to make political comments or interpret/enforce political policies - it is there to educate the next generation of leaders. |
| Size management: excellence vs. number of students for learning. Providing/maintaining an environment for critical thinking and free exchange of ideas in classrooms/on campus/in student life. Burden of fiscal/monetary requirements for administration/faculty/infrastructure that challenges the mission of academic excellence and student learning/achievement. Being big, bigger, biggest only to become mediocre in all things. Putting political agendas, like diverse rather than inclusive, over merit of | The best qualified on merit. The one who sees the reality of today's societal/campus life and where this is going/may lead as it impacts an environment for excellence in learning. The one who can best articulate the priority of an institution of higher learning and why that is paramount to society. The one who understands the political dynamics of delivering higher education, but is uncompromising in maintaining standards/priorities of being first an educational institution. The one who understands, as the core value, it is | Wrong question. The ? is can someone head this current size institution and be all things to student body/faculty/alumni/community /the insiders, politicians, sports minded while having to move UCF forward to meet the vision of being even bigger and all things to every constituency? |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| <p>student/admin./faculty and performance. Continuing to accept remedial need/non-college ready/6 years to graduate students; running an educational institution on a business model rather than in a fiscally responsible manner. Becoming just another university with power house athletic teams, rather than a center of learning/discovery excellence.</p> <p>Understanding/accepting/having to deal with the reality of current society's need for even (now) colleges/universities to parent/mentor/counsel young people into adulthood/mature thinking-behavior for coping/resilience/respect for the ideas/thinking of others and accepting responsibility for themselves; the extent required has surpassed that of the past. Making/keeping UCF affordable to all who qualify to attend on campus/by distance learning with equal status for all.</p> | <p>about student achievement on merit in learning/critical thinking/problem solving/mastering subject matter, not the school/faculty/ alumni/community; only the first brings honor to the rest.</p> | |
| <p>Rapid changes in workforce education and training demands - UCF must be responsive with both credit and non-credit programs to enable adaption to emerging needs.</p> <p>Workers who have lost their jobs due to change need to be re-educated/re-trained without requiring an additional degree program. UCF must engage this population with its resources.</p> | <p>A leader of action and compassion Demand excellence and reward excellence Open to multiple viewpoints, unafraid of non-traditional solutions Engaged with the Central Florida community to develop and sustain talent</p> | <p>Opportunity to have impact. To make a difference in the lives of our community.</p> |
| <p>UCF must be competitive in the expedition of space and putting people on Mars. Quality of education and partnerships between the university and the industry is important.</p> | <p>Brave, Ambitious</p> | <p>Orlando is an upcoming city in the next generation of "smart cities"</p> |
| <p>retaining coaches, eliminating ucf's "diploma mill" reputation, working hard to ensure they produce quality graduates that are immediately employable.</p> | <p>One who puts alumni, current students, and future students above profit, professors, and political influence. Someone who can measure their success by the quality of education that is provided, and not by how many buildings and parking garages they built during their tenure.</p> | <p>Someone who does not see it as a job or social achievement, but rather someone who shows up every day for the same reason people show up to UCF football games, because they love the school & the students, and want nothing more than to see both succeed.</p> |
| <p>To ensure that our Constitutional right to free speech is protected on campus, regardless of how easily offended some people might be.</p> | <p>A leader who has had to swear an oath to uphold the Constitution of the United States in the past (Veteran, Law Enforcement, etc).</p> | <p>To create quality leaders in all fields for our Nation.</p> |
| <p>Keeping our academic standards high, while still keeping our size and diversity.</p> | <p>Someone who can help get UCF's name out there, making it known as the top University in Florida.</p> | <p>UCF has given hundreds of thousands of students opportunities to get involve, become more educated, and create lasting friendships. To graduates, UCF is home. It is a place that will always give new and old students opportunities to be the best versions of themselves.</p> |
| <p>Growth Academic standards Community relationships</p> | <p>Community minded, good neighbor Progressive thinker Someone who wants to build on the past, not change the past Remember this is a place of learning, not sports oriented nor is it a for profit company</p> | <p>Great school Great location Great community</p> |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| Congratulations on an awesome football season! I am an SEC fan, but had to root for you. | | |
| Mpp | | |
| Managing growth effectively relating to infrastructure (housing, parking, etc.) and quality of instruction. | Very communicative and engaging with all communities within UCF. Someone who engages and coordinates, very much PARTICIPATING in the process. | In order to BE PART OF (not just lead) continuing UCF's journey among the best universities in the country. |
| STOP ACTING LIKE YOUR A NATIONAL CHAMPION - you had a good season but when you play 95% of your games against high schools | | |
| YOUR A JOKE | | |
| The population and popularity of the location of the school continues to grow. In order to keep the University diverse and inclusive, we will have to figure out ways to keep up with the demand in the area and also be able to stay at a competitive level with neighboring schools and nationally as well. | A person who has a humble spirit with strong vision and direction can transition in to the President's seat. President Hitt had all of these characteristics and made his visions for the university come to life while always thinking about the students and the staff that make up the university. Partnerships that were created should be continued. Also, the care he laid out for his faculty and staff as well should be kept in mind like the extended paid administrative break allowed during the holidays for staff as well as opening his home up once a year inviting the staff to join him and his wife helped create a sense of unity and showed how humble he was. Anyone who mimics these traits should do just fine. | UCF is an incredible university and asset to the city of Orlando and Central Florida. The university has so much to offer both its students as well as its staff. President Hitt has done a remarkable job guiding UCF in the right direction and anyone who comes in to replace him should feel honored and want to continue on the path that President Hitt has paved. |
| Creating quality programs and providing quality instruction with the rapid growth of students and the majority of these students are transfers from 2-yr colleges. UCF needs more respected programs and graduate programs that can fund themselves. UCF's direct-connect model has provided guaranteed student enrollment. That is a crutch. We seem to rely and focus on servicing the growth of students. The brand of UCF came from a commuter school toward a respected state institution to what seems to be a commuter school again. Valencia should be the commuter school. The vision and brand of UCF needs to be defined and needs to be real. Dr. Hitt called UCF America's partnership university - it worked, the actions and message was about creating quality and qualified, employable graduates to meet our local needs. Today UCF seem be promoting as the big public school. | Focused on quality of education - lower student:faculty ratios and quality facilities is the best marketing for the best faculty and students. As a student growth machine, the emphasis will end up on middle managing and processes to increase sales/growth, online, systems - which is less attractive to quality faculty. | Because they know the region well, have a passion for Central Florida, and wish to set the appropriate course for Central Floridians and their families for the century to come. |
| Quality of education, Quality of our graduates (BS, MS and PhD degree holders). Lack of classroom space especially for lab classes. Lack of equipment in the lab classes. Administrators not willing to listen to these concerns and not willing to do something to improve the situations. Administrators not willing to provide proper working environment - Office leaks during | A person who has achieved something in doing good research, who is energetic, who is well-respected by the presidents of other national and international universities, who is willing to listen to the faculty and student concerns, can meet these challenges. | Salary, because UCF pays very high salary (actual wages+bonus) to the president and also other administrators. |

What will be the challenges facing UCF over the next several years?

What kind of leader can meet these challenges?

Why should someone want to be the president of UCF?

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| rainy season, the building smells - You report the problems, but the administrators do nothing to improve the situation. Lack of parking space. | | |
| <p>The challenges I foresee for the university consist of the following:</p> <ol style="list-style-type: none"> 1. Effectively manage growth. The effort to grow the university has been effective however, too much growth can undermine quality. 2. A heavier emphasis MUST be placed on the university infrastructure. For example, the university is still operating with a paper laden, manual payroll system. This fact is incongruent with the reputation that we have and we really need to bring the method we use to track work time and pay employees into the 21st century or beyond. Another infrastructure area that should be paid attention to involves maintenance and access to information at the university. There are many systems that do certain things but there is no connectivity amongst these systems. 3. A stronger commitment to diversity and inclusivity is needed. While there is representation by varying demographics at the university, there still exists a perception that the current commitment is just lip service. | An very realistic and fearless leader who is not afraid to shake the status quo and make decisions that might be unpopular but are in the best interest of the university and all of its constituents. | Although there are many areas of improvement needed, UCF is a great university that is making a great contribution to society in many ways. The question should really be, who wouldn't want to be president of UCF. |
| Build a football stadium that looks like a castle built for the knights. The k-state wildcats have a better castle than just a giant bleacher structure | | |
| I think UCF should have been national champs. And iam a buckeye. It's time this BCS crap is removed. If you win your conference in the power 5 your in, plus 1 out of the power 5 with the best record. No more committee or polls. | | |
| UCF must transform itself from a large community college with very low academic reputation nationally to a high quality medium size research university with nationally recognized medical, engineering and science schools. It has the potential of being the highest ranked university in Florida. | The new president must recognize that being big with poor academic reputation nationally does not benefit its students, its faculty, its alumni, or the Orlando community. He/She must be a visionary sitting president at a research university who has a proven record of leadership, and is committed to high quality in everything. | Orlando is one of the most desirable city in the US. UCF is the only game in town. It has no competition in Orlando. An experienced and visionary leader has a great opportunity to transform an institution that is growing uncontrollably, to a high quality medium size institution that can be a great asset to the Orlando community. This is a unique opportunity that does not exists anywhere in the US at this time. |



SECTION 11

Presidential Search Committee Meeting Minutes

UNIVERSITY OF CENTRAL FLORIDA

Minutes
Presidential Search Committee Meeting
November 20, 2017

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 10 a.m. in the *FAIRWINDS* Alumni Center on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. Walsh thanked the committee members for their service and noted that President John Hitt's legacy of ongoing projects -- including a university hospital, Ignite campaign and a downtown campus -- would define an aggressive timeline for the committee. He reminded the committee that the search process would include input from the Central Florida and campus communities. A quorum was established and Marcos Marchena, Chairman of the Board of Trustees, gave his charge to the committee.

Marchena asked that the committee be mindful of UCF's culture of innovation, diversity, partnership and inclusivity as they go through the search process. He defined the committee's tasks as recommending three search firms to the Board of Trustees Chairman and adhering to Board of Governors processes. He also mentioned that the ultimate deliverable of the Search Committee would be to supply the Board of Trustees an unranked list of 3 to 5 presidential candidate finalists, and the completion of their duties in a timely fashion to ensure that UCF's growth trajectory continues. Marchena stated that the required Presidential leadership statement was updated and approved earlier this year by the Board of Trustees.

Nancy Myers, Director of the Office of Institutional Equity, provided an Equal Employment Opportunity compliance overview. Myers stated that diversity and inclusion are part of the UCF mission, culture, strategic plan and search process and reminded the committee that the interview process had to be consistent for all candidates. She reviewed search bias avoidance and right of inclusion, and provided a list of resources available to the committee.

Scott Cole, Vice President and General Counsel, presented on the requirement for a position compensation study, and Florida sunshine laws as they pertain to the search process and the work of the committee. Cole explained that an updated compensation study would be a requirement of the search process and that the committee could decide on using an external firm or internal UCF Human Resources staff to complete the study. After some discussion, a motion was made to use an outside firm, chosen at the discretion of the university, to complete the compensation study, and the search committee unanimously approved the motion.

Cole stated that Florida has the broadest open records and meeting laws in the country. He reviewed and provided the committee with a written outline on sunshine laws. This information included but is not limited to such items as committee meetings are open to the public, meetings must be posted within a reasonable timeframe and that discussion between two or more committee members on items that can come before the committee for consideration can only take place during a public meeting.

Grant Heston, UCF Vice President for Communications and Marketing, explained how the search process allows for another platform to share UCF's story and to talk about President Hitt's legacy and the trajectory of the university. Heston showed an advertisement, video and the new Search website that will keep the University and broader community updated on the search process, and promote the university's regional and national impact. Heston also noted that a search requirement was that a marketing plan be submitted and with advice of the selected search firm, this plan should be ready for committee review at a future meeting.

Search Committee Chair Walsh invited the committee to discuss their evaluations of the six search proposals received. VP and General Counsel Cole provided background information on each search firm. Walsh shared with the committee that in his view, the selected firm should have large university presidential search experience and should consider diversity, transparency and the culture of the university throughout the search. Given the importance of the search to the University, and that proposal costs quoted were not significantly different, that cost itself was not a key issue. Using this criteria, his top three unranked choices were Parker Executive Search, Korn Ferry and R. William Funk & Associates. A motion was made to recommend Parker, Korn Ferry and Funk to Chairman Marchena. The motion unanimously passed.

Walsh announced that the next meeting would be December 4 at 2 p.m. at UCF, and was hopeful that the selected search firm would be available then to meet with the committee and develop a timeline. Walsh expressed the need for collaboration and consultation with the search firm to ensure a timely, thorough and transparent process and noted that the search firm is the single point of contact for those who express interest in the Presidency. Walsh concluded by stressing the impact of President Hitt on the state and national level and the university's steady trajectory of growth.

The meeting was adjourned at 11:22 a.m.

Minutes
Presidential Search Committee Meeting
December 4, 2017

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 2 p.m. in the UCF Global building on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. A quorum was established and a motion was made to approve the November 20, 2017 meeting minutes. The minutes were unanimously approved.

Walsh reminded the committee that Board of Trustees Chairman Marcos Marchena chose Parker Executive Search, a nationally recognized firm with a deep knowledge of our university and its culture, to lead the search. He invited Laurie Wilder, President of Parker Executive Search, to address the committee.

Wilder stated that Parker was honored to facilitate the search process and would address three topics: who Parker is, the current marketplace for searches, and the processes for the search. Wilder offered that Parker has four core practice areas: higher education, health sciences, sports and corporate, but nearly 75 percent of their work was done on a university campus, evidence that Parker understands the world of higher education.

Wilder told the committee that Parker's role in the search was to thoroughly and aggressively recruit qualified and diverse candidates. She reminded the committee that the search firm does not have a vote in the process and that they were there to facilitate and advise the committee. Wilder also said that Parker would look to the committee for guidance in many areas, including, but not limited to chemistry, style and fit with the university, important characteristics in a candidate.

Committee discussion followed with a focus on the potential pool of candidates, challenges in recruiting a candidate pool in the context of Florida's Sunshine Laws, adequate consideration of diversity, and the process for solicitation of student body feedback. Continued discussion occurred on maintaining UCF's trajectory and the unique opportunity given in the size, complexity and history of innovation at our university. Wilder agreed that our unique institution was a compelling differentiator that will dictate certain skill sets in a candidate. She also asked that the committee consider this as they review applications.

Wilder stated that they are comfortable with an aggressive timeline and in fact, aggressive recruitment is preferred in today's active, robust and competitive presidential search marketplace. She said process and speed were important to candidates, especially in Florida. Parker will immediately begin gauging candidate interest. Wilder will provide an update about process and timeline at the next committee meeting.

Wilder said eight or fewer candidates are projected as semi-finalists, with the goal that the committee would ultimately recommend three to five unranked finalists in accordance with the Board of Trustees selection process.

Walsh summarized Wilder's overview by asking Wilder to affirm Parker's overall opinion that given the size, scope and aggressive timeline of the search, we can expect to have a robust pool of candidates. Wilder confirmed this should indeed be the case.

Walsh then asked Grant J. Heston, Vice President for Communications and Marketing, to address details with the committee about the campus and community listening process and resulting feedback during the search process, and the search marketing plan.

Heston said campus and community feedback would be solicited through the use of a poll on the presidential search website using open ended questions shared with students, faculty, staff and alumni. He stated that open forums were being scheduled in early January over two days and in four different locations at different times. Additionally, the search Chair and Vice Chair would be meeting individually with university senior leadership to solicit feedback.

Heston presented the marketing plan and discussed how UCF will use paid advertising, media and press releases, websites and social media to promote the search. Wilder concurred with the marketing plan and noted that the creativity used in various marketing platforms was exciting. A motion was made to approve the marketing plan and it was unanimously approved.

Scott Cole, Vice President and General Counsel, said that the compensation study was on target, with two compensation study firms identified and proposals to soon follow.

Walsh announced that the next meeting would be January 10 at 10 a.m. at UCF and asked the committee members to attend as many open forums as their calendars would allow.

The meeting was adjourned at 3:20 p.m.

Minutes
Presidential Search Committee Meeting
January 10, 2018

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 10 a.m. in the *FAIRWINDS* Alumni Center on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. A quorum was established and a motion was made to approve the December 4, 2017 meeting minutes. The minutes were unanimously approved.

Walsh invited Grant Heston, Vice President for Communications and Marketing, to address the committee. Heston reminded the committee that the Florida Board of Governors requires a compensation analysis for an incoming president and that the committee previously unanimously voted to use an outside firm to provide an update to the existing presidential compensation analysis the Board of Trustees maintains. He further advised that Yelena Styles, Senior Consultant from Sibson Consulting, would provide an overview of the compensation analysis to the committee. The analysis would need to be approved by the committee and then sent to the Board of Trustees for approval.

The compensation analysis overview included information on recent trends in presidential compensation. Key information regarding comparison and aspirational institutions were discussed at length with the committee. Board Chairman Marcos Marchena, who called in to the meeting, clarified that this market research reflects compensation data points to be used when the Board of Trustees negotiates compensation with the president-elect.

A motion was made to approve the compensation analysis and it was unanimously approved to be passed along to the Compensation and Labor Committee of the Board of Trustees for further approval.

Heston then provided a communications and online survey update to the committee. Heston reported that the online survey sent to students, faculty, staff, alumni and community leaders generated more than 1,300 responses. Heston said that after the survey closed on January 11, the categorized responses will be posted on the presidential search website.

Walsh invited Laurie Wilder to provide a search firm report to the committee. Wilder indicated that Parker is taking a proactive approach to identifying a diverse pool of potential candidates. Wilder explained that the next 30 days are critically important. She further noted that it is impressive what interested individuals are saying about UCF and explained that the ability to grow UCF's trajectory even further is very exciting to these individuals. Wilder explained that they are addressing the concern of Florida's Sunshine Laws by explaining the transparent process to candidates. She stated that a majority of candidates would express their interest at the end of the process in order to protect their confidentiality. A brief discussion of leadership qualities important to the committee followed. Wilder concluded by saying committee members were welcome to contact the search firm with additional leadership qualities.

Walsh closed the meeting by reminding committee members of the four upcoming in-person listening sessions and thanked them for their participation in this process.

The meeting adjourned at 11:03 a.m.

Minutes
Presidential Search Committee Meeting
February 5, 2018

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 10 a.m. in the UCF Global building on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. A quorum was established and a motion was made to approve the Jan. 10, 2018, meeting minutes. The minutes were unanimously approved. Walsh noted that the Board of Trustees approved the compensation analysis that the search committee approved during its last meeting.

Walsh invited committee member Sydney Kitson, Vice Chair of the Florida Board of Governors, to address the committee. Kitson reviewed his January update to the Board of Governors regarding UCF's search process and progress. He stated that the Board recognized and appreciated the transparency of the search. Kitson further explained that the Board recognized Dr. Hitt's legacy and expressed that the next president must have the ability to lead UCF's established campus and support the new Lake Nona Health Sciences and Downtown campuses. He concluded by reminding the committee of the State University System's focus on national and international university research and efforts to increase tech transfer.

Laurie Wilder, president of Parker Executive Search, then provided a search update. She expressed confidence in moving ahead with the search process and that a timely search is what the marketplace calls for. Wilder reminded the committee members that their objective is to identify six or more quality, unranked candidates for on-campus interviews with the committee.

Wilder then discussed the timing of the search process and asked Grant Heston, UCF vice president for Communications and Marketing, to review the search timeline. Following discussion regarding submission deadlines, the committee agreed to a Feb. 15, 8 a.m. deadline for submissions to Parker.

Wilder recommended that 12 to 14 questions be asked during individual 75-minute semifinalist interviews, which is typical for search processes such as ours. The interview process will be discussed in further detail at the next search meeting. She asked that the committee submit input regarding interview questions by Feb. 15. A committee discussion followed which clarified that the same questions would be asked for each candidate and that the committee would have the opportunity to ask follow-up questions.

Wilder ensured the committee that the interview process will allow for multiple opportunities to discover more information about each candidate. She also encouraged the committee to evaluate candidates based on the position description and the leadership characteristics previously determined by the Board of Trustees. Wilder ended her update by stressing quality is more important than quantity for this search.

Walsh closed the meeting by noting that the next search committee meeting would take place on Feb. 15 in the *FAIRWINDS* Alumni Center.

The meeting was adjourned at 11:12 a.m.

Minutes
Presidential Search Committee Meeting
February 15, 2018

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 9 a.m. in the *FAIRWINDS* Alumni Center on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. A quorum was established and a motion was made to approve the Feb. 5, 2018 meeting minutes. The minutes were unanimously approved.

Walsh stated that the purpose of the meeting was to discuss the candidates who applied for the presidency, and to vote on naming semifinalists. He said he wanted the committee to vote on a final group of candidates to invite and not hold votes on individual candidates. He then invited Laurie Wilder, president of Parker Executive Search, to address the committee.

Wilder thanked the committee for its time and dedication researching the candidates. She noted that the position was broadly advertised on local, state and national levels. She also said Parker conducted aggressive external outreach to ensure a quality pool of candidates from a range of backgrounds, institution types, enrollments and academic backgrounds. Wilder explained that the original pool of targets was very diverse in terms of gender and underrepresented populations. However, due to a variety of reasons, the final overall pool of candidates, including diverse candidates, expressing formal interest was somewhat limited versus Parker's original expectations.

After committee discussion, a motion was made to approve an unranked list of eight semifinalists. The eight semifinalists, listed in alphabetical order, were unanimously approved:

James Dean, Ph.D., former executive vice chancellor and provost, University of North Carolina, Chapel Hill

Kelvin Droegemeier, Ph.D., vice president for research, University of Oklahoma

Suresh Garimella, Ph.D., executive vice president for research and partnerships, Purdue University

Venu Govindaraju, Ph.D., vice president for research and economic development, University at Buffalo

Mark Kennedy, president, University of North Dakota

James Weyhenmeyer, Ph.D., professor and vice president of research and economic development, Georgia State University

Dale Whittaker, Ph.D., provost and executive vice president, University of Central Florida

Matthew Wilson, JD, president, University of Akron

Wilder asked the committee to submit interview questions to her by early next week. Parker will use the committee's input, as well as listening session and online survey feedback, to create a list of 12 to 14 questions to ask each semifinalist. Wilder said the committee should plan to recommend finalists to the Board of Trustees following the conclusion of interviews on Feb. 23.

Walsh thanked Parker for its efforts and stated that the committee would next meet on Thursday, Feb. 22 in the Cape Florida Ballroom in the Student Union. He reminded the committee that the semifinalist interviews would not be livestreamed.

The meeting adjourned at 10:10 a.m.

Minutes (unapproved)
Presidential Search Committee Meeting
February 22 – 23, 2018

David Walsh, Chair of the Presidential Search Committee, called the meeting to order at 7:30 a.m. on Feb. 22 in the Cape Florida Ballroom on the UCF campus.

Walsh reminded the committee that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend. A quorum was established and a motion was made to approve the Feb. 15, 2018 meeting minutes. The minutes were unanimously approved.

Laurie Wilder, president of Parker Executive Search, discussed the interview structure for the eight semifinalists. The committee determined the order of the questions and who would ask them.

The committee conducted eight presidential semifinalist interviews over a day-two period: Feb. 22 and Feb. 23.

At the conclusion of the interviews, and after committee discussion, a motion was made to approve an unranked list of four finalists.

The slate of four finalists, listed in alphabetical order, was unanimously approved:

Suresh Garimella, Ph.D., Executive Vice President for Research and Partnerships, Purdue University

Mark Kennedy, President, University of North Dakota

Dale Whittaker, Ph.D., Provost and Executive Vice President, University of Central Florida

Matthew Wilson, JD, President, University of Akron

Parker will contact the finalists to invite them back to campus to meet with internal and external university constituents and to conduct a public open forum. The four finalists will then interview with the Board of Trustees on March 9, 2018. The president-elect will need to be confirmed by the Board of Governors at the end of March.

Walsh thanked the committee for its service and adjourned the meeting at 3:30 p.m. on Feb. 23.



SECTION 12

Agendas for Presidential Finalists' On-Campus Visits

UNIVERSITY OF CENTRAL FLORIDA



SECTION 12A | VISIT AGENDAS

Suresh Garimella, Ph.D.

UNIVERSITY OF CENTRAL FLORIDA



UNIVERSITY OF CENTRAL FLORIDA

Finalist: Suresh Garimella, Ph.D.

March 6:

Accompanied by: Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
Cell: 407.969.7887

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|-----------|---|
| 5:30 p.m. | Hotel Pickup |
| 6-8 p.m. | Welcome Reception <i>Location: Orlando Citrus Club, with heavy hors d'oeuvres</i> <ul style="list-style-type: none"> • Host: Marcos Marchena, Chairman, UCF Board of Trustees – Selected UCF donors, alumni, partners and friends • Please be ready for brief, informal welcome remarks |

March 7:

Accompanied by: Grant J. Heston, Vice President for Communications and Marketing
Cell: 321.695.6713

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|-----------|---|
| | Breakfast: Please plan to have breakfast on your own |
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Downtown Orlando's Educational Ecosystem <i>Location: UCF Downtown Experience Center</i> <ul style="list-style-type: none"> • Host: Dr. Thad Seymour, Vice Provost, UCF Downtown • Dr. Barbara Jenkins, Superintendent, Orange County Public Schools • Dr. Sandy Shugart, President, Valencia College • Buddy Dyer, Mayor, City of Orlando • Ken Robinson, President and CEO, Dr. Phillips Charities |
| 9-10 a.m. | UCF Celebrates the Arts <i>Location: Center for Emerging Media</i> <ul style="list-style-type: none"> • Host: Jeff Moore, Dean, College of Arts and Humanities • Dr. Phil Hoffman, Executive Director, WUCF, Public Television and Radio • Theo Lotz, Director, Flying Horse Editions, School of Visual Arts and Design • Ben Noel, Executive Director, Florida Interactive Entertainment Academy • Discussion with students, faculty, staff and patrons of the UCF Arts |



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| 10-11 a.m. | Travel to UCF, Break |
| 11 a.m.-noon | Research and Entrepreneurism <i>Location: Limbitless Solutions Lab</i> <ul style="list-style-type: none"> • Host: Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies • Dr. Albert Manero, Limbitless Solutions • Chris Castro, City of Orlando • Dr. Robert Porter, Executive Development Center • Dr. Sudipta Seal, UCF Advanced Materials Processing and Analysis Center • Dr. Deborah Beidel, UCF RESTORES • Dr. Melanie Coathup, College of Medicine • Don Fisher, Osceola County Manager |
| 12:15-1:15 p.m. | Pep Rally Lunch <i>Location: Wayne Densch Center for Student-Athlete Leadership</i> <ul style="list-style-type: none"> • Host: Dr. Daniel J. White, Vice President and Director of Athletics • Private lunch, 20-30 minutes followed by introduction and Q & A with coaches and donors |
| 1:30-2:30 p.m. | Strengthening Our Faculty <i>Location: UCF FAIRWINDS Alumni Center, SGA Boardroom</i> <ul style="list-style-type: none"> • Host: Dr. Jana Jasinski, Interim Vice Provost for Faculty Excellence • Dr. Stephanie Krick, Associate Lecturer, College of Health and Public Affairs, School of Public Administration • Peter Telep, Associate Instructor, College of Arts and Humanities, English • Dr. Angela White-Jones, Lecturer, College of Health and Public Affairs, School of Public Administration • Anastasia Salter, Assistant Professor, College of Arts and Humanities, School of Visual Arts and Design • Dr. Rebecca Bennett, Professor, College of Business Administration • Dr. Damla Turgut, Associate Professor, College of Engineering and Computer Science, Computer Science • Dr. Thomas Cox, Associate Professor, College of Education and Human Performance, Child, Family and Community Sciences • Dr. Bari Hoffman-Ruddy, Professor, College of Health and Public Affairs, Communication Sciences and Disorders • Dr. William Self, Associate Professor, College of Medicine, Burnett School of Biomedical Sciences • Dr. Mindi Anderson, Associate Professor, College of Nursing, Nurse Practice • Dr. Dmitry Kolpashchikov, Associate Professor, College of Sciences, Chemistry • Dr. Patrick LiKamWa, Professor, College of Optics and Photonics • Dr. Kevin Murphy, Associate Professor, Rosen College of Hospitality Management, Department of Hospitality Services • Kristine Shrauger, Librarian, John C. Hitt Library, Interlibrary Loan Department |



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| 2:30-3 p.m. | Break <i>Location: UCF FAIRWINDS Alumni Center, Dr. Hitt Library</i> |
| 3-3:30 p.m. | Photography and Video Session <i>Location: UCF FAIRWINDS Alumni Center, Second-floor conference room</i> <ul style="list-style-type: none"> • Host: Patrick Burt, Assistant Vice President for Marketing, Communications and Marketing |
| 3:30-5 p.m. | Campus Tour: The UCF Student Experience <i>Pickup at UCF FAIRWINDS Alumni Center, golf cart tour</i> <ul style="list-style-type: none"> • Host: Dr. Gordon Chavis, Associate Vice President for Enrollment Services, Student Development and Enrollment Services • Brief visits at the following: <ul style="list-style-type: none"> ○ Recreation and Wellness Center ○ Neptune Residence Community ○ Emergency Operations Center |
| 5-5:45 p.m. | Travel back to hotel |
| 7-9 p.m. | Dinner: The Future of UCF <i>Location: Hamilton's Kitchen, The Alford Inn</i> <ul style="list-style-type: none"> • Host: David Walsh, UCF Board of Trustees • Invitees: George Kalogridis, President, Walt Disney World Resort Rick Walsh, Chair Emeritus, UCF Board of Trustees Olga Calvet, Chair Emerita, UCF Board of Trustees Tim Giuliani, President and CEO, Orlando Economic Partnership Teresa Jacobs, Mayor, Orange County |



March 8:

Accompanied by: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
Cell: 407.484.0013

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|-----------------|--|
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Breakfast: Inclusivity and Diversity at UCF <i>Location: Teaching Academy, Room 130</i> <ul style="list-style-type: none"> • Hosts: Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning, and Dean, College of Undergraduate Studies, and Karen Morrison, Chief Diversity Officer • Dr. S. Kent Butler, Associate Professor, College of Education and Human Performance • Dr. Fernando Rivera, Associate Professor, College of Sciences • Dr. Rosa Cintron Delgado, Associate Professor, College of Education and Human Performance • Dr. Reshawna Chapple, Assistant Professor, College of Health and Public Affairs • Dr. Ali Gordon, Associate Professor, College of Engineering and Computer Science • Dr. Candice Bridge, Assistant Professor, College of Sciences • Detective Matt Scott, UCF Police Department • Dr. Cyndia Muñiz, President, Latino Faculty and Staff Association • Greg Saunders, Coordinator, First Year Advising and Exploration and President, Black Faculty and Staff Association • David Benjamin, Interim President, Pride Faculty and Staff Association • John Pittman, Associate Vice President for Debt Management, Administration and Finance • Belinda Hyppolite, Assistant Vice President for Community Support, Student Development and Enrollment Services • Dr. Germaine Graham, Associate Director, LEAD Scholars Academy |
| 9:15-10:15 a.m. | UCF's Academic Future <i>Location: Texas Instruments Lab, Engineering II</i> <ul style="list-style-type: none"> • Host: Dr. Michael Johnson, Dean, College of Sciences • Dr. Elizabeth Dooley, Dean, College of Undergraduate Studies, and Vice Provost for Teaching and Learning • Dr. Elizabeth Klonoff, Dean, College of Graduate Studies, and Vice President for Research • Jeff Moore, Dean, College of Arts and Humanities • Dr. José Fernández, Interim Dean, College of Health and Public Affairs • Dr. Deborah C. German, Dean, College of Medicine, and Vice President for Medical Affairs • Dr. Michael Georgiopoulos, Dean, College of Engineering and Computer Science |



- Dr. Pamela Carroll, Dean, College of Education and Human Performance
- Dr. Paul Jarley, Dean, College of Business Administration
- Dr. Abraham Pizam, Dean, Rosen College of Hospitality Management
- Dr. Bahaa Saleh, Dean, College of Optics and Photonics
- Dr. Martin Dupuis, Interim Dean, The Burnett Honors College
- Dr. Mary Lou Sole, Dean, College of Nursing

10:15-11 a.m.

Break and Prep for Open Forum*Location: Pegasus Ballroom, Green Room*

- Host: Christine Dellert, Assistant Vice President for Strategic Communications and Marketing, Communications and Marketing, and Academic Affairs

11 a.m.-noon

Open Forum: *What is the future of "Scale x Excellence = Impact" at UCF?**Location: Pegasus Ballroom*

- 20-to 25-minute presentation followed by Q & A

12:10 p.m.-1 p.m.

Lunch with Board of Trustees Chairman Marcos Marchena*Location: Student Union, Conference Room 313*

1:15 p.m.-2:15 p.m.

Meet with Students*Location: The Burnett Honors College Reading Room*

- Host: Cristina Barreto, SGA Vice President and Presidential Search Committee member
- Jordan Bubar, Student Development and Enrollment Services Student Advisory Council, President's Office, Leadership, Excellence, Achievement and Diversity (LEAD) LEB Open House director
- Laura Green, President's Office, LSA committees
- Shaya Morgan, Student Director Multicultural Student Center, VP Advisory Council member
- Travis Solcum, Cultural Director Multicultural Student Center, Brother to Brother Program, and National Society of Black Engineers
- Yahima Perez, Multicultural Student Center Communications Director, Vice President Advisory Council, TRiO Mentor
- Angelo Baldado, Student Director VolunteerUCF
- Sam Neff, Student Government Association Exec-Comptroller
- Josh Boloña, Student Government Association Legislative Speaker of the Senate
- Aric Hawkins, Student Government Association Judicial Chief Justice
- Terrance Mack, Professional Selling Program, Campus Tour Guide, Student Body President's Advisory Council



2:30-3:30 p.m.

Leadership Team Discussion

Location: President's Boardroom, Millican Hall

- Host: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
- W. Scott Cole, Vice President and General Counsel
- Dr. Deborah C. German, Vice President for Medical Affairs and Dean, College of Medicine
- Dr. Joel Hartman, Vice President and Chief Information Officer
- Grant J. Heston, Vice President for Communications and Marketing
- Dr. Dan Holsenbeck, Senior Vice President for University Relations
- Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies
- William F. Merck II, Vice President for Administration and Finance
- Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
- Dr. Rick Schell, Vice President and Executive Chief of Staff
- Dr. Daniel J. White, Vice President and Director of Athletics

3:45-4:45 p.m.

Helicopter tour of College of Medicine and BRIDG (Bridging the Innovation to Development Gap)

Location: Intramural Fields

- Dr. Deborah C. German and Scott Cole to accompany

5 p.m.

Travel to hotel



SECTION 12B | VISIT AGENDAS

Mark Kennedy, M.B.A.

UNIVERSITY OF CENTRAL FLORIDA



UNIVERSITY OF CENTRAL FLORIDA

Finalist: Mark Kennedy, M.B.A.

March 5:

Accompanied by: Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
Cell: 407.969.7887

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| 5:30 p.m. | Hotel Pickup |
| 6-8 p.m. | Welcome Reception <i>Location: Orlando Citrus Club, with heavy hors d'oeuvres</i> <ul style="list-style-type: none"> • Host: Marcos Marchena, Chairman, UCF Board of Trustees – Selected UCF donors, alumni, partners and friends • Please be ready for brief, informal welcome remarks |

March 6:

Accompanied by: Grant J. Heston, Vice President for Communications and Marketing
Cell: 321.695.6713

| | |
|-----------|---|
| | Breakfast: Please plan to have breakfast on your own |
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Downtown Orlando's Educational Ecosystem <i>Location: UCF Downtown Experience Center</i> <ul style="list-style-type: none"> • Host: Dr. Thad Seymour, Vice Provost, UCF Downtown • Dr. Barbara Jenkins, Superintendent, Orange County Public Schools • Dr. Sandy Shugart, President, Valencia College • Buddy Dyer, Mayor, City of Orlando • Ken Robinson, President and CEO, Dr. Phillips Charities |
| 9-10 a.m. | UCF Celebrates the Arts <i>Location: Center for Emerging Media</i> <ul style="list-style-type: none"> • Host: Jeff Moore, Dean, College of Arts and Humanities • Dr. Phil Hoffman, Executive Director, WUCF, Public Television and Radio • Theo Lotz, Director, Flying Horse Editions, School of Visual Arts and Design • Ben Noel, Executive Director, Florida Interactive Entertainment Academy • Discussion with students, faculty, staff and patrons of the UCF Arts |



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| 10-11 a.m. | Travel to UCF, Break |
| 11 a.m.-noon | Research and Entrepreneurism <i>Location: Limbitless Solutions Lab</i> <ul style="list-style-type: none"> • Host: Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies • Dr. Albert Manero, Limbitless Solutions • Chris Castro, City of Orlando • Dr. Robert Porter, Executive Development Center • Dr. Sudipta Seal, UCF Advanced Materials Processing and Analysis Center • Dr. Deborah Beidel, UCF RESTORES • Dr. Melanie Coathup, College of Medicine • Don Fisher, Osceola County Manager |
| 12:15-1:15 p.m. | Pep Rally Lunch <i>Location: Wayne Densch Center for Student-Athlete Leadership</i> <ul style="list-style-type: none"> • Host: Dr. Daniel J. White, Vice President and Director of Athletics • Private lunch, 20-30 minutes followed by introduction and Q & A with coaches and donors |
| 1:30-2:30 p.m. | Strengthening Our Faculty <i>Location: UCF FAIRWINDS Alumni Center, SGA Boardroom</i> <ul style="list-style-type: none"> • Host: Dr. Jana Jasinski, Interim Vice Provost for Faculty Excellence • Dr. Stephanie Krick, Associate Lecturer, College of Health and Public Affairs, School of Public Administration • Peter Telep, Associate Instructor, College of Arts and Humanities, English • Dr. Angela White-Jones, Lecturer, College of Health and Public Affairs, School of Public Administration • Anastasia Salter, Assistant Professor, College of Arts and Humanities, School of Visual Arts and Design • Dr. Rebecca Bennett, Professor, College of Business Administration • Dr. Damla Turgut, Associate Professor, College of Engineering and Computer Science, Computer Science • Dr. Thomas Cox, Associate Professor, College of Education and Human Performance, Child, Family and Community Sciences • Dr. Bari Hoffman-Ruddy, Professor, College of Health and Public Affairs, Communication Sciences and Disorders • Dr. William Self, Associate Professor, College of Medicine, Burnett School of Biomedical Sciences • Dr. Mindi Anderson, Associate Professor, College of Nursing, Nurse Practice • Dr. Dmitry Kolpashchikov, Associate Professor, College of Sciences, Chemistry • Dr. Patrick LiKamWa, Professor, College of Optics and Photonics • Dr. Kevin Murphy, Associate Professor, Rosen College of Hospitality Management, Department of Hospitality Services • Kristine Shrauger, Librarian, John C. Hitt Library, Interlibrary Loan Department |



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| 2:30-3 p.m. | Break <i>Location: UCF FAIRWINDS Alumni Center, Dr. Hitt Library</i> |
| 3-3:30 p.m. | Photography and Video Session <i>Location: UCF FAIRWINDS Alumni Center, Second-floor conference room</i> <ul style="list-style-type: none"> • Host: Patrick Burt, Assistant Vice President for Marketing, Communications and Marketing |
| 3:30-5 p.m. | Campus Tour: The UCF Student Experience <i>Pickup at UCF FAIRWINDS Alumni Center, golf cart tour</i> <ul style="list-style-type: none"> • Host: Dr. Gordon Chavis, Associate Vice President for Enrollment Services, Student Development and Enrollment Services • Brief visits at the following: <ul style="list-style-type: none"> ○ Recreation and Wellness Center ○ Neptune Residence Community ○ Emergency Operations Center |
| 5-5:45 p.m. | Travel back to hotel |
| 7-9 p.m. | Dinner: The Future of UCF <i>Location: Hamilton's Kitchen, The Alford Inn</i> <ul style="list-style-type: none"> • Host: John Sprouls, UCF Board of Trustees and Executive Vice President and Chief Administrative Officer, Universal Parks and Resorts • Invitees: George Kalogridis, President, Walt Disney World Resort Rick Walsh, Chair Emeritus, UCF Board of Trustees Olga Calvet, Chair Emerita, UCF Board of Trustees Tim Giuliani, President and CEO, Orlando Economic Partnership Teresa Jacobs, Mayor, Orange County |



March 7:

Accompanied by: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
Cell: 407.484.0013

| | |
|-----------------|--|
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Breakfast: Inclusivity and Diversity at UCF <i>Location: Teaching Academy, Room 130</i> <ul style="list-style-type: none"> • Hosts: Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning, and Dean, College of Undergraduate Studies, and Karen Morrison, Chief Diversity Officer • Dr. S. Kent Butler, Associate Professor, College of Education and Human Performance • Dr. Fernando Rivera, Associate Professor, College of Sciences • Dr. Rosa Cintron Delgado, Associate Professor, College of Education and Human Performance • Dr. Reshawna Chapple, Assistant Professor, College of Health and Public Affairs • Dr. Ali Gordon, Associate Professor, College of Engineering and Computer Science • Dr. Candice Bridge, Assistant Professor, College of Sciences • Detective Matt Scott, UCF Police Department • Dr. Cyndia Muñiz, President, Latino Faculty and Staff Association • Greg Saunders, Coordinator, First Year Advising and Exploration and President, Black Faculty and Staff Association • David Benjamin, Interim President, Pride Faculty and Staff Association • John Pittman, Associate Vice President for Debt Management, Administration and Finance • Belinda Hyppolite, Assistant Vice President for Community Support, Student Development and Enrollment Services • Dr. Germaine Graham, Associate Director, LEAD Scholars Academy |
| 9:15-10:15 a.m. | UCF's Academic Future <i>Location: Texas Instruments Lab, Engineering II</i> <ul style="list-style-type: none"> • Host: Dr. Michael Johnson, Dean, College of Sciences • Dr. Elizabeth Dooley, Dean, College of Undergraduate Studies, and Vice Provost for Teaching and Learning • Dr. Elizabeth Klonoff, Dean, College of Graduate Studies, and Vice President for Research • Jeff Moore, Dean, College of Arts and Humanities • Dr. José Fernández, Interim Dean, College of Health and Public Affairs • Dr. Deborah C. German, Dean, College of Medicine, and Vice President for Medical Affairs • Dr. Michael Georgiopoulos, Dean, College of Engineering and Computer Science |



- Dr. Pamela Carroll, Dean, College of Education and Human Performance
- Dr. Paul Jarley, Dean, College of Business Administration
- Dr. Abraham Pizam, Dean, Rosen College of Hospitality Management
- Dr. Bahaa Saleh, Dean, College of Optics and Photonics
- Dr. Martin Dupuis, Interim Dean, The Burnett Honors College
- Dr. Mary Lou Sole, Dean, College of Nursing

10:15-11 a.m.

Break and Prep for Open Forum*Location: Pegasus Ballroom, Green Room*

- Host: Christine Dellert, Assistant Vice President for Strategic Communications and Marketing, Communications and Marketing, and Academic Affairs

11 a.m.-noon

Open Forum: *What is the future of "Scale x Excellence = Impact" at UCF?**Location: Pegasus Ballroom*

- 20- to 25-minute presentation followed by Q & A

12:10 p.m.-1 p.m.

Lunch with Board of Trustees Chairman Marcos Marchena*Location: Student Union, Conference Room 313*

1:15 p.m.-2:15 p.m.

Meet with Students*Location: The Burnett Honors College Reading Room*

- Host: Cristina Barreto, SGA Vice President and Presidential Search Committee member
- Jordan Bubar, Student Development and Enrollment Services Student Advisory Council, President's Office, Leadership, Excellence, Achievement and Diversity (LEAD) LEB Open House director
- Laura Green, President's Office, LSA committees
- Shaya Morgan, Student Director Multicultural Student Center, VP Advisory Council member
- Travis Solcum, Cultural Director Multicultural Student Center, Brother to Brother Program, and National Society of Black Engineers
- Yahima Perez, Multicultural Student Center Communications Director, Vice President Advisory Council, TRiO Mentor
- Angelo Baldado, Student Director VolunteerUCF
- Sam Neff, Student Government Association Exec-Comptroller
- Josh Boloña, Student Government Association Legislative Speaker of the Senate
- Aric Hawkins, Student Government Association Judicial Chief Justice
- Terrance Mack, Professional Selling Program, Campus Tour Guide, Student Body President's Advisory Council



2:30-3:30 p.m.

Leadership Team Discussion

Location: President's Boardroom, Millican Hall

- Host: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
- W. Scott Cole, Vice President and General Counsel
- Dr. Deborah C. German, Vice President for Medical Affairs and Dean, College of Medicine
- Dr. Joel Hartman, Vice President and Chief Information Officer
- Grant J. Heston, Vice President for Communications and Marketing
- Dr. Dan Holsenbeck, Senior Vice President for University Relations
- Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies
- William F. Merck II, Vice President for Administration and Finance
- Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
- Dr. Rick Schell, Vice President and Executive Chief of Staff
- Dr. Daniel J. White, Vice President and Director of Athletics

3:45-4:45 p.m.

Helicopter tour of College of Medicine and BRIDG (Bridging the Innovation to Development Gap)

Location: Intramural Fields

- Dr. Deborah C. German and Scott Cole to accompany

5 p.m.

Travel to hotel



SECTION 12C | VISIT AGENDAS

Dale Whittaker, Ph.D.

UNIVERSITY OF CENTRAL FLORIDA



UNIVERSITY OF CENTRAL FLORIDA

Finalist: Dale Whittaker, Ph.D.

March 4:

Accompanied by: Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
Cell: 407.969.7887

| | |
|------------|---|
| 5:30 p.m. | Home Pickup |
| 6 - 8 p.m. | Welcome Reception <i>Location: Orlando Citrus Club, with heavy hors d'oeuvres</i> <ul style="list-style-type: none"> • Host: Marcos Marchena, Chairman, UCF Board of Trustees – Selected UCF donors, alumni, partners and friends • Please be ready for brief, informal welcome remarks |

March 5:

Accompanied by: Grant J. Heston, Vice President for Communications and Marketing
Cell: 321.695.6713

| | |
|-----------|---|
| | Breakfast: Please plan to have breakfast on your own |
| 7:20 a.m. | Home Pickup |
| 8-9 a.m. | Downtown Orlando's Educational Ecosystem <i>Location: UCF Downtown Experience Center</i> <ul style="list-style-type: none"> • Host: Dr. Thad Seymour, Vice Provost, UCF Downtown • Dr. Barbara Jenkins, Superintendent, Orange County Public Schools • Dr. Sandy Shugart, President, Valencia College • Buddy Dyer, Mayor, City of Orlando • Ken Robinson, President and CEO, Dr. Phillips Charities |
| 9-10 a.m. | UCF Celebrates the Arts <i>Location: Center for Emerging Media</i> <ul style="list-style-type: none"> • Host: Jeff Moore, Dean, College of Arts and Humanities • Dr. Phil Hoffman, Executive Director, WUCF, Public Television and Radio • Theo Lotz, Director, Flying Horse Editions, School of Visual Arts and Design • Ben Noel, Executive Director, Florida Interactive Entertainment Academy • Discussion with students, faculty, staff and patrons of the UCF Arts |



| | |
|-----------------|--|
| 10-11 a.m. | Travel to UCF, Break |
| 11 a.m.-noon | Research and Entrepreneurism <i>Location: Limbitless Solutions Lab</i> <ul style="list-style-type: none"> • Host: Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies • Dr. Albert Manero, Limbitless Solutions • Chris Castro, City of Orlando • Dr. Robert Porter, Executive Development Center • Dr. Sudipta Seal, UCF Advanced Materials Processing and Analysis Center • Dr. Deborah Beidel, UCF RESTORES • Dr. Melanie Coathup, College of Medicine • Don Fisher, Osceola County Manager |
| 12:15-1:15 p.m. | Pep Rally Lunch <i>Location: Wayne Densch Center for Student-Athlete Leadership</i> <ul style="list-style-type: none"> • Host: Dr. Daniel J. White, Vice President and Director of Athletics • Private lunch, 20-30 minutes followed by introduction and Q & A with coaches and donors |
| 1:30-2:30 p.m. | Strengthening Our Faculty <i>Location: UCF FAIRWINDS Alumni Center, SGA Boardroom</i> <ul style="list-style-type: none"> • Host: Dr. Jana Jasinski, Interim Vice Provost for Faculty Excellence • Dr. Stephanie Krick, Associate Lecturer, College of Health and Public Affairs, School of Public Administration • Peter Telep, Associate Instructor, College of Arts and Humanities, English • Dr. Angela White-Jones, Lecturer, College of Health and Public Affairs, School of Public Administration • Anastasia Salter, Assistant Professor, College of Arts and Humanities, School of Visual Arts and Design • Dr. Rebecca Bennett, Professor, College of Business Administration • Dr. Damla Turgut, Associate Professor, College of Engineering and Computer Science, Computer Science • Dr. Thomas Cox, Associate Professor, College of Education and Human Performance, Child, Family and Community Sciences • Dr. Bari Hoffman-Ruddy, Professor, College of Health and Public Affairs, Communication Sciences and Disorders • Dr. William Self, Associate Professor, College of Medicine, Burnett School of Biomedical Sciences • Dr. Mindi Anderson, Associate Professor, College of Nursing, Nurse Practice • Dr. Dmitry Kolpashchikov, Associate Professor, College of Sciences, Chemistry • Dr. Patrick LiKamWa, Professor, College of Optics and Photonics • Dr. Kevin Murphy, Associate Professor, Rosen College of Hospitality Management, Department of Hospitality Services • Kristine Shrauger, Librarian, John C. Hitt Library, Interlibrary Loan Department |



| | |
|-------------|--|
| 2:30-3 p.m. | Break <i>Location: UCF FAIRWINDS Alumni Center, Dr. Hitt Library</i> |
| 3-3:30 p.m. | Photography and Video Session <i>Location: UCF FAIRWINDS Alumni Center, Second-floor conference room</i> <ul style="list-style-type: none"> • Host: Patrick Burt, Assistant Vice President for Marketing, Communications and Marketing |
| 3:30-5 p.m. | Campus Tour: The UCF Student Experience <i>Pickup at UCF FAIRWINDS Alumni Center, golf cart tour</i> <ul style="list-style-type: none"> • Host: Dr. Gordon Chavis, Associate Vice President for Enrollment Services, Student Development and Enrollment Services • Brief visits at the following: <ul style="list-style-type: none"> ○ Recreation and Wellness Center ○ Neptune Residence Community ○ Emergency Operations Center |
| 5-5:45 p.m. | Travel back to home |
| 6:40 p.m. | Home Pickup |
| 7-9 p.m. | Dinner: The Future of UCF <i>Location: The Boheme Wine Room, The Grand Bohemian Hotel</i> <ul style="list-style-type: none"> • Host: Bill Yeargin, UCF Board of Trustees and President and CEO, Correct Craft • Invitees: George Kalogridis, President, Walt Disney World Resort Rick Walsh, Chair Emeritus, UCF Board of Trustees Olga Calvet, Chair Emerita, UCF Board of Trustees Tim Giuliani, President and CEO, Orlando Economic Partnership Teresa Jacobs, Mayor, Orange County |



March 6:

Accompanied by: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
Cell: 407.484.0013

| | |
|-----------|---|
| 7:20 a.m. | Home Pickup |
| 8-9 a.m. | <p>Breakfast: Inclusivity and Diversity at UCF <i>Location: Teaching Academy, Room 130</i></p> <ul style="list-style-type: none"> • Hosts: Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning, and Dean, College of Undergraduate Studies, and Karen Morrison, Chief Diversity Officer • Dr. S. Kent Butler, Associate Professor, College of Education and Human Performance • Dr. Fernando Rivera, Associate Professor, College of Sciences • Dr. Rosa Cintron Delgado, Associate Professor, College of Education and Human Performance • Dr. Reshawna Chapple, Assistant Professor, College of Health and Public Affairs • Dr. Ali Gordon, Associate Professor, College of Engineering and Computer Science • Dr. Candice Bridge, Assistant Professor, College of Sciences • Detective Matt Scott, UCF Police Department • Dr. Cyndia Muñiz, President, Latino Faculty and Staff Association • Greg Saunders, Coordinator, First Year Advising and Exploration and President, Black Faculty and Staff Association • David Benjamin, Interim President, Pride Faculty and Staff Association • John Pittman, Associate Vice President for Debt Management, Administration and Finance • Belinda Hyppolite, Assistant Vice President for Community Support, Student Development and Enrollment Services • Dr. Germaine Graham, Associate Director, LEAD Scholars Academy <p>UCF's Academic Future <i>Location: Texas Instruments Lab, Engineering II</i></p> <ul style="list-style-type: none"> • Host: Dr. Michael Johnson, Dean, College of Sciences • Dr. Elizabeth Dooley, Dean, College of Undergraduate Studies, and Vice Provost for Teaching and Learning • Dr. Elizabeth Klonoff, Dean, College of Graduate Studies, and Vice President for Research • Jeff Moore, Dean, College of Arts and Humanities • Dr. José Fernández, Interim Dean, College of Health and Public Affairs • Dr. Deborah C. German, Dean, College of Medicine, and Vice President for Medical Affairs • Dr. Michael Georgiopoulos, Dean, College of Engineering and Computer Science |



- Dr. Pamela Carroll, Dean, College of Education and Human Performance
- Dr. Paul Jarley, Dean, College of Business Administration
- Dr. Abraham Pizam, Dean, Rosen College of Hospitality Management
- Dr. Bahaa Saleh, Dean, College of Optics and Photonics
- Dr. Martin Dupuis, Interim Dean, The Burnett Honors College
- Dr. Mary Lou Sole, Dean, College of Nursing

10:15-11 a.m.

Break and Prep for Open Forum*Location: Pegasus Ballroom, Green Room*

- Host: Dr. Briant Coleman, Assistant Vice President, Strategic Initiatives and Communications, Communications and Marketing, and Student Development and Enrollment Services

11 a.m.-noon

Open Forum: *What is the future of "Scale x Excellence = Impact" at UCF?**Location: Pegasus Ballroom*

- 20- to 25-minute presentation followed by Q & A

12:10 p.m.-1 p.m.

Lunch with Board of Trustees Chairman Marcos Marchena*Location: Student Union, Conference Room 313*

1:15 p.m.-2:15 p.m.

Meet with Students*Location: The Burnett Honors College Reading Room*

- Host: Cristina Barreto, SGA Vice President and Presidential Search Committee member
- Jordan Bubar, Student Development and Enrollment Services Student Advisory Council, President's Office, Leadership, Excellence, Achievement and Diversity (LEAD) LEB Open House director
- Laura Green, President's Office, LSA committees
- Shaya Morgan, Student Director Multicultural Student Center, VP Advisory Council member
- Travis Solcum, Cultural Director Multicultural Student Center, Brother to Brother Program, and National Society of Black Engineers
- Yahima Perez, Multicultural Student Center Communications Director, Vice President Advisory Council, TRiO Mentor
- Angelo Baldado, Student Director VolunteerUCF
- Sam Neff, Student Government Association Exec-Comptroller
- Josh Boloña, Student Government Association Legislative Speaker of the Senate
- Aric Hawkins, Student Government Association Judicial Chief Justice
- Terrance Mack, Professional Selling Program, Campus Tour Guide, Student Body President's Advisory Council



2:30-3:30 p.m.

Leadership Team Discussion

Location: President's Boardroom, Millican Hall

- Host: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
- W. Scott Cole, Vice President and General Counsel
- Dr. Deborah C. German, Vice President for Medical Affairs and Dean, College of Medicine
- Dr. Joel Hartman, Vice President and Chief Information Officer
- Grant J. Heston, Vice President for Communications and Marketing
- Dr. Dan Holsenbeck, Senior Vice President for University Relations
- Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies
- William F. Merck II, Vice President for Administration and Finance
- Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
- Dr. Rick Schell, Vice President and Executive Chief of Staff
- Dr. Daniel J. White, Vice President and Director of Athletics

3:45-4:45 p.m.

Helicopter tour of College of Medicine and BRIDG (Bridging the Innovation to Development Gap)

Location: Intramural Fields

- Dr. Deborah C. German and Scott Cole to accompany

5 p.m.

Travel to home



SECTION 12D | VISIT AGENDAS

Matthew Wilson, J.D.

UNIVERSITY OF CENTRAL FLORIDA



UNIVERSITY OF CENTRAL FLORIDA

Finalist: Matthew Wilson, J.D.

February 28:

Accompanied by: Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
Cell: 407.969.7887

| | |
|-----------|---|
| 5:30 p.m. | Hotel Pickup |
| 6-8 p.m. | Welcome Reception <i>Location: Orlando Citrus Club, with heavy hors d'oeuvres</i> <ul style="list-style-type: none"> • Host: Marcos Marchena, Chairman, UCF Board of Trustees – Selected UCF donors, alumni, partners and friends • Please be ready for brief, informal welcome remarks |

March 1:

Accompanied by: Grant J. Heston, Vice President for Communications and Marketing
Cell: 321.695.6713

| | |
|-----------|---|
| | Breakfast: Please plan to have breakfast on your own |
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Downtown Orlando's Educational Ecosystem <i>Location: UCF Downtown Experience Center</i> <ul style="list-style-type: none"> • Host: Dr. Thad Seymour, Vice Provost, UCF Downtown • Dr. Barbara Jenkins, Superintendent, Orange County Public Schools • Dr. Sandy Shugart, President, Valencia College • Buddy Dyer, Mayor, City of Orlando • Ken Robinson, President and CEO, Dr. Phillips Charities |
| 9-10 a.m. | UCF Celebrates the Arts <i>Location: Center for Emerging Media</i> <ul style="list-style-type: none"> • Host: Jeff Moore, Dean, College of Arts and Humanities • Dr. Phil Hoffman, Executive Director, WUCF, Public Television and Radio • Theo Lotz, Director, Flying Horse Editions, School of Visual Arts and Design • Ben Noel, Executive Director, Florida Interactive Entertainment Academy • Discussion with students, faculty, staff and patrons of the UCF Arts |



| | |
|-----------------|--|
| 10-11 a.m. | Travel to UCF, Break |
| 11 a.m.-noon | Research and Entrepreneurism <i>Location: Limbitless Solutions Lab</i> <ul style="list-style-type: none"> • Host: Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies • Dr. Albert Manero, Limbitless Solutions • Chris Castro, City of Orlando • Dr. Robert Porter, Executive Development Center • Dr. Sudipta Seal, UCF Advanced Materials Processing and Analysis Center • Dr. Deborah Beidel, UCF RESTORES • Dr. Melanie Coathup, College of Medicine • Don Fisher, Osceola County Manager |
| 12:15-1:15 p.m. | Pep Rally Lunch <i>Location: Wayne Densch Center for Student-Athlete Leadership</i> <ul style="list-style-type: none"> • Host: Dr. Daniel J. White, Vice President and Director of Athletics • Private lunch, 20-30 minutes followed by introduction and Q & A with coaches and donors |
| 1:30-2:30 p.m. | Strengthening Our Faculty <i>Location: UCF FAIRWINDS Alumni Center, SGA Boardroom</i> <ul style="list-style-type: none"> • Host: Dr. Jana Jasinski, Interim Vice Provost for Faculty Excellence • Dr. Stephanie Krick, Associate Lecturer, College of Health and Public Affairs, School of Public Administration • Peter Telep, Associate Instructor, College of Arts and Humanities, English • Dr. Angela White-Jones, Lecturer, College of Health and Public Affairs, School of Public Administration • Anastasia Salter, Assistant Professor, College of Arts and Humanities, School of Visual Arts and Design • Dr. Rebecca Bennett, Professor, College of Business Administration • Dr. Damla Turgut, Associate Professor, College of Engineering and Computer Science, Computer Science • Dr. Thomas Cox, Associate Professor, College of Education and Human Performance, Child, Family and Community Sciences • Dr. Bari Hoffman-Ruddy, Professor, College of Health and Public Affairs, Communication Sciences and Disorders • Dr. William Self, Associate Professor, College of Medicine, Burnett School of Biomedical Sciences • Dr. Mindi Anderson, Associate Professor, College of Nursing, Nurse Practice • Dr. Dmitry Kolpashchikov, Associate Professor, College of Sciences, Chemistry • Dr. Patrick LiKamWa, Professor, College of Optics and Photonics • Dr. Kevin Murphy, Associate Professor, Rosen College of Hospitality Management, Department of Hospitality Services • Kristine Shrauger, Librarian, John C. Hitt Library, Interlibrary Loan Department |



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|-------------|--|
| 2:30-3 p.m. | Break <i>Location: UCF FAIRWINDS Alumni Center, Dr. Hitt Library</i> |
| 3-3:30 p.m. | Photography and Video Session <i>Location: UCF FAIRWINDS Alumni Center, Second-floor conference room</i> <ul style="list-style-type: none"> • Host: Patrick Burt, Assistant Vice President for Marketing, Communications and Marketing |
| 3:30-5 p.m. | Campus Tour: The UCF Student Experience <i>Pickup at UCF FAIRWINDS Alumni Center, golf cart tour</i> <ul style="list-style-type: none"> • Host: Dr. Gordon Chavis, Associate Vice President for Enrollment Services, Student Development and Enrollment Services • Brief visits at the following: <ul style="list-style-type: none"> ○ Recreation and Wellness Center ○ Neptune Residence Community ○ Emergency Operations Center |
| 5-5:45 p.m. | Travel back to hotel |
| 7-9 p.m. | Dinner: The Future of UCF <i>Location: Hamilton's Kitchen, The Alford Inn</i> <ul style="list-style-type: none"> • Host: Alex Martins, UCF Board of Trustees and CEO, Orlando Magic • Invitees: George Kalogridis, President, Walt Disney World Resort Rick Walsh, Chair Emeritus, UCF Board of Trustees Olga Calvet, Chair Emerita, UCF Board of Trustees Tim Giuliani, President and CEO, Orlando Economic Partnership Teresa Jacobs, Mayor, Orange County |



March 2:

Accompanied by: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
Cell: 407.484.0013

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|-----------------|--|
| 7:20 a.m. | Hotel Pickup |
| 8-9 a.m. | Breakfast: Inclusivity and Diversity at UCF <i>Location: Teaching Academy, Room 130</i> <ul style="list-style-type: none"> • Hosts: Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning, and Dean, College of Undergraduate Studies, and Karen Morrison, Chief Diversity Officer • Dr. S. Kent Butler, Associate Professor, College of Education and Human Performance • Dr. Fernando Rivera, Associate Professor, College of Sciences • Dr. Rosa Cintron Delgado, Associate Professor, College of Education and Human Performance • Dr. Reshawna Chapple, Assistant Professor, College of Health and Public Affairs • Dr. Ali Gordon, Associate Professor, College of Engineering and Computer Science • Dr. Candice Bridge, Assistant Professor, College of Sciences • Detective Matt Scott, UCF Police Department • Dr. Cyndia Muñiz, President, Latino Faculty and Staff Association • Greg Saunders, Coordinator, First Year Advising and Exploration and President, Black Faculty and Staff Association • David Benjamin, Interim President, Pride Faculty and Staff Association • John Pittman, Associate Vice President for Debt Management, Administration and Finance • Belinda Hyppolite, Assistant Vice President for Community Support, Student Development and Enrollment Services • Dr. Germaine Graham, Associate Director, LEAD Scholars Academy |
| 9:15-10:15 a.m. | UCF's Academic Future <i>Location: Texas Instruments Lab, Engineering II</i> <ul style="list-style-type: none"> • Host: Dr. Michael Johnson, Dean, College of Sciences • Dr. Elizabeth Dooley, Dean, College of Undergraduate Studies, and Vice Provost for Teaching and Learning • Dr. Elizabeth Klonoff, Dean, College of Graduate Studies, and Vice President for Research • Jeff Moore, Dean, College of Arts and Humanities • Dr. José Fernández, Interim Dean, College of Health and Public Affairs • Dr. Deborah C. German, Dean, College of Medicine, and Vice President for Medical Affairs • Dr. Michael Georgiopoulos, Dean, College of Engineering and Computer Science |



- Dr. Pamela Carroll, Dean, College of Education and Human Performance
- Dr. Paul Jarley, Dean, College of Business Administration
- Dr. Abraham Pizam, Dean, Rosen College of Hospitality Management
- Dr. Bahaa Saleh, Dean, College of Optics and Photonics
- Dr. Martin Dupuis, Interim Dean, The Burnett Honors College
- Dr. Mary Lou Sole, Dean, College of Nursing

10:15-11 a.m.

Break and Prep for Open Forum*Location: Pegasus Ballroom, Green Room*

- Host: Christine Dellert, Assistant Vice President for Strategic Communications and Marketing, Communications and Marketing, and Academic Affairs

11 a.m.-noon

Open Forum: *What is the future of "Scale x Excellence = Impact" at UCF?**Location: Pegasus Ballroom*

- 20- to 25-minute presentation followed by Q & A

12:10 p.m.-1 p.m.

Lunch with Board of Trustees Chairman Marcos Marchena*Location: Student Union, Conference Room 313*

1:15 p.m.-2:15 p.m.

Meet with Students*Location: The Burnett Honors College, Conference Room*

- Host: Cristina Barreto, SGA Vice President and Presidential Search Committee member
- Jordan Bubar, Student Development and Enrollment Services Student Advisory Council, President's Office, Leadership, Excellence, Achievement and Diversity (LEAD) LEB Open House director
- Laura Green, President's Office, LSA committees
- Shaya Morgan, Student Director Multicultural Student Center, VP Advisory Council member
- Travis Solcum, Cultural Director Multicultural Student Center, Brother to Brother Program, and National Society of Black Engineers
- Yahima Perez, Multicultural Student Center Communications Director, Vice President Advisory Council, TRiO Mentor
- Angelo Baldado, Student Director VolunteerUCF
- Sam Neff, Student Government Association Exec-Comptroller
- Josh Boloña, Student Government Association Legislative Speaker of the Senate
- Aric Hawkins, Student Government Association Judicial Chief Justice
- Terrance Mack, Professional Selling Program, Campus Tour Guide, Student Body President's Advisory Council



2:30-3:30 p.m.

Leadership Team Discussion

Location: President's Boardroom, Millican Hall

- Host: Dr. Maribeth Ehasz, Vice President for Student Development and Enrollment Services
- W. Scott Cole, Vice President and General Counsel
- Dr. Deborah C. German, Vice President for Medical Affairs and Dean, College of Medicine
- Dr. Joel Hartman, Vice President and Chief Information Officer
- Grant J. Heston, Vice President for Communications and Marketing
- Dr. Dan Holsenbeck, Senior Vice President for University Relations
- Dr. Elizabeth Klonoff, Vice President for Research and Dean, College of Graduate Studies
- William F. Merck II, Vice President for Administration and Finance
- Mike Morsberger, Vice President for Advancement, and CEO, UCF Foundation, Inc.
- Dr. Rick Schell, Vice President and Executive Chief of Staff
- Dr. Daniel J. White, Vice President and Director of Athletics

3:45-4:45 p.m.

Helicopter tour of College of Medicine and BRIDG (Bridging the Innovation to Development Gap)

Location: Intramural Fields

- Dr. Deborah C. German and Scott Cole to accompany

5 p.m.

Travel to airport for departure

- Town car picks up from UCF Communications and Marketing in Central Florida Research Park



SECTION 13

Presidential Finalist Feedback Responses

UNIVERSITY OF CENTRAL FLORIDA



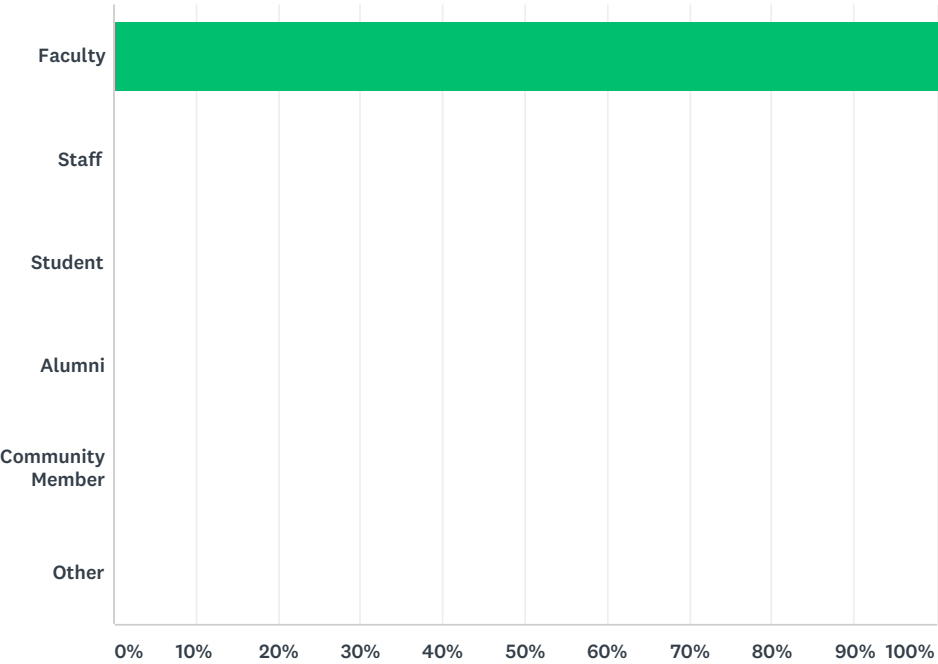
SECTION 13A | FEEDBACK RESPONSES

Suresh Garimella, Ph.D.

UNIVERSITY OF CENTRAL FLORIDA

Q1 Please identify your primary university role:

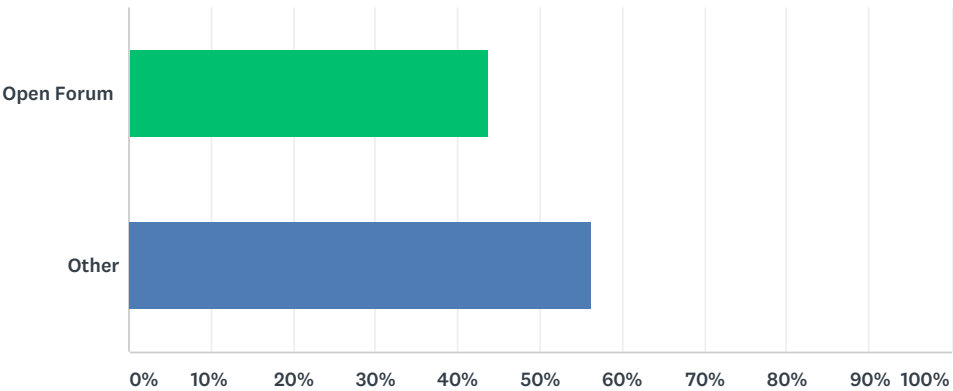
Answered: 33 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 100.00% | 33 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 33 |

Q2 In what setting did you interact with this candidate?

Answered: 32 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 43.75% | 14 |
| Other | 56.25% | 18 |
| TOTAL | | 32 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 30 Skipped: 3

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Commitment to diversity-he believes diversity is the responsibility of leadership at all levels within the organization. He was the only candidate that acknowledged that no women were included amongst the final 4 candidates. Has a clear understanding of the university system. Very personable. This would benefit a university president well in building both political and philanthropic relationships. Has a strong global perspective and good ideas about how UCF could become more international. | 3/8/2018 4:35 PM |
| 2 | Dr. Garimella seems very personable, accessible, humorous, etc. His background seems impressive and I mostly liked his answers to open forum questions. He seems to have a lot of relevant experience, although it's difficult to know which of the many items from Purdue he mentioned are a result of his personal efforts and leadership, vs. others at Purdue. He has several roles at Purdue, and by his own admission/point, one cannot do everything. | 3/8/2018 4:00 PM |
| 3 | Strong connection with faculty issues, research culture and global affairs. Provided excellent examples of programs he developed and cultivated successfully. Very personable and approachable. | 3/8/2018 3:02 PM |
| 4 | Dr. Garimella started off a little shaky in his talk, and winged much of the first part ... but then he came through with a solid understanding of UCF and gave very good answers to most questions. His natural flow was evident once he got a rhythm going. What I liked was his dry sense of humor, his engaging personality, and his clear expertise in research, leadership, philanthropy, and politics. It is clear that in his roles at Purdue, that he has had a lot of experience in all these realms. Of the 4 candidates, Dr. Garimella is the only one who comes from a school that is ranked far above UCF, and therefore can impart the "excellence" part of the equation (the MOST important part!). While I think President Kennedy might be a better fit for the position right off the bat, Dr. Garimella has been in the trenches as a researcher and then as their leader - he is an academic first and foremost, and has not forgotten his roots. H-index of 74, citations approaching 19,000 - those are MAJOR accomplishments. If we want to build our research enterprise at UCF, which currently is far less significant than our size and 66,000 students would imply, we need Dr. Garimella to move us forward. | 3/8/2018 2:13 PM |
| 5 | Very internationally experienced. | 3/8/2018 1:54 PM |
| 6 | Personable, connected, experienced, strong background, good grasp of job requirements and our university, nice sense of humor. | 3/8/2018 1:33 PM |
| 7 | Open minded. Knowledgeable. Talked about how to move forward from here. Able to offer constructive criticism. Humor. | 3/8/2018 12:41 PM |
| 8 | Many years of university experience Personable knowledgeable about university operations, teaching, research and leadership He has lots of ideas for improvement and operations He is currently still teaching and engaged researcher. This is important to connect with our missions Talkative | 3/8/2018 12:33 PM |
| 9 | Articulate, smart, approachable and funny. Seemed at ease with himself and his audience. Not stilted. Clearly the top researcher, grant producer of all the candidates and the most qualified academically as our next president. Understands the value of fundraising, establishing partnerships at all levels, and working with a variety of local, state, and national constituents. His "selectivity of focus" is so refreshing given the current climate of implementing multiple initiatives at one time with none being done really well. Acknowledges you can't do everything at once; it burns people out. Like that he would identify several issues of focus and attack them as a larger group. Power in partnership. As he noted about the relationship between UCF and central Florida, the success of one is the success of the other. | 3/8/2018 12:15 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 10 | Has been a truly outstanding faculty member. Has lead an enterprise of research, compliance, partnerships,...at beyond the \$600m/yr. level. Was cautious in answering loaded questions about our current strategic plan, focusing on the notion that the goals are things that all would want but must work on the operational plan to achieve those goals. DID NOT SPEAK IN PLATITUDES AND HIGHER ED JARGON AS DID THE OTHER THREE! | 3/8/2018 12:09 PM |
| 11 | Best sense of humor. Most honest. Came across as more sincere than politically correct. He actually answered the questions and revealed his position on guns and DACA. More modest in his presentation than Kennedy. Likely to be the most knowledgeable about academic/scholarly model. Addressed the students by name. Demonstrated a good understanding of appropriate goals going forward. | 3/8/2018 12:07 PM |
| 12 | I saw the televised interviews for 3 of the 4. Dr Garimella seems wonderful! Missed the first candidate. Of the three I saw he seemed to be the best match. He is a scholar and has a warmth about him that would be so good for UCF at this time. We have grown so large, and I have always heard of UCF presidents who really try to get to know the students and circulate among them. He seems the type who would be good to balance against the size of our university to humanize the administrative face. Nothing against Dr. Hitt. He was awesome. Everyone has their style. I just feel like Dr. Garimella would be a good match for UCF at this time in the university's development. | 3/8/2018 12:07 PM |
| 13 | He very much seemed to be a person who was awake to the various issues marginalized people experience in the world, especially the world that exists in our little campus community. I appreciated his ability to address how his life experiences will help to inform his actions as President. He was able to articulate his vision well, and also add that he wanted to hear from multiple voices in his decision making process. Dr. Garimella definitely shined as one of the top candidates of those who were chosen to come to campus. He seemed to have done his homework about the university and his answers were reflective of that fact. He also was not afraid to ask for clarification on things asked of him or stated that he did not know about. | 3/8/2018 12:02 PM |
| 14 | His academic experiences are extensive, and he would be quite helpful in expanding the Research & Commercialization initiatives. He is clearly collegial and enjoyed answering questions. I personally appreciated his answer to the "campus carry" question. Finally, he was the only candidate who mentioned President Hitt repeatedly and praised his many achievements. | 3/8/2018 11:48 AM |
| 15 | Dr. Garimella seems to be genuine, unlike Mr. Kennedy or Mr. Wilson. His responses during the Open Forum showed that he was really concerned about the future of UCF, not because of his own career (like Mr. Kennedy and Mr. Wilson) but because of the students. His priorities seem to align with the priorities of UCF faculty, staff, and students, particularly with respect to dealing with UCF's growth and concerns about diversity and inclusivity. | 3/8/2018 11:47 AM |
| 16 | He is a good speaker. Polite, kind, smart. Thoughtful. I think he would learn and do a good job. | 3/8/2018 11:47 AM |
| 17 | Excellent - well spoken, presidential. Good sense of humor. Not afraid to tackle difficult questions. Most impressive research and academic credentials of all the candidates. | 3/8/2018 11:46 AM |
| 18 | Dr. Garimella is the most knowledgeable, engaging, and understanding on diversity and inclusion issues of all the candidates interviewed. I believe is chosen as President of UCF he will make this a central issue. He has the experience and desire to touch upon these issues as we become more diverse and inclusive. | 3/8/2018 11:36 AM |
| 19 | Dr. Garimella really answered all of our questions with thoughtful and specific answers, drawing on his fast experience at Purdue and citing many points of research that informed his responses. Of all the candidates, he clearly demonstrated he has the MOST experience and could comfortably assume the duties of president without as big a learning curve as some of the others. He had great things to say about how to gain resources, become more global, how he would connect with faculty, and his thoughts about diversity and inclusion (everyone should assume that responsibility, not just some diversity provost). He really took the time to listen to our thoughts regarding scale and quality, and he demonstrated through many examples how he has already built many partnerships at Purdue, both in the private sector and in the governor's office. Finally, he clearly understood the plight of non-tenure earning faculty, and even said they often feel like "second class citizens" and that we can continue to find ways to celebrate them. Some of the other candidates didn't seem to even understand what NTEs actually are...! Overall, the most experienced candidate of the four with some truly impressive insights and ideas for our institution. | 3/8/2018 8:07 AM |
| 20 | He was thoughtful in his answers to questions; he has a very good background in academic leadership and is a strong researcher himself; he has very good experience in his 20 years at Purdue in a variety of positions and experiences | 3/7/2018 7:23 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 21 | Great people skills, remembered people's names & their questions. a REAL faculty member, who understands faculty. a real plus. | 3/7/2018 7:21 PM |
| 22 | I didn't think that this candidates experience was a match for us but I was so wrong. This is the best candidate for the position. He understands the job and the skills needed to be successful especially when it comes to political relationships but also in terms of faculty needs for support. He was friendly and open and straight forward. | 3/7/2018 6:41 PM |
| 23 | Personable, and has the right blend of senior experience and some practical ability. Very honest and open about what he likes and knows vs items that are a bit of a challenge. | 3/7/2018 5:50 PM |
| 24 | He was very personable, very enjoyable to talk to and listen to, and he had a great sense of humor. I could see him fundraising for us, interacting with constituents, and so on. He was honest in his discussion of not seeking out the UCF presidency until the executive search committee asked him to apply--he illustrated that he did not know UCF well before hearing about the presidency through this position, and he realizes that we need to be known more outside of the state of Florida. He anticipated my question before I even asked it, and that was, "How would you work to make UCF--which is huge--more well known outside of Florida?" I think it's great that he is already thinking about this. He very effectively talked about how he could bring together the arts and humanities as well as sciences and technology. He had concrete examples, strong stories, and good responses to faculty questions. It was clear that he had effective experience to draw on and he would bring this experience to UCF. As a faculty member himself, he is intimately familiar with academics and with faculty and student needs and processes. He has a terminal degree, unlike some of the other candidates. | 3/7/2018 4:57 PM |
| 25 | History of a position in global affairs; has some good ideas for strategies related to online courses. Interested in how to increase resources for faculty, including personnel/staff. | 3/7/2018 4:50 PM |
| 26 | Great personal style, excellent grasp of issues, strong understanding of the importance of the arts and humanities in a university's overall mission, understanding of government and fundraising. | 3/7/2018 3:56 PM |
| 27 | Very personable, comfortable, knowledgeable about academia. Seemed to be a straight-talker. | 3/7/2018 2:17 PM |
| 28 | Bring visibility, himself a great scholar and administrator, will be a great President for UCF | 3/7/2018 2:02 PM |
| 29 | Effective administrator in academic setting | 3/5/2018 3:01 PM |
| 30 | Dr. Garimella has a very strong research background that would benefit UCF more than any of the other finalists. | 2/26/2018 4:05 PM |

Q4 I have the following concerns about this candidate:

Answered: 29 Skipped: 4

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Dr. Garimella's demeanor almost seemed a little too "familiar" at times, e.g., his repeated calling out of Grant Heston. I understand that the process is difficult for candidates, and sometimes it is hard to balance different personas, but still it felt a little too familiar at times—almost as if it was a means of diversion away from real issues. Some of Dr. Garimella's responses to questions were a bit wandering—almost thinking out loud, and a sometimes not completely forthcoming. Some of the questions were sensitive politically or otherwise difficult to respond to publicly, but that's something a President will have to deal with. Some of Dr. Garimella's responses felt at times a bit too professorial—not crisp and concise as I think a President should strive to be. I was a little disappointed that Dr. Garimella, like Mr. Kennedy, didn't voluntarily identify any specific aspects of our strategic plan that he liked, didn't like, or found interesting. Like Mr. Kennedy his consideration of the plan seemed to be limited to "I read it" and "I agree with the strategic plan and will support it." I wish that Dr. Garimella (and/or Mr. Kennedy) would have picked *something* from the plan and discussed it. Without that his treatment of the plan seemed a bit perfunctory. I don't think we're simply looking for someone who can "steer the ship" toward our predetermined destination, I think we want someone who thinks deeply and critically about the strategic opportunities and issues, and is willing to lead adjustments as needed. I didn't sense that. | 3/8/2018 4:00 PM |
| 2 | In the time we spent during the interview I didn't feel that he expressed his vision for the future. | 3/8/2018 3:02 PM |
| 3 | None | 3/8/2018 1:54 PM |
| 4 | At first, the presentation lacked focus and I thought rambling, However, he did focus more clearly as time passes. | 3/8/2018 1:33 PM |
| 5 | None. | 3/8/2018 12:41 PM |
| 6 | over confidence dismissive of some of our questions...or maybe he was just restating in a way he could understand, not succinct or concise with answers and points, verbose | 3/8/2018 12:33 PM |
| 7 | None. I hope he's offered the position. | 3/8/2018 12:15 PM |
| 8 | He is not the most polished public speaker, but I really liked his statement that one should operate from trust of people that influence politics of the university rather than loud speeches on a soap box. | 3/8/2018 12:09 PM |
| 9 | He started out with a lot more "ums" than the more polished speakers but his content was far superior. | 3/8/2018 12:07 PM |
| 10 | He seemed to jump all over the place on topics. Was not fluid. When questions were asked he did not address them fully | 3/8/2018 12:03 PM |
| 11 | How he will be accepted on campus and in political circles important for Presidents to be a part of. Will he be invited into the good ole boys network. | 3/8/2018 12:02 PM |
| 12 | His presentation was vague. He truly seemed unprepared for such an important discussion. He clearly enjoys Q&A more than formal presentations. | 3/8/2018 11:48 AM |
| 13 | He seems a little inexperienced and naive. Maybe not quite ready for a presidency/university that is so big/diverse/difficult to run. | 3/8/2018 11:47 AM |
| 14 | Fairly ignorant about the arts. But seems open to learning. | 3/8/2018 11:46 AM |
| 15 | No concerns. | 3/8/2018 11:36 AM |
| 16 | Absolutely none. | 3/8/2018 8:07 AM |
| 17 | he did not answer questions within the context of being a president very well; he answered the question within the context of his current position; he did not project what he would do in each question - as a president, so that overall is concerning. | 3/7/2018 7:23 PM |
| 18 | doesn't know Florida system or UCF. hasn't been president. | 3/7/2018 7:21 PM |
| 19 | None | 3/7/2018 6:41 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 20 | Not totally sure about the place or role of non tenured faculty | 3/7/2018 5:50 PM |
| 21 | I did not hear as much experience from him interacting with government, so I would want to see him learn more about that to be able to interact most effectively in Tallahassee. | 3/7/2018 4:57 PM |
| 22 | No history as a President of a University. Concern that non-tenured faculty are not as valuable as tenure-track and that non-tenured faculty may be decreased. No real ideas for Academic Health Science Center or downtown campus. | 3/7/2018 4:50 PM |
| 23 | Never been a president before | 3/7/2018 3:56 PM |
| 24 | Based on my limited time with him, I am not sure that his experience is as broad as necessary to lead the University. | 3/7/2018 2:17 PM |
| 25 | Will he really get the offer or join us... | 3/7/2018 2:02 PM |
| 26 | This candidate lacks experience in the chair-dean-provost side of academics, which is key to the basic function of the university. | 3/5/2018 3:01 PM |
| 27 | His leadership experiences are not sufficient for the president position; His vision as a president is not evident in his essay or anywhere else. | 3/5/2018 2:35 PM |
| 28 | CV is weak. | 2/27/2018 8:48 AM |
| 29 | None | 2/26/2018 4:05 PM |

Q5 Are there any other comments about this candidate?

Answered: 23 Skipped: 10

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Someone asked about UCF engagement in foreign countries. Dr. Garimella first recounted a little about Purdue's engagement in India and Columbia, and then commented with certainty that UCF could and should seek something similar—that the opportunity for impact was great, etc. On the one hand I think that's very noble, but on the other hand it struck me how this mentality could be contrasted with Dr. Whitaker's clearly stated focus on FL families getting the best opportunity for an excellent education at an affordable cost. Without attempting to argue or impugn the merits of either focus, I find it hard to believe the FL legislature would be supportive of efforts aimed at "lifting up" citizens of a foreign country—as much as many of us might wish to help. I could imagine our legislature might even "penalize" UCF for devoting resources to something like that. On the other hand, it's hard to see how the legislature could oppose the clear FL focused vision of Dr. Whitaker, for example. I don't mean to imply that Dr. Garimella would prioritize international efforts, or that Dr. Whitaker would ignore them. I'm simply pointing out how our President should be attune to the politics of the state, and think strategically how to achieve impact in a way that enjoins the legislature as much as possible. Dr. Garimella's quick and certain response that we *should* mimic Purdue's foreign campus efforts surprised me. | 3/8/2018 4:00 PM |
| 2 | Ranking of candidates: 1) Kennedy - clearly a leader; best all-around candidate. 2) Garimella - a leader, with a little less experience and a little more to learn than Kennedy; a case could be made for Garimella given his extensive research administrative experience at a top university 3) Wilson - enthusiasm and ideas are good, but a little on the goofy side; smaller scale 4) Whittaker - an excellent provost, and I hope to see him remain in that role after Kennedy or Garimella is offered the UCF Presidency. But, he is just not presidential. | 3/8/2018 2:13 PM |
| 3 | None | 3/8/2018 1:54 PM |
| 4 | Good candidate from a great institution. I believe he is the only viable candidate other than Dale Whittaker. While I believe either could serve as our next president, I still favor Dr. Whittaker. | 3/8/2018 1:33 PM |
| 5 | If not the president would love for him to join the UCF family in some capacity. | 3/8/2018 12:41 PM |
| 6 | He would be a good fit for UCF and offers some new perspectives | 3/8/2018 12:33 PM |
| 7 | He and Kennedy are my top choices and UCF would be fortunate and well positioned to move to a large national stage if either were our next president.. I have no doubt that both (Kennedy and Garimella) could tell our story but, and more importantly, get others to do so as well. | 3/8/2018 12:15 PM |
| 8 | I think he is the only candidate with the intellectual depth to lead us to the greatness we all desire. He is not so full of himself and always fell back to the simple idea that one must get all the information and think things through rather than run on slogans. He has had a major leadership and management role at the kind of university that we should want to be. This is just what we need at this time! | 3/8/2018 12:09 PM |
| 9 | I sincerely value the opportunity to see all four candidates and give feedback. We understand that the committee has infinitely more information on which to base a decision but also that trends observed by many usually point to the truth. Good luck with your decision. | 3/8/2018 12:07 PM |
| 10 | I also liked his question about size and excellence. Should impact really be the PRODUCT of those two or the sum? I think what he was tactfully saying is that we need to be sure that we can continue to grow at the rate we have, and also ensure that we are able to reach the excellence we talk about. We may need to make an assessment of this growth trajectory first. What also impressed me is that he even challenged the notion. He has the courage to say what he really thinks. This is called LEADERSHIP. | 3/8/2018 12:07 PM |
| 11 | He was very open and spoke to the fact that while a Chief Diversity Officer may be needed. The onus is on every member of the campus community to be active promoting and speaking to equity and fairness. | 3/8/2018 12:02 PM |
| 12 | Very strong. I saw all candidates twice. He gave the strongest performance. | 3/8/2018 11:46 AM |
| 13 | He will be a great president for UCF. | 3/8/2018 11:36 AM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

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|----|---|-------------------|
| 14 | I think Dr. Garimella not only brought a wealth of knowledge and experience to our interview, but he also has a great sense of humor, and perhaps most importantly--he has a daughter in college, so we can assume he hears all about the trials and tribulations of students at home! It was a great honor and privilege to chat with him. | 3/8/2018 8:07 AM |
| 15 | I have confidence he would connect well with faculty | 3/7/2018 7:23 PM |
| 16 | very nice man. I'd love to have a beer & talk to him. | 3/7/2018 7:21 PM |
| 17 | This is the best fit for us and our needs. | 3/7/2018 6:41 PM |
| 18 | I think he fits the right and progressive qualities needed from a President. He also has experience in leading research larger school so I'm not as concerned about scale. | 3/7/2018 5:50 PM |
| 19 | I think this candidate would be fantastic based on what I have seen so far and in his CV and cover letter! I hope that he will be strongly considered. | 3/7/2018 4:57 PM |
| 20 | No. He was excellent | 3/7/2018 3:56 PM |
| 21 | Excellent - hire him | 3/7/2018 2:02 PM |
| 22 | This is not a suitable candidate. | 3/5/2018 3:01 PM |
| 23 | Dr. Garimella would be a significant asset to UCF. Hope the search committee is able to recognize his credentials, experience, and other strengths he brings. | 2/26/2018 4:05 PM |

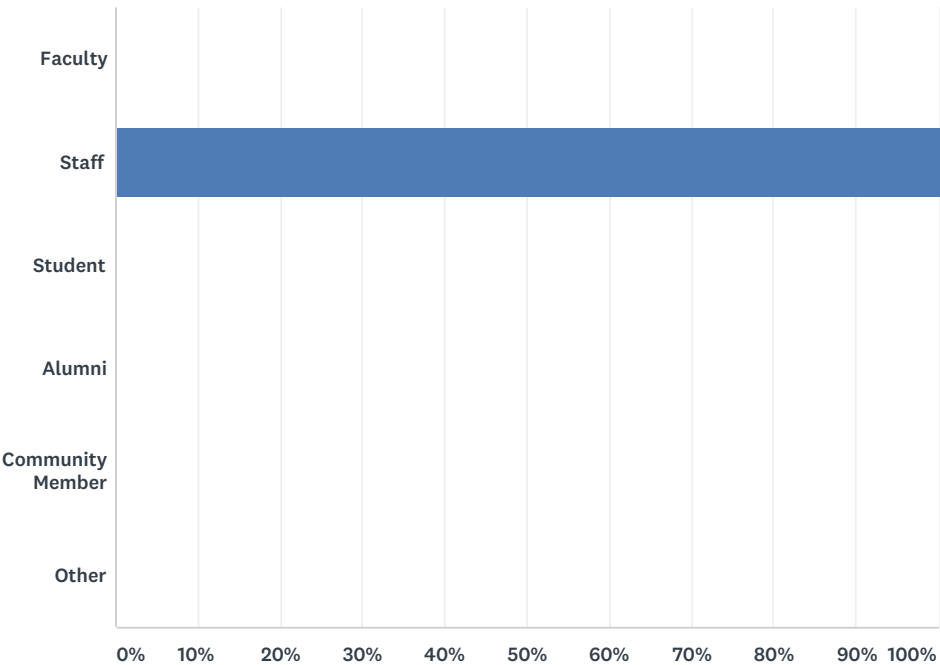
Q6 Your name (optional):

Answered: 2 Skipped: 31

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Prof. Gregory Welch | 3/8/2018 4:00 PM |
| 2 | Faculty administrator who has worked for UCF for about 20 years. | 3/8/2018 12:07 PM |

Q1 Please identify your primary university role:

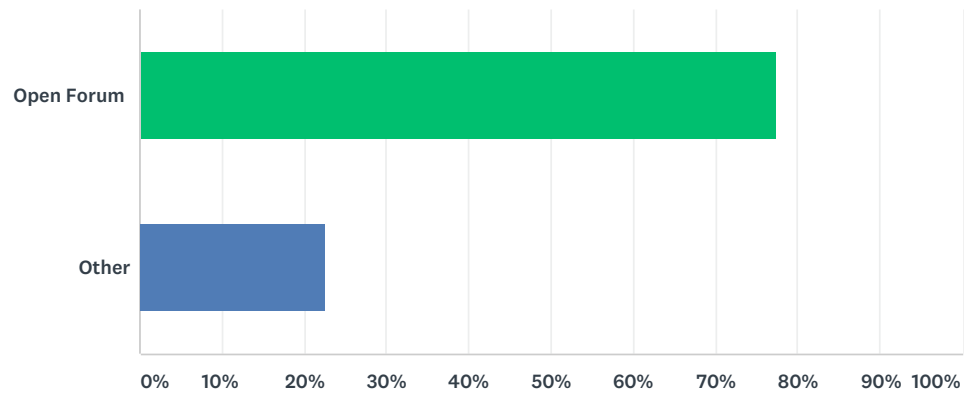
Answered: 62 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 100.00% | 62 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 62 |

Q2 In what setting did you interact with this candidate?

Answered: 62 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 77.42% | 48 |
| Other | | 22.58% | 14 |
| TOTAL | | | 62 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 61 Skipped: 1

| # | RESPONSES | DATE |
|----|---|------------------|
| 1 | Genuine, student-focussed and intentional. A 'real' person in his interactions, reactions and opinions. Seems honed in on operationalization of strategic plan. | 3/8/2018 4:45 PM |
| 2 | I have not been excited about any candidate until this one. This candidate had the knowledge base of other candidates but was the only one that seemed to be able to present it in a way that not only 'told' us that he would be relatable and would consider all stakeholders, his manner showed us clearly in the way he navigated the Q and A. I believe that this candidate would face challenges coming to UCF but would also lead and love this university, leading to thrive as our outgoing president has. This was the candidate that really explained 'scale' in a way that encompassed the university stakeholders and partners. The others either focused solely on the faculty or the money. | 3/8/2018 4:29 PM |
| 3 | ***** Smart. Witty. Respectful. Down-to-earth. Open-minded. Dedicated. Natural leader. ***** I'd heard good things about Dr. Garimella through his semifinalist interactions, and I am pleased to confirm that everything my colleagues said was true. He is captivating and curious, and I have no doubt he'd be an exciting and invigorating president for UCF. Plus, he has a strong fundraising track record, and it'd be great to grow our resources even more. | 3/8/2018 4:24 PM |
| 4 | Dr. Garimella possesses the confidence, poise, depth and breadth of understanding, and skills needed to be our next president. He is intellectually curious, compassionate, charming, and is a skilled orator. He understands that UCF must make commitments beyond just hiring more faculty. That growth carries risk if it's not managed properly. That ancillary services must not be neglected. He was the only candidate to mention support personnel in his remarks; these are areas that have not benefitted from revenue increases as a result of our growth, and in fact have suffered under it. Dr. Garimella understand what it means to be a president and seems genuinely committed to moving UCF in a positive, albeit different trajectory than we have been on in recent years. | 3/8/2018 4:12 PM |
| 5 | This candidate's answers contained the one component that I found lacking from all three of the previous candidates; understanding the importance of staff. While addressing Scale, all other candidates focused on fundraising, community partnerships, students and academia. While these are all important, in my opinion a key component that has been lacking at UCF is staff growth to match the demand. While Provost Whittaker suggests further automation and streamlining of systems and processes, this candidate understands that UCF also has an obligation to ensure that students are sufficiently being supported outside of the classroom. A university president cannot function solely as an academician though he/she needs to understand the Academy. I think this candidate is the only one who clearly articulated the ability to do both. | 3/8/2018 3:54 PM |
| 6 | experience building relationships with the community and fundraising for private sponsorships. Had various roles including faculty, researcher, and working at state government level. | 3/8/2018 3:41 PM |
| 7 | Seemed very adept and knowledgeable in building partnerships and attracting research dollars. Strategically this is important for UCF preeminence and achieving excellence at scale. | 3/8/2018 3:39 PM |
| 8 | Mr. Garimella exudes leadership qualities and appears to be a very genuine person and easily approachable. | 3/8/2018 3:27 PM |
| 9 | Very little other than written experience in his disorganized CV | 3/8/2018 3:16 PM |
| 10 | During his open forum presentation, Dr. Garimella emphasized the fact that UCF needs to define actionable tasks to accomplish the collective impact goals. I believe this type of planning is needed in order to elevate UCF beyond its already prominent status in the central Florida region. I believe Dr. Garimella would be an ideal leader to help achieve UCF's goals. | 3/8/2018 2:57 PM |
| 11 | I was very impressed with Mr. Garimella, especially with how he said a President can not forget how important the students are. It's all about the students. He came off incredibly genuine and I could sense he was as impressed with our university as I was with him. | 3/8/2018 2:49 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

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|----|--|-------------------|
| 12 | Research background International focus Ability to build strong partners Very diverse background Engaging personality Openness to work with the entire UCF community Great personality student friendly focused and driven | 3/8/2018 2:37 PM |
| 13 | He appears to have a strong research and partnership background, having served as an EVP for Research and Partnership at Purdue and other positions with the US Department of State. UCF stresses the importance of partnerships and research and I feel that he can help us to continue to grow in those areas. He appears to be supportive of the students, faculty, etc. He seemed to be approachable and personable. | 3/8/2018 2:31 PM |
| 14 | I thought that his description of a student centered educational setting was perfect for UCF. I liked that he spoke about focusing on goals but also evaluating the big picture and the details, like do we have enough staff and resources to meet the goals. | 3/8/2018 2:24 PM |
| 15 | Dr. Garimella appeared to be authentically connected on a personal level while answering questions. | 3/8/2018 2:09 PM |
| 16 | He has a great background in the development of research partnerships and the knowledge of the importance that these two things bring to a university. That should help bolster UCF's role as a partnership university along with aiding our role to become a major research university. | 3/8/2018 2:05 PM |
| 17 | He has a good sense of humor. UCF focuses on excellence in research and constantly seeks out new partnerships, and these things seem to be Garimella's strong points. | 3/8/2018 2:02 PM |
| 18 | He seems to have relevant experience for this position. | 3/8/2018 1:40 PM |
| 19 | Super personable. Would be well received by the students, the staff, and the community. He researched UCF very well and understood where we came from and where we want to go. He knew the significance of UCF becoming and HSI. | 3/8/2018 1:38 PM |
| 20 | I feel he is a strong candidate. He is willing address complex issues head on. He is interested in what the UCF community and the Orlando community has to say. He seems very authentic and approachable. He embraces diversity and partnership. I believe he will embrace not only faculty and student but staff as well. | 3/8/2018 1:37 PM |
| 21 | excellent academic credentials internationally recognized scholar understands financial side of university understands strategic planning student and faculty focused valuable international/global experience created numerous partnerships at Purdue values arts and humanities concerned about faculty student ratio has realistic goals not just verbiage of aspirations | 3/8/2018 1:28 PM |
| 22 | Fundraising and research background | 3/8/2018 1:19 PM |
| 23 | Garimella was a very personable candidate. He brought humor, research and an understanding of our strategic plan to the table. | 3/8/2018 1:15 PM |
| 24 | The candidate seemed to have strong experience in research, teaching, and external funding. He appeared to be an excellent scholar and widely published. | 3/8/2018 1:08 PM |
| 25 | Very personable with a good sense of humor, but also very knowledgeable. He would bring new and innovative changes to the university. | 3/8/2018 1:08 PM |
| 26 | 1) He doesn't come across as having preconceived notions of what he would change as president. He mentioned about wanting to understand from the university community what the challenges are before setting his priorities. 2) He seems to understand that a president sends messages as much or more by what he does than what he says. | 3/8/2018 1:01 PM |
| 27 | Strong focus on partnerships and fundraising and appears to have the skills to implement them; Emphasized the need for long-term planning and projections before implementing initiatives; charismatic and well spoken; Does not think a president should abdicate responsibility over academics (contrast to the candidate who thought that hiring the best provost was the extent of his responsibility). | 3/8/2018 12:46 PM |
| 28 | He was very articulate and seemed to be genuinely interested in UCF and what we are about. | 3/8/2018 12:32 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

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|----|---|-------------------|
| 29 | Dr. Garimella was very comfortable speaking and had a welcoming and likable personality. He is very intelligent, articulate, and truly knows Higher Education and its many components. He made sure to touch on his areas of strength and those of opportunity if he becomes President of UCF. He not only expressed his interest and findings about current UCF plans, but also described ways to improve and items to focus on/implement when he becomes President. He represents his university very well, which lets us know that he will do the same for UCF. His experience in the areas of research, funding, development, partnerships, internationalization, online education, faculty development is commendable. These are areas of strength and great opportunity for UCF in the future. He also seemed to be focused and passionate about student success, but also was very engaged and interested in faculty/staff. I also think an area of strength is his connection to Dr. Whitaker through Purdue. If he becomes the next President, they will be a great team. By far, he was one of the most qualified candidates and my top choice. | 3/8/2018 12:27 PM |
| 30 | very personable engaging personality | 3/8/2018 12:25 PM |
| 31 | He would be great for partnerships and fundraising. He knows that well due to his background. | 3/8/2018 12:22 PM |
| 32 | -I appreciate that he realizes the importance of having an open dialogue and building a mutual trust between the university and our legislators in order to have a solid foundation when the university needs to voice its support or opposition to particular pieces of legislation. -I think that his strong experience in research would be an asset to the university as we work to seek additional research funding. | 3/8/2018 12:20 PM |
| 33 | True leader. Confident, sincere enthusiasm for UCF; inspirational, personable & natural charisma; appears to have integrity & is focused. Seems honest with a positive personality. Would empower staff, faculty, students to go to the next level & raise the bar...without running us over in the process. | 3/8/2018 12:19 PM |
| 34 | Strong background in research which is something that could be beneficial to UCF. His leadership capacity and working with different personnel at Purdue on different levels. He seems like he is invested in the future support and success of the students. He is aware of funding concerns that UCF faces and knows that he needs to find funding to enhance campus support staff as well as the continued growth. | 3/8/2018 12:17 PM |
| 35 | Seemed familiar with UCF from readings. | 3/8/2018 12:14 PM |
| 36 | His broad and global credentials in academia are most impressive. His accent is minimal, and he has an engagingly warm personality. He has a practical and strategic awareness of the position in that it involves seeking funding and partnerships to support programs. I appreciated his thoughtful answers to the questions, including interest in increasing the international student population. However, I would only mildly support his selection as the next UCF President. | 3/8/2018 12:14 PM |
| 37 | He's approachable and engaged. He's clearly well-rounded and possesses all the different types of experience needed for this type of position. He touched on all the factors needed to help uplift the university: students, faculty, Staff, community partnerships, research, fundraising, etc. | 3/8/2018 12:13 PM |
| 38 | experience and very engaging | 3/8/2018 12:09 PM |
| 39 | He has a genuine interest in the position and has done his research on UCF. Showed respect for all participants in the open forum. | 3/8/2018 12:08 PM |
| 40 | this candidate not only demonstrated strong previous experience that would allow him to effectively fill the role of UCF's next president, but also demonstrated a unique comfort in interacting with both staff and students who attended the forum. he handled difficult questions with thoughtful answers aimed at serving the UCF community first. not only was the content of his presentation and answers to questions meaningful, but he was also charming in a way that attracted rather demanded attention. i think this is something that would make him a wonderful representative of UCF, and a quality not demonstrated by the other candidates. | 3/8/2018 12:08 PM |
| 41 | The candidate provided good insight into creating more diversity on campus, and the works that has been done at Purdue. I appreciated the fact that he stated how important it is to recruit faculty and students who represent some of the population we have on campus (i.e. more faculty & students from Columbia will help students who are also from that part of the world feel more connected to their country while attending or working for UCF). | 3/8/2018 12:07 PM |
| 42 | This candidate presented humanity and strength. He knows that students are the center of the university, but also has a strong emphasis on growth of research and community engagement. | 3/8/2018 12:06 PM |
| 43 | Very well spoken | 3/8/2018 12:06 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

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|----|---|-------------------|
| 44 | Dr. Garimella is fresh and exciting. I think his experience in international affairs, research, and fundraising would contribute greatly to his success as a President. He has concise and well thought out responses. But he also doesn't take himself too seriously. He is humble and acknowledges the roles that everyone plays at the university, not just the role he would play. | 3/8/2018 12:05 PM |
| 45 | He appeared very personable from a faculty/staff perspective and his experience with partnership does seem like something we need right now as we continue to grow and develop and look for additional funding. I also liked what he had to say about growth of the international student population since this would be a great area of growth and contribute to other areas of growth on campus. | 3/8/2018 12:04 PM |
| 46 | Wow he is charismatic! I loved his repertoire with the speakers and the vision he has for the future. He seems relatable but also a visionary. He is excited and can see how we can grow and belong in central Florida. He was honest and approachable. | 3/8/2018 12:04 PM |
| 47 | I'm very impressed with this candidate's willingness to work with politicians, students, and the community to learn and research the best way to achieve impact in central Florida area. Garimella seems like a friendly intelligent person that is willing to bring fair change to the university but not change the core values. | 3/8/2018 12:03 PM |
| 48 | I believe Dr. Garimella has a solid understanding of UCF's position as a partnership university and felt the connection of the institution to the surrounding community. | 3/8/2018 12:02 PM |
| 49 | Strong faculty background. | 3/8/2018 12:00 PM |
| 50 | Dr. Garimella seemed to have a good understanding of UCF and the region. His passion for partnerships, inclusivity, and fundraising would be very helpful in the position of president. | 3/8/2018 11:56 AM |
| 51 | I think Suresh is the most relatable candidate. He gave very strong answers to questions. I think he will engage with the students and be able to grow UCF well while expanding resources and opportunities. He has done his research and showed his research by connecting it in his presentation and answers. He will be able to bring a diverse face and perspective that UCF is lacking. | 3/8/2018 11:52 AM |
| 52 | Dr. Garimella was incredibly personable, humble, knowledgeable and comfortable in the interview setting. I was incredibly impressed by his depth of knowledge and his vision for UCF. He also brings a diverse perspective that none of the other candidates have. I think he would be admired by both students and faculty. I also enjoy his sense of humor. | 3/8/2018 11:44 AM |
| 53 | Affability, experience, partnerships, showed an ability to think and respond quickly and intelligently. Is aware of various issues in higher education. | 3/8/2018 11:42 AM |
| 54 | - reinforces the positive - solid academic research, achievements and results-oriented background | 3/8/2018 11:35 AM |
| 55 | Very personable and easy to talk to. He seemed to really be interested in what everyone had to say, and wanted to learn more about the university and the city/state. | 3/8/2018 10:56 AM |
| 56 | The candidate is very culturally competent. He understands what it means to be a marginalized voice on a college campus, and provided concrete examples of how he would help bring the community together. He comes from the academy so he knows what works and where the opportunities are. He understands politics and appears to be grounded in relationship building and creating new experiences to help advance the university. | 3/8/2018 10:21 AM |
| 57 | Strong skills in research management and holistic strategy implementation. | 3/7/2018 5:00 PM |
| 58 | Gets involved on a personal level, interested in details, engaged, seems very easy to talk to. Great sense of humor, shared prior experiences that related to questions asked. | 3/7/2018 11:44 AM |
| 59 | Global experience; I liked his ideas about policy outcomes being necessary to interdisciplinary work that can impact communities. | 3/7/2018 11:40 AM |
| 60 | Brilliant. Partnerships. Engineer. Well spoken. Diverse candidate | 3/7/2018 9:33 AM |
| 61 | He speaks very well. | 2/26/2018 4:07 PM |

Q4 I have the following concerns about this candidate:

Answered: 48 Skipped: 14

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | none of note | 3/8/2018 4:45 PM |
| 2 | None! | 3/8/2018 4:24 PM |
| 3 | My concerns about this candidate are solely based on how he would be received in the local and state community in the current climate. | 3/8/2018 3:54 PM |
| 4 | He did not come across as the best public speaker. Presentation was lacking, to many "uhm"s, not very organized, it seemed almost "off the cuff". He handled the Q & A session very well. | 3/8/2018 3:39 PM |
| 5 | Unorganized, unprepared, no presentation, scrambling, saying words that sound good but isn't actually saying anything meaningful | 3/8/2018 3:16 PM |
| 6 | N/A | 3/8/2018 2:57 PM |
| 7 | none | 3/8/2018 2:37 PM |
| 8 | None | 3/8/2018 2:31 PM |
| 9 | He may have limited knowledge about our type of process for online programs and courses. | 3/8/2018 2:24 PM |
| 10 | Dr. Garimella did not meaningfully contribute an alternative future vision or focus for UCF. His prepared statements were not smoothly delivered. | 3/8/2018 2:09 PM |
| 11 | My biggest concern about this candidate is that he has no experience for this position. Based on the forum and reading his curriculum vitae, he has no experience serving as a president of a higher education institution. He had some good ideas. However, with UCF's explosive growth and what UCF has on it's horizon, do we really want to put our future in the hands of someone without the leadership experience to oversee an institution of our size. | 3/8/2018 2:05 PM |
| 12 | Garimella talked more about what he found out about UCF, and what Purdue is doing, and less about his accomplishments and reasons he would be a great leader for us. His presentation was confusing because he is not a direct person, he is long winded and takes awhile to get to the point and answer the questions. I don't think he answered all the questions, if he did, I totally missed it. He said that impact is the most important thing, and that if you were working on an idea to accomplishment something and it didn't seem to be going well, let it go. You should change your focus and attention on more important things that will create an impact. That made me feel that he wouldn't really stick to fighting for something if it was going to create a problem or too much concern. I feel that he would claim that he did all that he could and let go of certain things, no matter what it might be. Some people are like that, they don't want to create a problem or have to struggle to much. It's best to let it go and move on. Being a president of a University is not easy, and will require this person to stand up and be heard and fight for the University, it's students, faculty and staff. | 3/8/2018 2:02 PM |
| 13 | The candidate didn't seem too prepared for the open forum. | 3/8/2018 1:40 PM |
| 14 | none. | 3/8/2018 1:38 PM |
| 15 | No red flags! | 3/8/2018 1:37 PM |
| 16 | Since he has never served as a president before, how he would handle the duties and stresses that may ensue. | 3/8/2018 1:15 PM |
| 17 | This candidate conducted a good lecture or talk, however, I did not get any flavor of his personality, family life, or interests. I am really not sure as to whether he is ready for a presidency or the presidency of UCF! | 3/8/2018 1:08 PM |
| 18 | He lacked substance, but mainly because of his lack of knowledge of the university itself. | 3/8/2018 1:08 PM |
| 19 | Like most of the other candidates, he focused on STEM to the exclusion of all other disciplines. | 3/8/2018 12:46 PM |
| 20 | He didn't take the time to put together a visual presentation. | 3/8/2018 12:32 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 21 | His ability to get out of the day to day granular details of development and projects and stepping into a position of broader responsibilities and many moving pieces. Yet, with the talent already in place in key administrative positions at UCF, I can see how he will build trust with delegates and help move us to our next season. | 3/8/2018 12:27 PM |
| 22 | fundraising, and can he build ties to the campus and local community? | 3/8/2018 12:25 PM |
| 23 | He talked very little about academic future, or really anything beyond partnerships and fundraising. He is not a well rounded candidate as some of the others are, namely Whittaker and Kennedy. | 3/8/2018 12:22 PM |
| 24 | -While he did a great job at answering the audience questions, I found his speech to be a little rambling. I felt like it lost its focus at times. I believe that one of the most important qualities of a university president is to be able to clearly communicate and express the goals of the university in a format similar to this. | 3/8/2018 12:20 PM |
| 25 | No concerns.....Dr.Garimella should be UCF's 5th president. | 3/8/2018 12:19 PM |
| 26 | The only concern would be that he isn't a current president, but I think his experience speaks for itself and brings a fresh change to a presidency. | 3/8/2018 12:17 PM |
| 27 | Seems very aspirational but doesnt talk in concrete terms. | 3/8/2018 12:14 PM |
| 28 | His credentials more strongly lean toward a Provost position rather than President. He seems more passively interested in this position as opposed to passionately. It wasn't clear to me why he wants this position as opposed to his enjoyment of learning about UCF and continuing his remarkable pursuits in academia. Purdue's purchase of Kaplan for Purdue Global speaks more to partnerships as opposed to innovation in online learning, a realm which UCF aspires and leads in. In other words, I don't think Dr. Garimella's background best supports the direction UCF is heading. It irked me when he would say, "You should look it up," but to his credit, he generally he gave a little more information when pressed. | 3/8/2018 12:14 PM |
| 29 | He may not project as much of a "master of the universe" type of personality as the others; but you see he is definitely someone you can work with (a collaborator) - we hope that isn't lost on the committee. | 3/8/2018 12:13 PM |
| 30 | n/a | 3/8/2018 12:08 PM |
| 31 | The candidate did not address a growing issue which concerns first-generation and minorities. This is an area that deserves and needs more attention, funding, and faculty, and professional staff to help connect with this population. | 3/8/2018 12:07 PM |
| 32 | This candidate did not talk about students growth and development outside of the classroom. | 3/8/2018 12:06 PM |
| 33 | I feel he is not presidential. He has good ideas in research but possible a Provost for a few years. | 3/8/2018 12:06 PM |
| 34 | None | 3/8/2018 12:05 PM |
| 35 | He seemed a bit weaker when it came to academic direction. This makes sense with his background, but I would like to have heard more about academic goals. I also felt like he was much more personable with faculty/staff than with the students and wonder if the students would feel this shift to be too much a change from the current president relationship. | 3/8/2018 12:04 PM |
| 36 | None. | 3/8/2018 12:04 PM |
| 37 | I do not believe this candidate has the big picture vision necessary to take UCF into its next phase of growth, transformation, innovation, and impact. | 3/8/2018 12:02 PM |
| 38 | Not sure if the vision is there for the scale and impact that UCF has in the community. | 3/8/2018 12:00 PM |
| 39 | None. | 3/8/2018 11:56 AM |
| 40 | My biggest concern is that he has similar experience to Dr. Whittaker and if he were selected, they would not complement each other as well. Otherwise I think he is super qualified and would be an outstanding leader. | 3/8/2018 11:44 AM |
| 41 | none really. | 3/8/2018 11:42 AM |
| 42 | - appeared not as prepared as other candidates - lacks sharp public speaking skills expected at such level - response to questions generally vague and generalized on not as focused as expected. | 3/8/2018 11:35 AM |
| 43 | None! | 3/8/2018 10:56 AM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 44 | He is long winded and sometimes it is hard to grasp the original point as his answers float in various ways. | 3/8/2018 10:21 AM |
| 45 | Views may produced challenges with integrating strategies with the UCF strategic plan | 3/7/2018 5:00 PM |
| 46 | He came across more as a pal of Dale Whittaker's (as he mentioned) than a serious presidential candidate. His ideas about what UCF needs (i.e. telling big stories of impact and building partnerships) is nothing new to us and he offered no fresh thinking on how to take us to the next level. Lacked inspiration, innovation. Lacked conviction when it came to the importance of humanistic thinking and the arts. Not a very good listener and did not answer questions directly but rather turned his responses into examples of his work at Purdue. | 3/7/2018 11:40 AM |
| 47 | Seemed somewhat unprepared for reception. Did not articulate fully why he wants to be at UCF | 3/7/2018 9:33 AM |
| 48 | None | 2/26/2018 4:07 PM |

Q5 Are there any other comments about this candidate?

Answered: 46 Skipped: 16

| # | RESPONSES | DATE |
|----|---|------------------|
| 1 | Appreciate how he handled the Q&A. Answered questions in a genuine way. Spoke from what he felt and believed vs a political answer. Engaging with others in one-on-one format - a real strength. | 3/8/2018 4:45 PM |
| 2 | I'm impressed with his ability to balance his research background with an understanding of normal, everyday student life. He seems practical yet impressive. | 3/8/2018 4:24 PM |
| 3 | Very strong candidate. Personable, confident. I liked that he mentioned all the support services needed when hiring new faculty, and that it should not be done in a vacuum. I also liked that he mentioned picking an area to focus on, and doing it well, rather than trying to do everything at once. | 3/8/2018 3:41 PM |
| 4 | I think he would bring great focus to our partnerships and research endeavors. I'm not sure he would be as effective as some of the other candidates in his public role. | 3/8/2018 3:39 PM |
| 5 | No. | 3/8/2018 3:16 PM |
| 6 | In addition to his qualifications, it seems like Dr. Garimella would also be a very approachable president. I believe he would aid in fostering a more cohesive environment at UCF. | 3/8/2018 2:57 PM |
| 7 | Think he would make a great President for our University! | 3/8/2018 2:49 PM |
| 8 | I loved his way of engaging the community. Stood out head and shoulders above the other candidates. He has no experience working as a president but I believe that he is still more experienced in terms of developing and cultivating relationships than the other candidates | 3/8/2018 2:37 PM |
| 9 | Of all of the candidates, he was my top candidate. His demeanor and prior experiences will be an asset to the role of President of UCF. Overall, he has a strong research background and appears to be well qualified. | 3/8/2018 2:31 PM |
| 10 | I felt that his attitude toward the students and University were supportive of the whole UCF community as one and fit best with our University mission and goals. I felt with other candidates that they focused more on moving "UCF" forward and not about moving all of us forward together in a way that is best fitting to us as a whole. | 3/8/2018 2:24 PM |
| 11 | I feel that the candidate could make a good president but he needs get his experience at a smaller institution before taking on the role at a school our size. | 3/8/2018 2:05 PM |
| 12 | I don't think this candidate would be open and receptive around campus, well maybe about a year. I don't feel his passion or see his desire for wanting this position, I think he just found out about the job, threw his hat in the ring and wants to see what happens. | 3/8/2018 2:02 PM |
| 13 | Even though the candidate seems to be a very intelligent, capable person, I do not think he fits the description of who we are looking for to be our next president. He seems to lack the social dynamic personality needed to take us forward. | 3/8/2018 1:40 PM |
| 14 | I thought he was great and I could definitely see him as our next President. | 3/8/2018 1:38 PM |
| 15 | I think he is a great candidate and it will be hard to choose between him and Provost Whittaker. | 3/8/2018 1:37 PM |
| 16 | Excellent choice | 3/8/2018 1:28 PM |
| 17 | Engaging Answered all questions fully and did not deflect, different sense of humor | 3/8/2018 1:19 PM |
| 18 | Garimella surprised me with his answers to various questions from audience members. I feel as though he answered honestly, had a good attitude and would be a great president for our students. | 3/8/2018 1:15 PM |
| 19 | I believe that this candidate would make a very good provost! | 3/8/2018 1:08 PM |
| 20 | Very well like. Seems to be very respectable. | 3/8/2018 1:08 PM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 21 | He was the only candidate to recognize the work of those involved in organizing the search committee and campus visit. I think that's a good indication that he generally recognizes, appreciates, and acknowledges the work of others. | 3/8/2018 12:46 PM |
| 22 | He seems capable of handling the position. He was very personable and seems approachable. | 3/8/2018 12:32 PM |
| 23 | Very impressed by Dr. Garimella. It almost seemed like the audience, and I, already learned so much from his speech and answers to all questions. It felt like he was the President already and was giving us a state address. He was motivating, yet honest about ways in which UCF should move forward to achieve preeminence and also become one of the best and most successful universities in the nation. | 3/8/2018 12:27 PM |
| 24 | He talked a lot without saying much. His focus was on Grant Heston and not the whole of UCF. | 3/8/2018 12:22 PM |
| 25 | I was really impressed with his open forum. Hope the BOT's vote him to be our next president. Dr. Whitaker is a great Provost, but, he is not a natural true leader. Perhaps Dr. Whitaker could stay as Provost & work with Dr. Garimella. | 3/8/2018 12:19 PM |
| 26 | he didn't speak alot about his background - other than Purdue. | 3/8/2018 12:14 PM |
| 27 | It has been made clear that a terminal degree is strongly desired by some board members. This may not represent UCF faculty at large, but I have to wonder how many may silently diminish his PhD since it was not obtained in the US, but India. | 3/8/2018 12:14 PM |
| 28 | If the gentleman were not chosen for President, it would behoove the university to make him an offer for Provost (if in fact Dr. Whittaker were chosen as President), or find another position for him within UCF. | 3/8/2018 12:13 PM |
| 29 | Observed that he spoke at the open forum without the use of a PowerPoint. Enjoyed his use of humor during the open forum. He appears to be an approachable person. | 3/8/2018 12:08 PM |
| 30 | n/a | 3/8/2018 12:08 PM |
| 31 | Overall, the candidate did a good job. I believe once he learns more about the UCF culture he will be able to provide more insight on improvement plans for the university. | 3/8/2018 12:07 PM |
| 32 | I attended all open forums and he is my favorite candidate. I think he will continue UCF growth as well as focusing on our strengths including diversity. | 3/8/2018 12:06 PM |
| 33 | I would proud to have Dr. Garimella as President of UCF. | 3/8/2018 12:05 PM |
| 34 | I felt like he handled all questions extremely well even on some difficult and less expected issues. He was very well prepared and knowledgeable enough on UCF. More than I expected him to know. | 3/8/2018 12:04 PM |
| 35 | This is our 5th president guys! Lets not let this one get away! | 3/8/2018 12:04 PM |
| 36 | Additionally, the candidate understands the resources needed to grow the university and implement the plans that are up and coming. I feel that he is understanding of the needs of the community. | 3/8/2018 12:03 PM |
| 37 | In addition to his impressive credentials, Dr. Garimella had a very pleasant and jovial demeanor. | 3/8/2018 11:56 AM |
| 38 | Of all the candidates he is the strongest in experience and from what I saw in the open forum. I don't think Dale will be an engaging or relatable president. He's a great provost. Keneddy is relatable also and an equal candidate. I don't think Kennedy will be able to expand UCF well. | 3/8/2018 11:52 AM |
| 39 | After seeing all 4 candidates I would rank them: 1. Dr. Whittaker 2. Dr. Garimella 3. Mr. Wilson 4. Mr. Kennedy - Would not hire | 3/8/2018 11:44 AM |
| 40 | Dale Whittaker is my first choice and Suresh Garimella would be my second choice. I am impressed with both men and think we would do well with either of these two. Not so impressed with candidates 1 and 3. | 3/8/2018 11:42 AM |
| 41 | Not sure could face all challenges and pressures in this role as expected of a university president. | 3/8/2018 11:35 AM |
| 42 | He seems like a courageous leader willing to engage the community and learn. | 3/8/2018 10:21 AM |
| 43 | Effective candidate with high potential, but challenges with unifying the institution to the strategic plan. | 3/7/2018 5:00 PM |
| 44 | Was truly impressed that he got up and shook the hands of the student and pianist after they performed a song as part the interview. He was the only one of the 4 that did so. | 3/7/2018 11:44 AM |

University of Central Florida Presidential Search Feedback - Suresh Garimella, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 45 | He is not in the league of others for the top spot at UCF. | 3/7/2018 11:40 AM |
| 46 | Please choose a diverse president like Suresh. | 2/26/2018 4:07 PM |

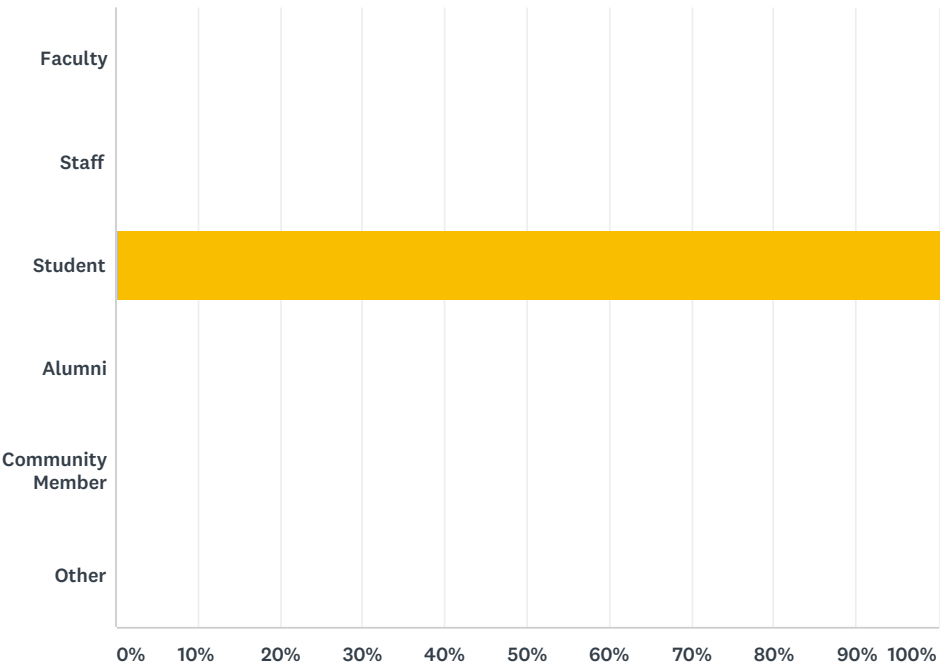
Q6 Your name (optional):

Answered: 6 Skipped: 56

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Ron Boucher | 3/8/2018 4:45 PM |
| 2 | Shannon Chouinard | 3/8/2018 3:27 PM |
| 3 | A. J. Range | 3/8/2018 1:08 PM |
| 4 | Hope Wade | 3/8/2018 12:22 PM |
| 5 | (Please read all that follows.) Thank you for this opportunity to give feedback for each candidate. My preferential ranking for our 5th UCF President with overall descriptor from the Open Forums: ***1st Choice - Mr. Kennedy - "Inspiring"*** **2nd Choice - Mr. Wilson - "Engaging"*** *3rd Choice - Dr. Garimella - "Supportive" 4th Choice - Dr. Whittaker - "Aloof" | 3/8/2018 12:14 PM |
| 6 | Belinda Hyppolite | 3/8/2018 10:21 AM |

Q1 Please identify your primary university role:

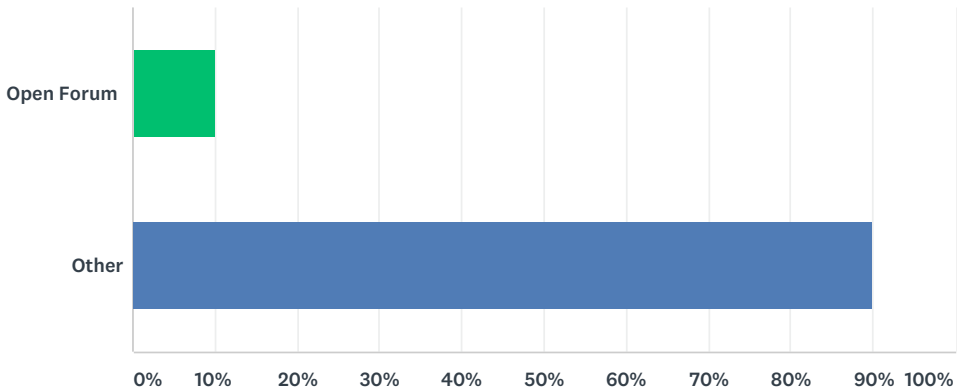
Answered: 10 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 100.00% | 10 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 10 |

Q2 In what setting did you interact with this candidate?

Answered: 10 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 10.00% | 1 |
| Other | | 90.00% | 9 |
| TOTAL | | | 10 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 10 Skipped: 0

| # | RESPONSES | DATE |
|----|---|--------------------|
| 1 | He is 100% honest and straight to the point. He also is very deep thinking and wants to find solutions to the problems that people bring up to him. He is confident in his beliefs but he also seems ready to listen. Before he makes decisions, he is the one to make sure he has all the facts before he takes action. | 3/8/2018 4:26 PM |
| 2 | Dr. Garimella was very vulnerable and open to learning more about UCF. He was open that he didn't know the university and wouldn't give answers that he saw as presumptuous as to what UCF's current climate is, without any actual evidence. | 3/8/2018 4:08 PM |
| 3 | He is analytical, forward thinking and willing to learn about the concerns of the university. | 3/8/2018 2:49 PM |
| 4 | Dr. Garimella is extremely observant and has impeccable analytical skills. He was very attentive to the questions all the students were asking and was also extremely realistic with the problems UCF is facing. I think he has a very firm grasp on what steps need to be taken in order to address the concerns of the University. | 3/8/2018 2:15 PM |
| 5 | His focus on partnerships at all levels viz. with legislators, private industries and his experience with fundraising. Also, being a faculty he also understands the students and faculty concerns. | 3/8/2018 2:13 PM |
| 6 | He understands the faculty, student, and administrative perspectives from experience and he is sympathetic to the concerns from each. He is a person of color and would add a much needed perspective to UCF's leadership. He could also be an example for diverse students who wish to attain higher leadership roles. He is friendly, personable, and seems enthusiastic about being "visible" as president. He seems to honestly rely upon the other leaders around him to make him aware of issues and has already opened a safe space for us to discuss our concerns about diversity and inclusion. He gave specific examples of what he's done in the past to address diversity and inclusion. He showed us respect. He has a vested interest in advancing research - which is important since we are a research institution. | 3/8/2018 10:58 AM |
| 7 | His experience certainly stands out. | 3/7/2018 11:59 PM |
| 8 | n/a | 3/7/2018 7:55 PM |
| 9 | His respect for, and experience in research is something that our university desperately needs | 2/26/2018 11:16 PM |
| 10 | Technical background that understands both the social sciences/arts and the technical sciences | 2/26/2018 4:10 PM |

Q4 I have the following concerns about this candidate:

Answered: 7 Skipped: 3

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | He doesn't seem as easy to talk to and personable. It might be hard for students, faculty, and staff to bring things up to him if they don't have all the facts. He has a philosophy that is if people complain, they should try to have solutions to problems. In my life experience in Social Work, I have to say that sometime people just need spaces to be critical and say their problems. I can see this being a barrier for him to be personable. | 3/8/2018 4:26 PM |
| 2 | Dr. Garimella's answers were all vague and didn't allow any of us to learn about his ideas for running the university. Whether this is due to, as he states, him not fully understanding UCF, or otherwise- it leaves us with very little for us to to advance with. | 3/8/2018 4:08 PM |
| 3 | His demeanor could come off condescending and unapproachable. | 3/8/2018 2:49 PM |
| 4 | It may have been the direction of the conversation, but I wish I got to know more about Dr. Garimella and what his visions and philosophies are. | 3/8/2018 2:15 PM |
| 5 | How will he transition to such a large university and city? Will he be able to understand and navigate UCF's role in greater Orlando? | 3/8/2018 10:58 AM |
| 6 | Purdue is a very heavy STEM school and doesn't do much else well. I am worried about how he will do with the multitude of different colleges that are just as important at UCF. | 3/7/2018 11:59 PM |
| 7 | n/a | 3/7/2018 7:55 PM |

Q5 Are there any other comments about this candidate?

Answered: 9 Skipped: 1

| # | RESPONSES | DATE |
|---|---|--------------------|
| 1 | I believe that UCF is in a tumultuous state and is on the verge of going in very different directions depending on its leadership. Dr. Garimella has the research, partnership, and leadership experience necessary to confidently run this university; although his experience with students directly is lacking. | 3/8/2018 4:08 PM |
| 2 | I think he will be very culturally aware and encourage diversity. | 3/8/2018 2:49 PM |
| 3 | I would highly recommend this candidate for UCF's next President. | 3/8/2018 2:15 PM |
| 4 | He works with a end goal in mind and has properly laid out startegy for that. An excellent match for our role. | 3/8/2018 2:13 PM |
| 5 | Dr. Garimella is someone that I could see as a role model for students. I believe that he will be more in touch with what is happening "on the ground." Just him being a person of color will open a space of inclusion, where people feel more comfortable voicing their concerns and the president is more in touch with why these concerns matter. Outside of diversity, he seems very personal and it would be nice to have a president that makes an effort to stay engaged with UCF activities. | 3/8/2018 10:58 AM |
| 6 | He seemed pretty well prepared. | 3/7/2018 11:59 PM |
| 7 | No comments about this specific candidate but why did the company who searched for the candidates not manage to select at least ONE female candidate? I am very sure that there are many qualified women throughout the United States that would be able to fill the role as our college President. It seems discriminatory that there are only men. | 3/7/2018 7:55 PM |
| 8 | I trust his judgement far more than that of the other candidates | 2/26/2018 11:16 PM |
| 9 | A fantastic candidate. | 2/26/2018 4:10 PM |

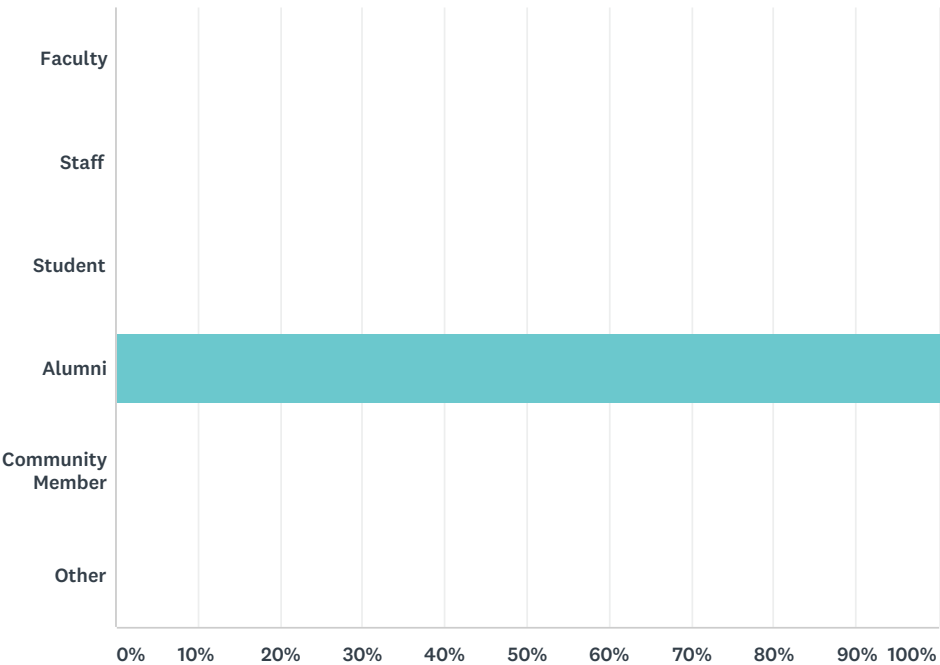
Q6 Your name (optional):

Answered: 4 Skipped: 6

| # | RESPONSES | DATE |
|---|------------------------------|-------------------|
| 1 | Angelo Baldado | 3/8/2018 4:26 PM |
| 2 | Michael Nunes | 3/8/2018 4:08 PM |
| 3 | Sarah Davenport | 3/8/2018 10:58 AM |
| 4 | Theodore Jackson Music Major | 3/7/2018 11:59 PM |

Q1 Please identify your primary university role:

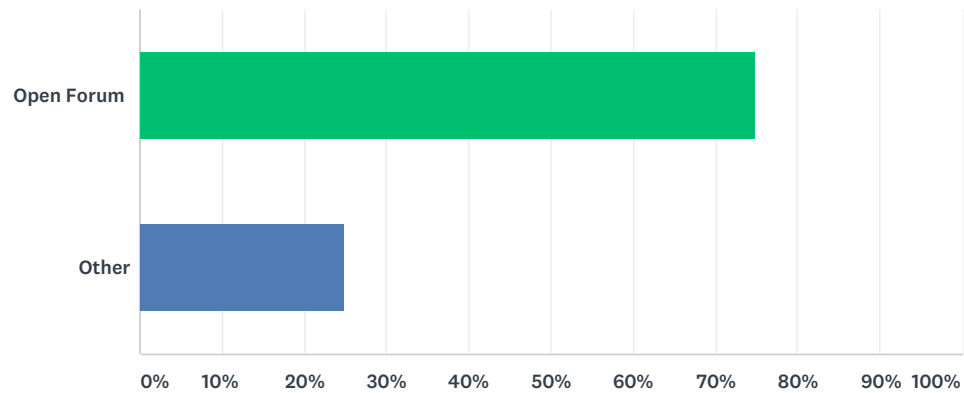
Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 100.00% | 4 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 4 |

Q2 In what setting did you interact with this candidate?

Answered: 4 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Open Forum | 75.00% | 3 |
| Other | 25.00% | 1 |
| TOTAL | | 4 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 4 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Strong candidate. Has the academic and administrative background to excel at UCF. This candidate has a real chance at bringing UCF academics to an all-time high. Engineering and technology are clearly the future of not only education but the in the real world as well. | 3/8/2018 4:05 PM |
| 2 | very articulate and knowledgeable. Has the most breadth of experience, not just in higher ed.,although clearly he has that, but also in research, global affairs, work with the State Department, etc, of any of the candidates. Would bring fresh perspectives to UCF. Very personable. Best choice to take UCF in new, innovative direction, while still maintaining the best of our traditions. Terrific choice. | 3/8/2018 1:47 PM |
| 3 | He appears genuine in his desire for this job and has solid academic insights. | 3/8/2018 10:34 AM |
| 4 | Great energy and sense of humor. I sensed a humility that reminded me of Dr. Hitt. Strong track record of partnership at Purdue. | 3/7/2018 9:14 AM |

Q4 I have the following concerns about this candidate:

Answered: 4 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Can this candidate bring in the resources and personnel to UCF. | 3/8/2018 4:05 PM |
| 2 | Only drawback I see is that, of course, he does not have the in-depth knowledge of UCF that the internal candidate does, so there would be a longer learning curve | 3/8/2018 1:47 PM |
| 3 | While he is outgoing and well-spoken, he needs to develop the ability to make his points concisely if he is to earn a loyal following. | 3/8/2018 10:34 AM |
| 4 | He did not seem to have the depth of knowledge about UCF as the other candidates, so he would have a steeper learning curve. | 3/7/2018 9:14 AM |

Q5 Are there any other comments about this candidate?

Answered: 3 Skipped: 1

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Strong candidate | 3/8/2018 4:05 PM |
| 2 | His experience in Washington and in economic development is a plus. | 3/8/2018 10:34 AM |
| 3 | I thought his comments about the role of a president were spot-on. | 3/7/2018 9:14 AM |

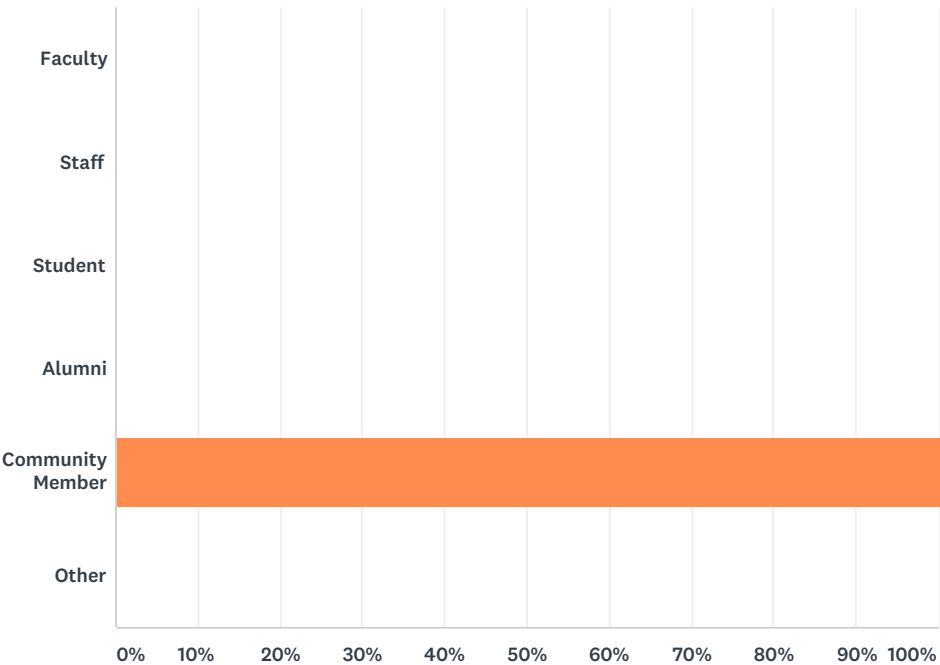
Q6 Your name (optional):

Answered: 1 Skipped: 3

| # | RESPONSES | DATE |
|---|-----------|------------------|
| 1 | Dan Ward | 3/7/2018 9:14 AM |

Q1 Please identify your primary university role:

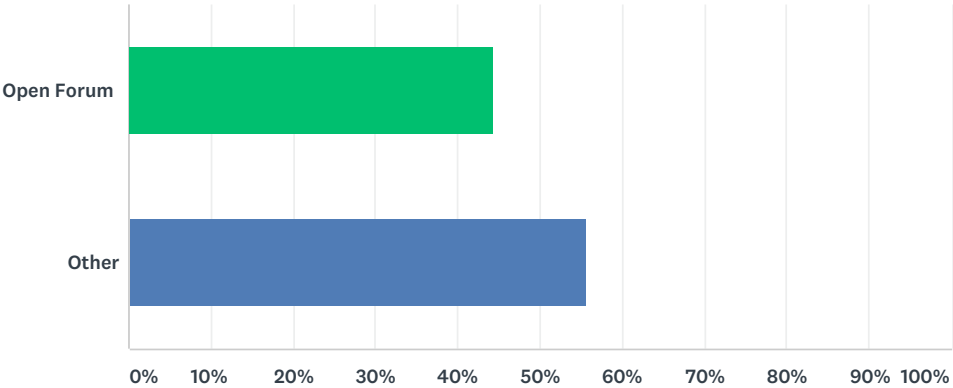
Answered: 9 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 100.00% | 9 |
| Other | 0.00% | 0 |
| TOTAL | | 9 |

Q2 In what setting did you interact with this candidate?

Answered: 9 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|---|
| Open Forum | | 44.44% | 4 |
| Other | | 55.56% | 5 |
| TOTAL | | | 9 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 9 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Amazing depth of understanding issues in higher ed. Strong communication skills and very genuine. Provided a very sincere feel - different than the politician candidate. | 3/8/2018 1:08 PM |
| 2 | Great communicator. Interested in supporting faculty with resources and streamlining processes. Strong in research and the establishment of public private partnerships. | 3/8/2018 9:16 AM |
| 3 | - Experience with developing corporate partnerships to enhance university research programs - Very intuitive and personable. Genuine interest to learn about the university. - Problem solver, with a focus on finding innovative solutions. His examples regarding IP and patent processes at Purdue were impressive. - Strong advocate for climate action and leveraging faculty, staff, and students to advance sustainability on campus - Strong understanding of how to grow research funding and excellence at universities - Collaborative efforts to identify and implement a shared vision at Purdue. | 3/7/2018 11:26 PM |
| 4 | This candidate has a good grasp of the role of a university in its community and a good perspective on the economic development mission. He has clearly held impressive leadership roles. | 3/7/2018 1:39 PM |
| 5 | Dr. Garimella has a strong resume and an engaging presence Particularly impressive was his departure understanding of and commitment to partnerships. He would be a strong contributor to this aspect of UCF, as well as to our research initiatives. | 3/7/2018 1:29 PM |
| 6 | Very well educated and bright. | 3/7/2018 12:17 PM |
| 7 | Understands "Partnership". Very good experience. Understands the "big picture". Strong academic background. Good leadership capabilities with successes.. | 3/7/2018 12:05 PM |
| 8 | Strong sense of interdisciplinary relationships, experience building partnerships, approachable personality. | 3/7/2018 11:11 AM |
| 9 | Strong university level academic and administrative background. Easily interacts with others - self confident. | 3/7/2018 9:12 AM |

Q4 I have the following concerns about this candidate:

Answered: 9 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | The time it might take to catch up on all the positive things happening at UCF and learning this region. | 3/8/2018 1:08 PM |
| 2 | Not as familiar with Florida higher education as other candidates. | 3/8/2018 9:16 AM |
| 3 | - Lack of knowledge of UCF research areas, including the Florida Solar Energy Center - Lack of experience as a Provost or President of a university - Lack of institutional knowledge of established partnerships at UCF. | 3/7/2018 11:26 PM |
| 4 | I am a bit concerned about his presentation style being somewhat circuitous. His approach to provide concise answers to questions needs work. | 3/7/2018 1:39 PM |
| 5 | I don't have any concerns about Dr. Garimella, other than a very minor suggestion that he answer questions a bit more sufficiently. | 3/7/2018 1:29 PM |
| 6 | His Public Speaking qualification is lacking. He digresses and interrupt his own answers to questions with tangential comments which distract his audience from understand his answers to questions. | 3/7/2018 12:17 PM |
| 7 | Not concise answering questions Public speaking could be better. | 3/7/2018 12:05 PM |
| 8 | Little knowledge of UCF/Central Florida, not forthcoming with big ideas/plans | 3/7/2018 11:11 AM |
| 9 | Never been a University President and very limited knowledge about UCF - significant learning curve could have a negative effect on UCF's current trajectory. | 3/7/2018 9:12 AM |

Q5 Are there any other comments about this candidate?

Answered: 6 Skipped: 3

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | It seems that between Dr Garimella and Dr Whittaker, we have 2 extremely qualified and solid candidates. | 3/8/2018 1:08 PM |
| 2 | Dr. Garimella was an impressive candidate for UCF President. I felt he was confident in his abilities and prepared for what this position could entail. | 3/7/2018 11:26 PM |
| 3 | He is a passionate academic leader excited about our potential. | 3/7/2018 1:39 PM |
| 4 | He has a lovely wife. | 3/7/2018 12:17 PM |
| 5 | Would make a good acceptable President | 3/7/2018 12:05 PM |
| 6 | All things considered, Provost Whittaker remains our best option. | 3/7/2018 9:12 AM |

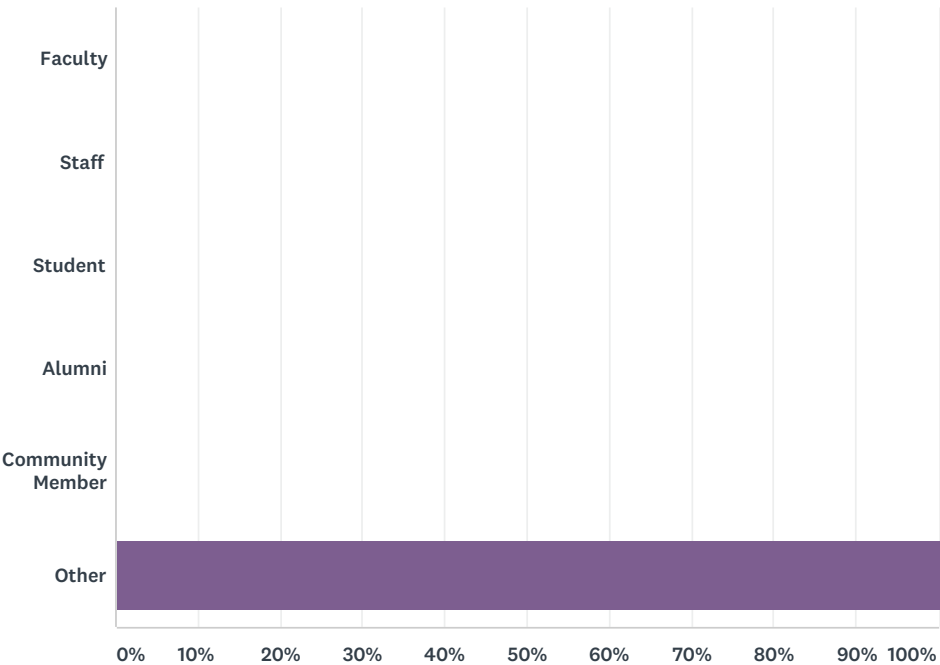
Q6 Your name (optional):

Answered: 3 Skipped: 6

| # | RESPONSES | DATE |
|---|--------------|-------------------|
| 1 | Don Fisher | 3/8/2018 9:16 AM |
| 2 | Chris Castro | 3/7/2018 11:26 PM |
| 3 | Charlie Gray | 3/7/2018 12:05 PM |

Q1 Please identify your primary university role:

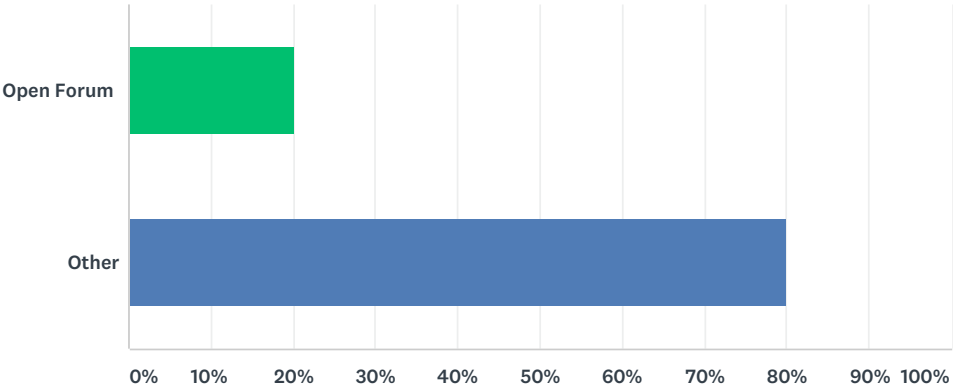
Answered: 5 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 100.00% | 5 |
| TOTAL | | 5 |

Q2 In what setting did you interact with this candidate?

Answered: 5 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Open Forum | 20.00% | 1 |
| Other | 80.00% | 4 |
| TOTAL | | 5 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 5 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | He has a strong research background and forging partnerships. Rather than merely allude to having been global based on his personal experiences, he's had direct responsibility and demonstrated outcomes pertaining to international students and outcomes. | 3/8/2018 4:17 PM |
| 2 | The candidate wanted to learn about our university and wants to see data before making a decision about the future of the university. He cares about our safety as students and I do see him walking around the university talking to students. | 3/8/2018 2:36 PM |
| 3 | Very personable with a sense of humor. Honest and engaging. Strong experiences at Purdue. Ideas of how to strengthen UCF were strong. Knowledgeable about UCF and good perceptions. He would develop strong intra university connections as well as good connections in the community, state, and beyond. | 3/8/2018 12:14 PM |
| 4 | Vision, acceleration and positive impact on the community. | 3/7/2018 11:43 AM |
| 5 | Very versed in areas of research and national engagement | 3/7/2018 10:11 AM |

Q4 I have the following concerns about this candidate:

Answered: 5 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | It may be cultural, but he was less direct than other candidates. It could be simply a personal communication style, but I perceived that he was reluctant to provide direct answers. | 3/8/2018 4:17 PM |
| 2 | He may rub people the wrong way because he is a factual and a evidence kind of person. | 3/8/2018 2:36 PM |
| 3 | He is a scholar at heart. Giving up scholarship will be personally challenging, but he indicated he knows that is what needs to be done and believes he will make a greater impact as president. | 3/8/2018 12:14 PM |
| 4 | No concerns. | 3/7/2018 11:43 AM |
| 5 | Seemed to be stretched much too thin in multiple endeavors | 3/7/2018 10:11 AM |

Q5 Are there any other comments about this candidate?

Answered: 5 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | He seemed to engage the audience well, but I'm not sure how accessible students would find him (if that is a priority). That said, it would seem to be more important to have a leader of substance rather than a campus cheerleader. | 3/8/2018 4:17 PM |
| 2 | He is very genuine and understands this university roots in cultural and diversity. | 3/8/2018 2:36 PM |
| 3 | having heard small group meeting as well as open forum, I believe he is a solid finalist and in the top 2 candidates. | 3/8/2018 12:14 PM |
| 4 | I believe that the candidate would be able to positively impact the entire Central Florida Region. | 3/7/2018 11:43 AM |
| 5 | No | 3/7/2018 10:11 AM |

Q6 Your name (optional):

Answered: 1 Skipped: 4

| # | RESPONSES | DATE |
|---|----------------------------------|-------------------|
| 1 | Clarence Brown MD former trustee | 3/7/2018 10:11 AM |



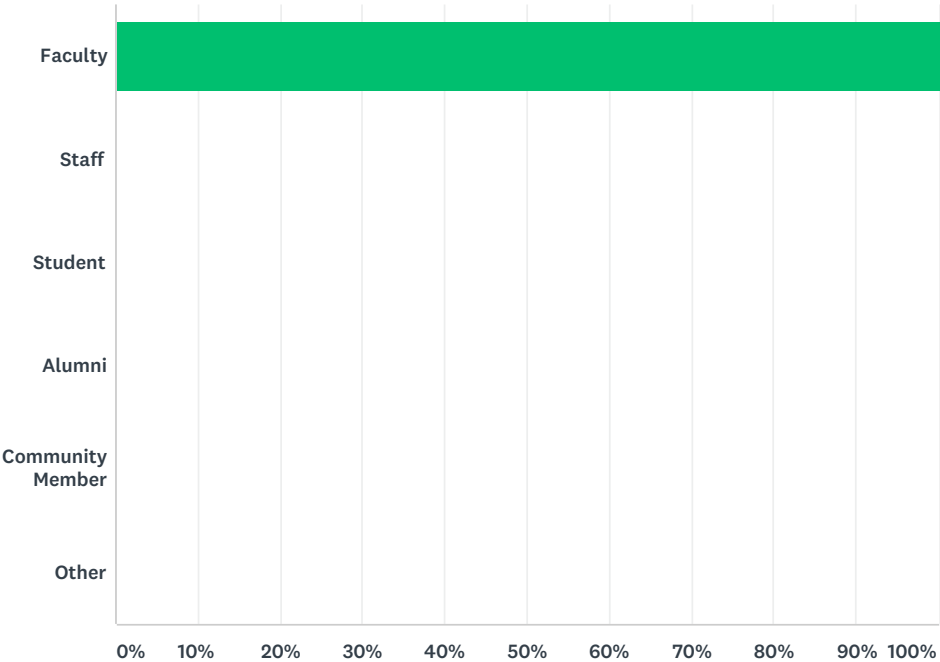
SECTION 13B | FEEDBACK RESPONSES

Mark Kennedy, M.B.A.

UNIVERSITY OF CENTRAL FLORIDA

Q1 Please identify your primary university role:

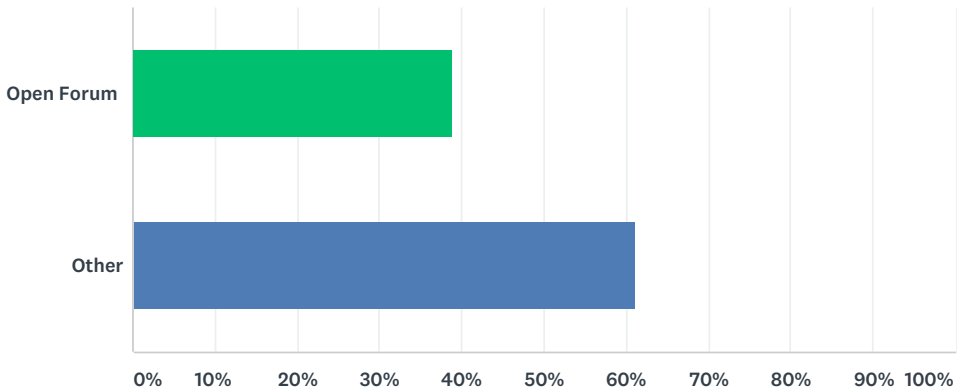
Answered: 54 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 100.00% | 54 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 54 |

Q2 In what setting did you interact with this candidate?

Answered: 54 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 38.89% | 21 |
| Other | 61.11% | 33 |
| TOTAL | | 54 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 50 Skipped: 4

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Genuine and thoughtful in his responses to faculty questions. Strong sense of commitment. Articulated the idea of focusing UCF's growth on 5 grand challenges and setting goals around them in order to elevate the university. | 3/8/2018 3:14 PM |
| 2 | Personable Strong Academic Background His experience with research is an asset - obtaining external funds through research is very good | 3/8/2018 2:58 PM |
| 3 | none. | 3/8/2018 2:16 PM |
| 4 | Calm under pressure. Good political background. | 3/8/2018 11:48 AM |
| 5 | Exhibited great experience and maturity. Gave clear and succinct relevant answers to questions. Appears to be an astute politician. Presidential. | 3/8/2018 11:05 AM |
| 6 | I found the Mark Kennedy to be personable and warm. He seemed to be comfortable in his interactions with us. I liked his approach to being proactive about engaging with diverse individuals. He provided good analogies. Liked what he said about how to successfully compose a strong team. | 3/8/2018 9:57 AM |
| 7 | Excellent experience and connections. Very in tune with a global perspective. Provided evidence of accomplishments - others just spoke of hypothetical visions. For example, his success in dealing with a 20% budget cut. Also very well rounded: a family person who seems willing to break out in new ways. He used other successful university plans to help shape his vision. Is well read, surprisingly more academic than I expected. | 3/8/2018 7:47 AM |
| 8 | I am having trouble identifying any strengths that Mr. Kennedy would bring to UCF as President. This is probably because my concerns about his ability to provide a truly inclusive environment and place where LGBTQIA faculty, staff, and students could work without fear for their jobs and their ability to enjoy and flourish in all aspects of their lives is overshadowing all else about this candidate. | 3/8/2018 7:27 AM |
| 9 | NONE! This candidate has absolutely nothing to offer to UCF, and after today's forum it is quite disturbing that this person made the shortlist. | 3/8/2018 1:06 AM |
| 10 | Excellent Presentation- This candidate has all we need to move forward at UCF. He is articulate, engaging, and clearly knows how to work with a wide range of constituents and communities. He is a sitting President and understands the role well. He is the most obvious candidate to continue the legacy that Dr. Hitt has built over the past 26 years and a first choice for the position of President of UCF. It would be to our advantage to have him here. | 3/7/2018 11:38 PM |
| 11 | -- Having a business mindset | 3/7/2018 7:55 PM |
| 12 | Self promotion ,very strong self esteem if that now is what your institution look for | 3/7/2018 7:10 PM |
| 13 | Business background, political background, building educational background, seems like a true leader | 3/7/2018 6:57 PM |
| 14 | Mr. Kennedy was very poised and communicates well. He certainly has the experience to handle the public side of being a university president. | 3/7/2018 6:53 PM |
| 15 | Experience managing large companies. | 3/7/2018 6:10 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|----|---|-------------------|
| 16 | It is clear that Kennedy has done his homework on us. He is informed about our strategic plan, he knows about many of the issues that our institution faces, and he has referenced his connections to the Orlando area and his interest in the position in multiple ways. He would bring an intriguing background that blends management and government experience and academic as well as presidential experience. Our institution is large enough that it is basically a city, and needs to be treated both as an academic institution and as a large business--in terms of running it, that is. He spoke in the session with the College of Arts and Humanities about his interests in and connections to the arts and humanities, and had some good examples in response to questions from the faculty in that session. | 3/7/2018 4:50 PM |
| 17 | Strong leadership background with a lot of experience with academics and corporations | 3/7/2018 4:13 PM |
| 18 | Leading by example in every aspects including diversity initiatives from upper administration. | 3/7/2018 3:49 PM |
| 19 | Someone who is comfortable talking to legislators and community leaders | 3/7/2018 2:53 PM |
| 20 | President Kennedy is by far the best of the candidates interviewed, and the only one whom I can envision as the next leader of UCF! His presentation helped in this regard, in which he showed photos of his vast experience in university, business, and political settings. Truly remarkable experience that overshadows anything the other candidates have done. THAT's what we need in our president - someone who can work with other leaders around the state, country and world to raise UCF to the next level. So far, President Kennedy is the only candidate measures up to the success and notoriety of President Hitt. He has lots of fundraising experience, which our university sorely needs (that's one of the main roles of a university president)! I would be proud to serve under this president. | 3/7/2018 2:11 PM |
| 21 | Socially skilled. articulate | 3/7/2018 2:08 PM |
| 22 | Bringing resources | 3/7/2018 2:01 PM |
| 23 | Strong commitment to diversity and inclusion; entrepreneurial and congressional experience are huge pluses. Truly a global citizen. Articulate and answered questions thoroughly, carefully, and candidly unlike some of the other candidates (and in response to questions that seemed to be planted to throw him off). Has clearly done his homework. Foregrounded the arts in ways previous candidates in the open forums did not. Clearly understands that critical thinking and creativity are to be valued in order to create an educated citizenry. Walks the walk. | 3/7/2018 1:48 PM |
| 24 | He's served as a president, albeit at a school in a city that has a population smaller than UCF. | 3/7/2018 1:38 PM |
| 25 | Given Mr. Kennedy's current role one need not speculate about how he might act as President—we can see it. While not possessing a terminal degree he does have an MBA, and clearly has other experience that is broad, deep, and valuable. Beyond his experience as a President, his experience as a legislator would likely be very valuable—he could appreciate more than many (most) how they think, the tradeoffs they must make, etc. While I don't know how effective it would be for *UCF* I was impressed by his characterization for how he would approach the FL legislature with a regional team, as opposed to UCF alone. That would seem to make sense in many ways—and to be politically savvy. His experience in private companies, where he was involved with large strategic decisions, could be valuable. While not the same as strategic decisions of a university President, it certainly cannot hurt to have the perspective of a business person, and it might help. His combined skills and character could serve UCF very well. | 3/7/2018 1:19 PM |
| 26 | He is a good speaker. He has some political skills that could be useful when the President needs to act in that capacity. | 3/7/2018 12:32 PM |
| 27 | Exceptionally broad and diverse experience in business, politics and academia. Already knows the role of President. Strong presentation and equally good at answering questions, thinking on his feet. | 3/7/2018 12:19 PM |
| 28 | Perhaps his political skill could be of use. | 3/7/2018 12:04 PM |
| 29 | Leads an R1 institution and has leadership experience in a variety of industries. | 3/7/2018 12:03 PM |
| 30 | He tailored his presentation to the audience well. He appears to have a good understanding of the scale of UCF. He at least pays lip service to the importance of diversity, inclusion, and accessibility. He's an effective speaker and is well prepared for context. He's done his homework. | 3/7/2018 11:33 AM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|----|---|-------------------|
| 31 | As a UCF doctoral program graduate, administrator for 8+ years, and active community member, I have been keenly interested and engaged in following the work of our university president and provost, which are distinctly different roles. I have been impressed with how Provost Whittaker has started new initiatives and picked up the reins of large scale initiatives started under previous administrators, and implemented a strategic plan with clearly stated, measurable objectives that reflect his vision and evidently deep commitment to and passion for higher education. | 3/7/2018 11:11 AM |
| 32 | Personable, socially skilled | 3/7/2018 10:38 AM |
| 33 | he understood marketing and knew the need that we would need to really reach out to others throughout the country to gain students ; knew that support staff would need to be hired in order to support new and continuing faculty | 3/7/2018 8:48 AM |
| 34 | He seems to understand how to partner to get things done. | 3/7/2018 7:47 AM |
| 35 | He demonstrated some good experience with administrative practices and shared some of his successes at his current institution. | 3/6/2018 8:44 PM |
| 36 | Placed an emphasis on infrastructure and resources, particularly with regard to the number of courses we have that are over 50 (which is an understatement.) He has a clear grasp on political discourse and lobbying. | 3/6/2018 8:21 PM |
| 37 | Mark Kennedy seemed to really know what he is talking about. He is the best candidate so far. | 3/6/2018 6:51 PM |
| 38 | seems to understand the business model that we have to choose a strategy | 3/6/2018 6:32 PM |
| 39 | Brings skills from a combined background in business/management, the academy and politics. Very polished speaker/presenter; understands his audiences well. | 3/6/2018 5:36 PM |
| 40 | Very articulate in the issues of higher education. Well spoken and approachable. Diversity and Inclusion were apparent in his philosophy and leadership experience. He is very internationally oriented and has a terrific vision for promoting this with UCF. | 3/6/2018 4:03 PM |
| 41 | The candidate proposed a very strong strategy of promoting UCF at national and international levels. He also concerns about large classes and student-to-faculty ratio. | 3/6/2018 4:00 PM |
| 42 | Seems to have some good ideas on how to connect to faculty. Interested in how to expand resources for faculty including faculty/student ratio. Interested in global expansion and says he has some experience in this. Focus on research. | 3/6/2018 3:44 PM |
| 43 | I believe that in addition to academic experience, President Kennedy has expertise in political, global, and entrepreneurial ventures. I believe that is a significant strength in today's higher education environment. He has experience building diverse teams. He has the ability to build relationships and potentially increase the philanthropic support for UCF. | 3/6/2018 3:36 PM |
| 44 | Intelligent. Answered questions specifically with good examples. It's clear he's done his homework. His years in government would be helpful in dealing with our state legislature and others. Strong publication record. He clearly values the importance of the arts and humanities. He is currently the president of a university. | 3/6/2018 1:59 PM |
| 45 | Strong vision, specific experience, commitment to undergraduate education, financial acumen, government relations experience | 3/6/2018 12:15 PM |
| 46 | Willingness to work with legislature to break the UF/FSU stranglehold is good. | 3/6/2018 11:33 AM |
| 47 | Emphasis and attention to critical thinking Recognition of fundraising as a primary responsibility | 3/6/2018 10:53 AM |
| 48 | Focused on vision and growth w/quality, and articulated a dedication to the arts at UCF, in at least some way. | 3/6/2018 10:51 AM |
| 49 | Strong background in finance. | 3/5/2018 3:24 PM |
| 50 | Expect some efficiency and practicality in decision making | 3/5/2018 2:38 PM |

Q4 I have the following concerns about this candidate:

Answered: 51 Skipped: 3

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | I didn't feel he fully understood all of the exciting aspects of UCF as his responses to questions in the forum I attended were brief and lacked some detail or awareness particularly in the area of the campus reorganization. | 3/8/2018 3:14 PM |
| 2 | Has a portfolio that aligns with a Provost Position | 3/8/2018 2:58 PM |
| 3 | I wanted to express my deep concerns with one of the candidates, Prof. Mark Kennedy. While I respect every individual's political opinions, I am concerned that Mr. Kennedy's values, as expressed in his voting record during his time in Congress, stands in conflict with many of the values that UCF professes, including non-discrimination based on sexual orientation, support for minorities in higher education, sustainability, and opening opportunities for others. I am gravely concerned that UCF's mission and identity, of which I am very proud, would be fundamentally altered if Mr. Kennedy were to assume the position of president. Very little experience in his current role. Why is he leaving now? | 3/8/2018 2:16 PM |
| 4 | Seems as though he will run the university like a business. Legislators will love him, but he will be a disaster for faculty, staff, and students. | 3/8/2018 11:48 AM |
| 5 | Does not have a stellar academic portfolio or experience, but with a Provost with strong academic experience the team would serve UCF well. | 3/8/2018 11:05 AM |
| 6 | To be honest, I was troubled by his wife's presence. He opted out of answering questions, and twice offered you can contact my references. I would have preferred he had answered the questions truthfully and from his perspective. Did not have a great answer to address White privilege. Did not provide justification for his political vote on gay issues. Only said that he has gay individuals in his circle. This explanation fell short. | 3/8/2018 9:57 AM |
| 7 | Some faculty are upset at his political background, but I see this as a positive. He will need to interact with State leaders. | 3/8/2018 7:47 AM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|----|---|-------------------|
| 8 | I am concerned about Mr. Kennedy's position on and votes against same-sex marriage during his time in the U.S. House of Representatives; how his vote/views/beliefs would impact his support of UCF LGBTQIA faculty, staff, and students; how his vote to deny what many see as a fundamental right would effect morale for the UCF LGBTQIA community; how his voting record on this issue would impact the ability to attract and retain LGBTQIA faculty, staff, and students; and whether support of the LGBTQIA community by a UCF administration headed by Mr. Kennedy would be perceived as nothing more than lip service. According to the UCF Creed, Community is one of the core values that guides "our conduct, performance, and decisions." From the UCF Creed web page under Community: "I will promote an open and supportive campus environment by respecting the rights and contributions of every individual." For me and members of the LGBTQIA with whom I have discussed this, Mr. Kennedy's vote against same-sex marriage does not promote nor provide "an open and supportive campus environment" but instead, creates a completely opposite one. I was at the Diversity Breakfast with Mr. Kennedy on Wednesday morning, March 7, representing the Pride Faculty & Staff Association. During the hour-long breakfast, Mr. Kennedy only referenced/mentioned the LGBTQIA community twice. The first time he used "sexual preference," and not "sexual orientation," when referring to members of the LGBTQIA community. For me, this indicates a lack of understanding on his part of both the community and of the important role language plays in diversity discussions at a major, public research institution. The second time he mentioned the LGBTQIA community, he used did use "LGBTQIA" which I appreciated. (He got the order of the letters mixed up, but this did not bother me – I often stumble through them or say them in the wrong order.) As a representative of the LGBTQIA community at the Diversity Breakfast, I expressed to Mr. Kennedy my concern about his support of a Constitutional Amendment banning same-sex marriage in one of my questions. I then asked him what he would say, and more importantly what he would do, to ensure LGBTQIA faculty, staff, and students that under his leadership, UCF would be a safe environment where they could be themselves and feel fully supported by administration in all aspects of their lives. An atmosphere of inclusion begins at the top of any organization. I am still trying to digest and understand his response. He said he could provide me with "references" (his word) of former House staffers and others who have worked for him. He did not say how these "references" were relevant to answering my question nor did he even indicate that the "references" self-identified as members of the LGBTQIA community. He then moved on to another question. He did not answer my questions at all – never indicating what he would say nor what actions he would take. This was his chance to dispel my concerns of his full support of my community, and he did not even answer the question. I was not the only faculty member in the room who noted his lack of response and his use of the word "references." | 3/8/2018 7:27 AM |
| 9 | This candidate is unacceptable! He is clearly a politician and a businessman who knows very little about education and what a major research university like UCF needs to move forward. He is oblivious to issues of diversity - he offers 'buzzwords' rather than genuine desire to make/keep UCF inclusive and diverse. He is absolutely incompetent for the position of president. | 3/8/2018 1:06 AM |
| 10 | None to speak of. | 3/7/2018 11:38 PM |
| 11 | He is not as concerned about faculty members and students as he is about business. He is focused on expansion and has no vision about improving the quality of students. | 3/7/2018 7:55 PM |
| 12 | Egocentric personality with no understanding or conception of his personnel faculty or students not a team player | 3/7/2018 7:10 PM |
| 13 | Some may be concerned about not a lot of higher educational experience, but I think he could help UCF continue to grow with excellence. | 3/7/2018 6:57 PM |
| 14 | A very concerning issue is his voting record as a congressman against gay marriage. The answer he provided when asked about this issue rely on individuals that can vouch for him, but he did not address the policy implications of his actions. | 3/7/2018 6:53 PM |
| 15 | Limited experience in higher education. Spent an enormous amount of time trying to convince the audience that he had an adequate academic background. This signaled to me that this may be his recognition of his weakness. Based on responses to questions on diversity, he has a limited view of diversity and inclusion. Concerned about how his political views might impact his leadership decisions. | 3/7/2018 6:10 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 16 | Without a terminal degree and with his managerial background, I worry that this candidate will not connect well with faculty, will not support faculty, and will not necessarily be respected by faculty. I know that he mentioned in his open forum response that a president does not need a terminal degree, but a provost does, but I do think faculty will be suspicious of and may have a hard time working under a president without a terminal degree. I am very concerned about Kennedy's personal political beliefs and how he would represent us in the Florida legislature and how he backs off in responses about any political debates (DACA, stem cell research) in the open forum, which concerns me in that he seems like he is unwilling to commit to a stance or else he is hiding his own personal views because he is in the interview situation. I don't foresee him being an advocate for our faculty and for UCF's needs. His presidential experience is brief at UND--he's only been in the position since July 2016. That's a short time, and gives me pause: Would he be a 3-5 year president at UCF? Would he make huge changes and just leave with those changes unfulfilled? | 3/7/2018 4:50 PM |
| 17 | NA | 3/7/2018 4:13 PM |
| 18 | The budget might be allocated to significantly increased marketing instead of resources needed elsewhere. | 3/7/2018 3:49 PM |
| 19 | not having a terminal degree may hamper his relationship and credibility with the faculty body | 3/7/2018 2:53 PM |
| 20 | no concerns - President Kennedy should be the next President of UCF. | 3/7/2018 2:11 PM |
| 21 | I have several major concerns about this candidate. First, I do not believe that someone who is a politician AND a businessman should be the president of the largest university in the country. Our president should be first and foremost an educator. UCF should not be run like a business or political institution, and I do not believe that Mr. Kennedy is the best person to lead an educational institution. Second, I do not believe that Mr. Kennedy will be apolitical in his decision-making. He claims to leave his politics at the door when he puts on his "president" hat. But, as someone who served as a politician and therefore spent a large portion of his career being overtly political, Mr. Kennedy cannot pretend that his politics do not influence his actions. This includes both his formal politics and his personal politics and beliefs. For example, Mr. Kennedy is on the record as opposing research on topics in which UCF faculty are actively engaged. This raises serious questions about whether or not he would actually support research that he does not personally approve of or has shown opposition to in the past. He claims that this will not affect his decision making, but I am not confident that this is the case. Lastly, I do not believe that Mr. Kennedy has been in the academic trenches long enough to head a major academic institution like UCF. He does not have a terminal degree in his field, and the majority of his career has been spent outside of academia. Also, authoring a book by an academic press does not mean that Mr. Kennedy has the credentials or know-how to lead an academic institution successfully. | 3/7/2018 2:11 PM |
| 22 | I do not feel he has the necessary background as an academic to be able to lead the university. Also, he is at a Research II university and we are above that. | 3/7/2018 2:08 PM |
| 23 | Not an academic | 3/7/2018 2:01 PM |
| 24 | None. Any concerns I might have had were provided in his responses to the (planted ?) questions, e.g., terminal degree, faculty senate vs union, etc. | 3/7/2018 1:48 PM |
| 25 | It is an abomination that an A+ rated NRA politician even made it into the final four candidates. If he is president he won't fight against open campus carry the way our current admin has. He was disrespectful to all of the questioners by pivoting and not answering questions. Every picture in his powerpoint was of white people and he had the nerve to talk about inclusivity? | 3/7/2018 1:38 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 26 | An impression I developed throughout his open forum was that he might be the sort of person you'd want to be representing and advocating at the state legislature, but he does not strike me as someone I'd enjoy having a beer with, so to speak. From a purely analytical standpoint that might be fine (if an accurate indication of his character), but I got a subtle feeling of a pattern of very calculated behavior on his part, with no room for genuine human excitement, curiosity, etc. All business and no (intellectual) pleasure. Perhaps that's fine for a President, but it wouldn't be my first choice. I'm comparing that sense with my sense of Dale Whitaker's infectious enthusiasm, listening, leading, etc. I tend to gravitate toward people with that more positive apparent outlook. On a more substantive note, I was not sure how to interpret his "I fully support everything in the strategic plan" statements after he said he had read it four times (I believe), etc. The absence of any specific references or explanations, simply stating "I fully support it" is almost "damning with faint praise"—as if he really doesn't care for it but wants to appear he does. It could be that he was withholding praise because the plan largely belongs to one of his "competitors" (Dale Whitaker), which if was true, would not (in my mind) speak well of Mr. Kennedy. I would hope that if he really felt it warranted praise he would give praise. On the other hand, if his seeming indifference (or faint praise) was genuine, that also concerns me. Does he not appreciate it? Would he do something different? I'm just not convinced he was being forthcoming in his discussion of the plan. | 3/7/2018 1:19 PM |
| 27 | He has moved around a lot, often staying for only a few years before moving on. Many of his answers were short or vague. He seems not to understand how unions work. He did not express unequivocal support for science research, etc. He does not seem like a good fit overall. | 3/7/2018 12:32 PM |
| 28 | He has no idea of what it takes to do high impact research. He has no idea of the challenges of trying to teach STEM subjects to massively large classrooms. | 3/7/2018 12:04 PM |
| 29 | - I am concerned that his political views, publicly available due to his tenure in Congress, will inhibit the university's commitment to diversity and inclusion. - He will not have the respect of many faculty members, since he is not a tenured faculty member. - There is an incredible difference in size between UND and UCF. - He is not familiar with collective bargaining. | 3/7/2018 12:03 PM |
| 30 | He shows a fundamental lack of understanding of LGBTQ identity. I question his ability to engage in true and meaningful diversity and inclusion efforts. He is a known conservative politician and a business person with anti-union, anti-labor positions. He is not an academic and does not have a terminal degree. I think this is an inappropriate background to lead a preeminent research institution. | 3/7/2018 11:33 AM |
| 31 | While I do not have concerns about his academic credentials, intellectual capacity, commitment to higher education and personal values, this charming but weak presentation and Q&A did not address or satisfy my deep-rooted concern about his experience and ability to co-exist and become a leading force in the political arena and/or the Central Florida community, at large. I certainly appreciate the pre-conceived notions that can disadvantage an internal candidate, which is why it is so important to clearly articulate not just a general vision for the new position, but how the candidate can be more effective in that role. While this interview was very endearing, it was a repeat of the provost's position interview. Leading a culture change in higher education as university president entails, among many other things, the ability to not only identify strategic opportunities and challenges on a grand scale, but also having a proven track record of bringing together very different groups of constituents on a personal basis and delivering compromises that all can accept. As came out in the Q&A, Dr. Whittaker is not known as being generally accessible to our students, nor to his own administrators as discussed widely on campus. His talked-about leadership style that involves minimal availability for or interaction with administrators and autocratic demeanor have arguably served him well in meeting centrally-established goals in the short run, but have left him seemingly unaware of general faculty and staff concerns regarding unrealistic or poorly thought out implementation schedules and plans, and other general disorganization in his administration. The best laid plans do not only entail conceptual ideas, but also the execution and impact. Only time will tell, but the general sense is that the jury is still out. | 3/7/2018 11:11 AM |
| 32 | He is not an academic - spoke in terms of partnerships and state/federal agencies. But I worry that he would not understand the academic concerns of research at the undergraduate and graduate level. | 3/7/2018 10:38 AM |
| 33 | he didn't seem as prepared as he could have been | 3/7/2018 8:48 AM |
| 34 | No terminal degree. Would he be respected as an academic leader? | 3/7/2018 7:47 AM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 35 | I'm not sure he understands what a full-time, non-tenure faculty member is or really does. He seemed to equate them with adjuncts. His big solution to solve problems is to raise the tuition significantly on our online program, but he didn't seem to offer any specific solutions toward addressing gigantic online courses and the lack of quality in them. One of our faculty members spoke at length regarding the challenges of teaching such sections and trying to recruit new faculty to teach them. Furthermore, I'm not sure everyone appreciated his little business card containing his university's goal. I think it unintentionally came across as a "cheat sheet" to many faculty in the room. I also wasn't convinced when he said the best teachers are researchers. Some of the finest instructors we have on campus are those committed to the art of teaching students without the stress, demands, and diversions of a research assignment on top of teaching. He really seemed out of touch when it comes to the true challenges facing the faculty here at UCF. | 3/6/2018 8:44 PM |
| 36 | While an emphasis on resources is valuable, the candidate's continual framing of faculty and students in terms of this economic model was troubling. Emphasizing workload equality across departments and programs is a worthy goal, but the productivity measures discussed risk overlooking much that is value about academic work and teaching. The candidate's emphasis on increasing tuition (particularly for online students, who are often already stretched for resources) is troubling given UCF's values. | 3/6/2018 8:21 PM |
| 37 | Concerns include those pointed out by this article, stating he missed graduations for family events at UND and has only been at that University for less than 2 years, already looking to leave. Would he do the same here? http://bismarcktribune.com/news/state-and-regional/florida-interview-raises-questions-of-kennedy-s-future-at-und/article_42b17181-6ccb-5a62-9210-7a63d1a921b0.html | 3/6/2018 6:51 PM |
| 38 | doesn't understand us or our mission as an urban institution; I don't think he understands research (he's too busy to do research, but he would share his ideas with faculty in business or public admin. & "they" could do the research, which implies we need his ideas??); weird that he brought his wife to the interview & she sat at the table but didn't say anything. didn't like the way he talked about on-line ("go big or go home" "we should be going after Arizona's on-line students" other candidates understood the complexities of on-line teaching much better | 3/6/2018 6:32 PM |
| 39 | Corporate and political experience may be deeper than academic. | 3/6/2018 5:36 PM |
| 40 | The idea of raising tuition for online courses is probably not in our institutional culture. | 3/6/2018 4:03 PM |
| 41 | Strengthening graduate problems and research productivity will be limited by focusing on already existing strengths. | 3/6/2018 4:00 PM |
| 42 | No terminal degree. Made comments regarding raising tuition for online programs and only focusing on certain terminal degrees. Also made comments about looking at faculty productivity. | 3/6/2018 3:44 PM |
| 43 | His current institution is small compared to UCF so I wonder how well he would adapt. | 3/6/2018 1:59 PM |
| 44 | He spoke of the importance of leveraging revenue in graduate programs and seems to lack an understanding of the Florida state government. | 3/6/2018 12:15 PM |
| 45 | Explicitly politicized the position and announced his political affiliation. Interest in turning us into a degree mill at the graduate level is concerning. | 3/6/2018 11:33 AM |
| 46 | I'd like to know that Dr. Kennedy envisions the arts NOT ONLY as supportive of the institutional research mission, but also as a vital and distinctive program worthy of ongoing support & infrastructure. | 3/6/2018 10:51 AM |
| 47 | Prior to the candidate's current position at UND, his experience in academic leadership was supervising 10 full-time faculty at the director of a school. His lack of experience at chair/dean/provost roles is a concern. | 3/5/2018 3:24 PM |
| 48 | I have not had the opportunity to observe Mr. Kennedy, but have a grave concern that he does not have a PhD and very few academic publications. I feel that he might not be able to represent the interests of research faculty. | 3/5/2018 2:53 PM |
| 49 | He, MBA as a terminal degree, may not appreciate the value of research because he have not had traditional research training (e.g., Ph.D.). | 3/5/2018 2:38 PM |
| 50 | CV is weak. | 2/27/2018 8:48 AM |
| 51 | No terminal degree - this is an absolute must for a presidential candidate in a university striving to improve our research outcomes | 2/26/2018 4:26 PM |

Q5 Are there any other comments about this candidate?

Answered: 32 Skipped: 22

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Learning curve for this position would be very steep. | 3/8/2018 2:58 PM |
| 2 | Not acceptable. | 3/8/2018 2:16 PM |
| 3 | I could see any of the other three candidates doing this job. Not him, please. | 3/8/2018 11:48 AM |
| 4 | Among the four candidates, he is the most suitable for this position of UCF President | 3/8/2018 11:05 AM |
| 5 | Liked that he wanted people to stretch their minds. | 3/8/2018 9:57 AM |
| 6 | Why did you remove comment fields for other candidates? I wanted to see them all before weighing in. This search seems rigged for Whittaker, what an embarrassing shame. | 3/8/2018 7:47 AM |
| 7 | This candidate has only a Master's level education - this is problematic for a major research university president like UCF. At its core, UCF is about cutting-edge research and producing highly qualified PhDs, and faculty who are mentoring and training PhD students. This candidate has no experience or clue about PhD level research or effort, and therefore is utterly unqualified to look out for the interests of a doctoral institution like UCF. Moreover, he is on record as a firm opponent of stem cell research, yet our UCF College of Medicine faculty are engaged in major stem cell research with continuous NIH funding. This candidate was asked during the forum to reconcile his anti-research position with seeking this job and he did not provide an answer. He is simply unacceptable to lead UCF. | 3/8/2018 1:06 AM |
| 8 | No | 3/7/2018 11:38 PM |
| 9 | The talk was good but how he handled the Q&A session was not impressive. | 3/7/2018 7:55 PM |
| 10 | Mr Kennedy will say he took some hard decision blaming recommendations from others! a good interviewer would ask was it a wise decision? When you have 2 Olympic heroes and gold medal winners graduating from UND now don't ever want to be connected with it based on actions from him you should ask that question The lack of "fingerspitzengefühl" is obvious | 3/7/2018 7:10 PM |
| 11 | Outside the box thinking. We at UCF have always been this way. Could take us to new heights. | 3/7/2018 6:57 PM |
| 12 | Not comfortable in knowing that he is considering switching institutions only a year and a half into his tenure at NDSU. | 3/7/2018 6:53 PM |
| 13 | May be okay, but clearly not the best fit. | 3/7/2018 6:10 PM |
| 14 | Strong | 3/7/2018 4:13 PM |
| 15 | Some folks suggest that the President needs a terminal degree, and I liked what President Kennedy had to say about that: Provosts need a terminal degree, but presidents need to have a passion and track record in academia. Without a doubt, President Kennedy has both, including a deep background in many areas of academia. We're not hiring another provost, we're hiring a president. Oh, and I like that the #6 goal for UCF Today, the internal news rag that serves to only promote UCF, is to "Explain Administrative Decisions" ... a goal that is lacking in our current climate. The faculty would certainly welcome this level of transparency --- welcome to UCF, President Kennedy! | 3/7/2018 2:11 PM |
| 16 | Ok candidate | 3/7/2018 2:01 PM |
| 17 | Hire this man. He stands out from the other two candidates thus far. Incredibly articulate and clearly honors and respects all disciplines. UCF would be fortunate to have him as our next president and his wife as the next first lady. | 3/7/2018 1:48 PM |
| 18 | I teach a class for freshmen and I have seen better powerpoint presentations from them. This was embarrassing. | 3/7/2018 1:38 PM |
| 19 | Surely a contender. At the moment I think of Mr. Kennedy as "tried and true" and Mr. Whitaker as "amazing vision, energy, and promise." Something like that. | 3/7/2018 1:19 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 20 | In general, I am concerned about the lack of diversity among the finalists. No women and only a token 1 or 2 minorities. | 3/7/2018 12:32 PM |
| 21 | I think this person what put in just to make our inside guy look good. How in the would can this be one of the top university jobs in the country and not have more quality candidates??? How is this person more qualified than the past Provost of UNC? This is a sham search!!! I think the scholarly faculty have figured this out, which is why one sees few if any at the open forum. | 3/7/2018 12:04 PM |
| 22 | - The personal photos and his rapid speaking style make me question his ability to credibly represent UCF to external audiences. | 3/7/2018 12:03 PM |
| 23 | Should Dr. Whittaker be our next president? This university member believes that UCF's next president needs to not only have the strategic academic vision to propel the university into preeminence status that Dr. Whittaker does possess, but also the intuition, political chops and genuine ability to connect on a personal level that have made Dr. Hitt a respected, well-loved and true force in our community. I realize I am adding these comments on the incorrect survey, and I do apologize. I had a late schedule yesterday and the survey was unavailable by the time I was able to write my impressions. Providing a bit more time in appreciation of our teaching schedules seems reasonable, particularly given that all of the interviews are not even completed. | 3/7/2018 11:11 AM |
| 24 | He hasn't been at ND long enough to know what he has really accomplished. | 3/7/2018 7:47 AM |
| 25 | He already seems combative when it comes to dealing with the state, wants to raise tuition rates, and seems very critical of our strategic plan, stating quite overtly that he thinks our reach is exceeding our grasp. Again, I've listened to three candidates thus far, and Matthew Wilson stands head and shoulders above all others. | 3/6/2018 8:44 PM |
| 26 | why was he a finalist? | 3/6/2018 6:32 PM |
| 27 | He is the best of the first three candidates. | 3/6/2018 4:03 PM |
| 28 | I was very impressed with this candidate and think he would bring much to UCF. | 3/6/2018 1:59 PM |
| 29 | Strong | 3/6/2018 12:15 PM |
| 30 | This candidate is not suitable. | 3/5/2018 3:24 PM |
| 31 | He doesn't have a PhD. | 2/27/2018 8:48 AM |
| 32 | Colleagues at University of North Dakota are extremely negative about this person, saying literally "he is not what he appears to be at interview" | 2/26/2018 4:26 PM |

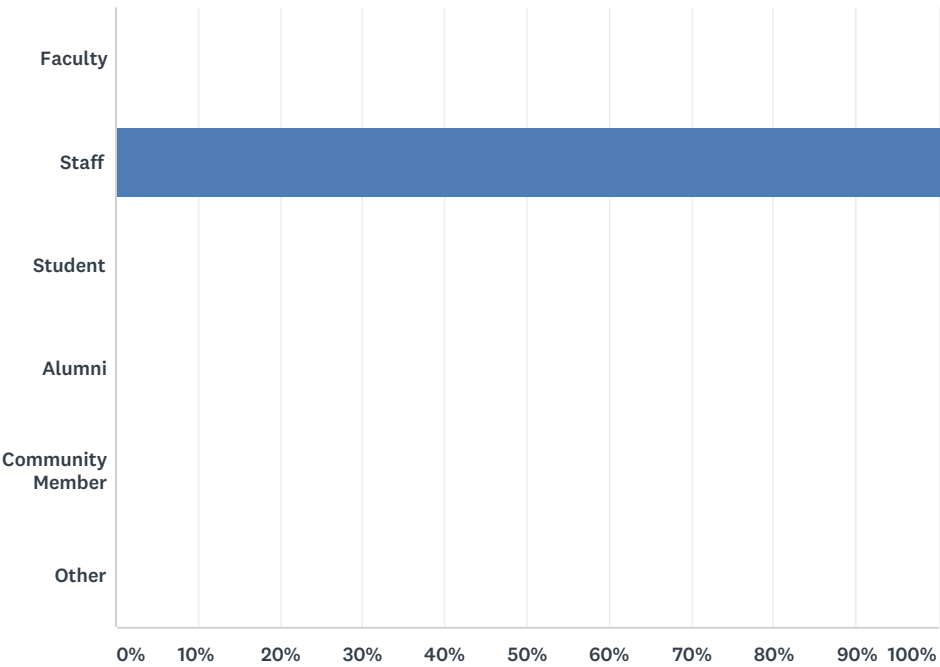
Q6 Your name (optional):

Answered: 5 Skipped: 49

| # | RESPONSES | DATE |
|---|---|------------------|
| 1 | Seriously? | 3/8/2018 7:47 AM |
| 2 | David Benjamin | 3/8/2018 7:27 AM |
| 3 | Joanna Mishtal, PhD Associate Professor, Dept of Anthropology | 3/8/2018 1:06 AM |
| 4 | Peter Elander | 3/7/2018 7:10 PM |
| 5 | Prof. Gregory Welch | 3/7/2018 1:19 PM |

Q1 Please identify your primary university role:

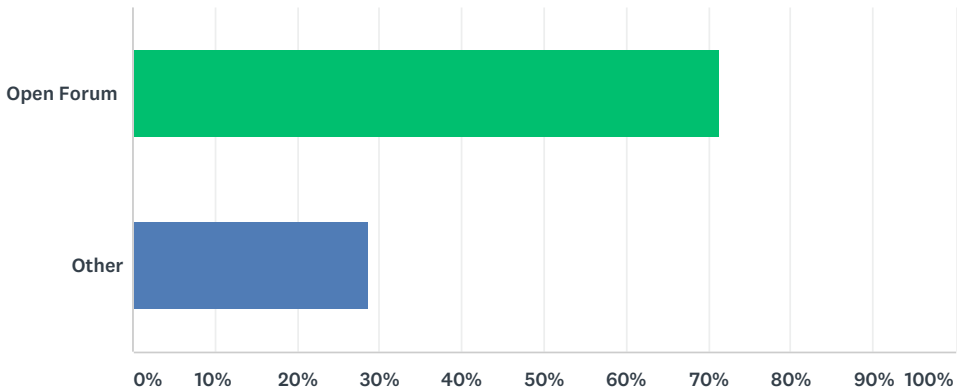
Answered: 80 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 100.00% | 80 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 80 |

Q2 In what setting did you interact with this candidate?

Answered: 80 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 71.25% | 57 |
| Other | 28.75% | 23 |
| TOTAL | | 80 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 74 Skipped: 6

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Personable and knowledgeable. | 3/8/2018 1:32 PM |
| 2 | He has a wealth of knowledge and experience | 3/8/2018 12:18 PM |
| 3 | Political background that may be beneficial for the funding and coalition building that would be beneficial for the university | 3/8/2018 11:06 AM |
| 4 | Mark Kennedy gave a wonderful presentation that gave us a glimpse into his character, achievements and goals. He seems to be transparent and doesn't beat around the bush. I like the way he answered the questions that came up. I like the fact that he understands that big is good, and ask how are we being effective and making long term impact. There is a problem becoming too big too fast, you could lose effectiveness and the quality of education. There are issues with this, and it's good that someone will focus on that problem and make sure UCF is a well oiled machine. | 3/8/2018 8:42 AM |
| 5 | Mr. Kennedy was very articulate and provided a very clear vision for his role as president of UCF. He also has extensive international experience that the previous two candidates did not have. I was impressed with his work and the impact that he has made on the institutions where he has and is working. I believe that he would guide our direction with both passion and strength. | 3/8/2018 7:57 AM |
| 6 | Commitment to collective impact, students, and innovation. Mr. Kennedy clearly did his homework and articulated his vision well. I think his vision would help UCF move forward as a key player as opposed to follow along with the pack. | 3/7/2018 11:10 PM |
| 7 | I like his business acumen and think his ideas would benefit fundraising and community partnerships. | 3/7/2018 10:58 PM |
| 8 | Strong international experience, success outside academe, good communicator | 3/7/2018 10:04 PM |
| 9 | Excellent business, Academic and political sensibility Embraced bold ideas but understood need for balance Understands the provost and president have different roles Valuable experience managing large commercial operations Concerned about faculty issues | 3/7/2018 9:53 PM |
| 10 | A vocal spokesman with influence and experience at a high level. | 3/7/2018 8:47 PM |
| 11 | Impact. I found him invigorating. Great balance of acadmian with business and political balance. I found his presentation balanced bringing real world problems and solutions with a good variety of of examples. I can see the university moving forward with a few curves. I think he has thoughts that have not been considered. I'm also delighted that he does not have a PhD. But he values people who do. I see him bring a very active president | 3/7/2018 7:26 PM |
| 12 | I love his business and congressional background. He definitely came to the forum prepared and knowledgeable on UCF. He would be a great representative to advocate for UCF. I like that his first 90 days will be on the ground listening to the various stakeholders. | 3/7/2018 6:34 PM |
| 13 | He has a wealth of experience and showed a willingness to listen to and interact with both the staff and student body. | 3/7/2018 5:37 PM |
| 14 | 1) The candidate has good ideas and thoughts about solutions to presented challenges and presents his thoughts well. | 3/7/2018 5:30 PM |
| 15 | Evidence of success as a president at North Dakota University. | 3/7/2018 4:58 PM |
| 16 | good public speaker, partnership focused, looks outside the box for unique solutions, business and political background which would be useful in this position | 3/7/2018 4:25 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 17 | President Kennedy's presentation reminded me of the attributes that I feel we should be looking for in our next president. He did his research. He recognized our history and that our current path is in the right direction. I got the feeling he will respect Dr. Hitt's vision while putting his own mark on our continued trajectory to greatness. He had a clear definition of the roles of the president and the provost. He had great answers to the open forum questions. Like candidate 1 in the forums, he also did emphasis how he likes to collaborate with students, staff & faculty. And he also likes to spend time with students in informal settings around campus. He has experience in the politics which would be an asset in this political climate. Although UND is not the size of UCF, it does sound as if they have a similar programs, partnerships, fundraising efforts & research programs which could ease the transition. | 3/7/2018 4:22 PM |
| 18 | very business minded and intelligent. knows how to work the political arena. | 3/7/2018 4:16 PM |
| 19 | very professional and business oriented; I feel that UCF will need that drive to obtain good financial partners to insure that UCF grows stronger | 3/7/2018 4:16 PM |
| 20 | Committed to partnerships, financial background, strategic planning, clear on the role of a president,, committed to connecting with students | 3/7/2018 4:12 PM |
| 21 | The candidate appeared to have quite an international level of work, experience, travel, and exposure. He made a very good presentation and seemed to possess much political acumen and contact. | 3/7/2018 4:08 PM |
| 22 | Mark Kennedy seems to have the political and fundraising skills. I also liked his ideas on Active learning an "flipped classrooms" to transform teaching to support 21st century requirements. His answers to the question of diversity was well thought through and addressed the idea of inclusivity. He has a varied experience in politics, teaching and fundraising. | 3/7/2018 3:49 PM |
| 23 | Mr. Kennedy does have experience within higher education which is a plus. | 3/7/2018 3:42 PM |
| 24 | -1st generation College Grad, HIGHLY qualified, family oriented, MOTIVATED (has ideas but wants to LISTEN to UCF members to develop a plan TOGETHER), huge opportunities for new partners (even globally), fresh eyes that may be able to fix/change things not previously seen, great listener, involved in the university and community, pro diversity and inclusion and has proof of his efforts at other universities, impressive and approachable, global perspective, 15+ other university experience, quick on his feet, contacts with possible partners and funding sources, MORE than capable, emphasized lifelong learning (new degrees, certificates), ENVIRONMENTAL PROJECT (GO GREEN)!! | 3/7/2018 3:33 PM |
| 25 | Strong history of building partnerships; connections in the business sector. | 3/7/2018 3:26 PM |
| 26 | Good speaker and good use of visuals. I liked how he said he would listen first before making decisions. | 3/7/2018 3:12 PM |
| 27 | Willingness to engage in difficult conversations, openness to learning, well studied and prepared for the interview, solid leadership skills and abilities, a proven university president | 3/7/2018 3:10 PM |
| 28 | strong business and political background | 3/7/2018 2:58 PM |
| 29 | Kennedy has a variety experience, having served in the corporate world, politics and academia. He also seems to have learned a lot about UCF in a short time. | 3/7/2018 2:42 PM |
| 30 | Strong Athletics background | 3/7/2018 2:19 PM |
| 31 | Visionary. Good balance between strategic and down-to-earth. Total package. Fully support his emphasis on critical thinking and lifelong learning. | 3/7/2018 2:17 PM |
| 32 | - Experience with creating partnerships, innovating - Experience at both public and private universities | 3/7/2018 1:49 PM |
| 33 | Excellent communicator; breadth of prior experience both in academia and business; international experience. | 3/7/2018 1:40 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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|----|--|-------------------|
| 34 | His educational, congressional, and business experience is deep and his success rate is highly admirable. Mr. Kennedy is passionate about all he has accomplished before and is accomplishing at UND. He is a proven leader that remains passionate about moving forward. He has a respectable grasp on current and future trends, including the increasingly important realm of online learning. His proven willingness to listen first, ask more probing questions, and move forward according to strong critical thinking principles excites me as this a noble model for any UCF student to follow as a lifelong learner and to be successful in life. He has a strikingly similar tone with his 7 Goals that reminds me of Dr. Hitt's 5 Goals, communicating he would well-support Dr. Hitt's legacy. He is also similar to Dr. Hitt as a first generation college student, and his passion for education that serves for a lifetime is evident as well. If UCF does not hire him as the 5th president, they very likely have delivered a grave disservice that will reduce the institution's impact for years to come since he would be dependable to gain funding to support what UCF needs. Mr. Kennedy is a very strong candidate that is likely to not just grow UCF, but properly build on the extensive foundation laid by Dr. Hitt. Both men have been recognized nationally and at their state level for their extraordinary impact. May we be so fortunate to have Mr. Kennedy lead UCF forward as our 5th president. | 3/7/2018 1:38 PM |
| 35 | -Experience in a number of areas that are needed for an SUS President -Well spoken and an excellent candidate to be the face of UCF -Diversified portfolio and presentation that addressed our current goals while expanding upon future -Expressed appreciation for a number of different facets | 3/7/2018 1:08 PM |
| 36 | I think he was well prepared. I think he would look at the school like a business and grow it similarly; I believe he would address the infrastructure problem and do well at fundraising. | 3/7/2018 1:04 PM |
| 37 | This is the first candidate that truly seems to grasp the full scale of UCF and what UCF would be capable of. We may no longer used the term UCF stands for Opportunity or being the leading partnership university but those values are still present here. Mr Kennedy can continue to build on those based on his experiences in the world of business, politics, and academia. In Florida, having a candidate with political experience is a huge asset due to the fact of how UCF's future is so tied to Tallahassee. He clearly researched us well and I think speaks to our central priorities. I also think he will make the entirety of the campus feel valued as opposed to Provost Whitaker who will make anyone who isn't a faculty member feel like a second-class citizen. I would love to see Mr. Kennedy get a chance to implement his vision here. | 3/7/2018 12:51 PM |
| 38 | Great experience in political settings and in marketplace. | 3/7/2018 12:46 PM |
| 39 | He does have many partnerships with leading companies | 3/7/2018 12:45 PM |
| 40 | The candidate had done extensive due diligence on UCF current trajectory so he seems to be a good planner | 3/7/2018 12:39 PM |
| 41 | According to his cover letter, he has accomplished a great deal in the short time he has headed UND. Also has experience in private industry. | 3/7/2018 12:38 PM |
| 42 | seems to have vast experience in worlds of academic, political and business (both local and global) | 3/7/2018 12:29 PM |
| 43 | came across as legitimately embracing UCF's ideology, has valuable experience, very persuasive without seeming ego-centric | 3/7/2018 12:16 PM |
| 44 | His business background would provide the much needed perspective on how to grow the University and to achieve it's lofty goals. We're currently moving in the right direction in terms of adding quality faculty hires (and faculty cluster hires) but UCF is also a business whose fiscal growth needs to expand in tandem with strengthening faculty. His ideas on furthering partnerships in the community and collaborations were right on target. | 3/7/2018 12:16 PM |
| 45 | Energetic and | 3/7/2018 12:14 PM |
| 46 | Good speaker...decent presentation....seemed to do his homework. | 3/7/2018 12:12 PM |
| 47 | Business minded and charismatic | 3/7/2018 12:12 PM |
| 48 | He seems to have various experiences. Understands that higher education is moving to a more online. | 3/7/2018 12:11 PM |
| 49 | Mr. Kennedy would bring new ideas being an outside candidate | 3/7/2018 12:09 PM |
| 50 | Respect and concern for students Commitment to inclusion and diversity | 3/7/2018 12:08 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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|----|--|-------------------|
| 51 | he has great experience globally which is one area UCF is looking to expand. I liked the fact that he gets out into the campus community and visits with students/fac/staff which is one thing that has been lacking. He is politically active and has a great business mind and also a big fan of the Arts. | 3/7/2018 12:05 PM |
| 52 | Strong history of collaboration and creative solutions Good understanding of UCF culture. His presentation was a bullseye of UCF culture, he has excellent practical experience to back up his view of the direction | 3/7/2018 12:04 PM |
| 53 | Seems to know the important partners/players, such as Sandy Shugart and legislators; seems to support diversity. | 3/7/2018 12:02 PM |
| 54 | President Kennedy had strong international ties with educational and business entities. This could be a plus for UCF. He is concerned with scale and speaks to the ability to have adequate infrastructure and providing a quality of education. Has a wealth of experience outside academia which would be beneficial from a political and community stance.. | 3/7/2018 12:02 PM |
| 55 | Very accomplished in each endeavor that he has taken on. I believe he has the ability to lead our University to a higher level. | 3/7/2018 12:02 PM |
| 56 | Business minded, realistic, expressed desire to allocate resources effectively - we need more of that. | 3/7/2018 12:02 PM |
| 57 | I appreciate that he intends to be involved with the student body. He has some interesting private partnership ideas of having private entities to pay for activities at the university (e.g. the utility plant). | 3/7/2018 12:02 PM |
| 58 | This candidate has a history of helpful experience as a leader and also as a person who has worked in lower positions. | 3/7/2018 12:01 PM |
| 59 | None | 3/7/2018 12:00 PM |
| 60 | Excellent academia and business background; solid experience with partnerships, fund-raising, government associations and diversity | 3/7/2018 11:58 AM |
| 61 | experience | 3/7/2018 11:48 AM |
| 62 | Confidence; knows some people who he thinks are important | 3/7/2018 11:39 AM |
| 63 | He is definitely a politician in that he likes connecting with folks. | 3/7/2018 11:23 AM |
| 64 | I thought that he was very personable and had the experience and he seems like he is eager and really wants to be here. | 3/7/2018 11:16 AM |
| 65 | Experience in academia and politics a strength Well prepared - knew UCF, central Florida, our issues Innovative - had ideas for issues raised that were balanced, fair, thoughtful, and doable! | 3/7/2018 9:22 AM |
| 66 | No real grasp of state funding and regulations. | 3/7/2018 8:21 AM |
| 67 | True to his political background, President Kennedy knows how to work a room. He also did his homework on the university and he people he was meeting. He was well prepared. | 3/7/2018 7:22 AM |
| 68 | Strong background for political and strategic positioning of the university | 3/6/2018 6:51 PM |
| 69 | The fact that Mark Kennedy was previously served in the US Congress would greatly aid him (and UCF) when navigating the headspace of the Florida state legislature. Fundraising seems to be a key experience point and concern for him, something this institution greatly needs continuing success in. | 3/6/2018 5:40 PM |
| 70 | Well spoken. Smart. Business savvy. Knows politics. Has dealt with money challenges at UND. | 3/6/2018 4:47 PM |
| 71 | Was clear in answers, did research on not only UCF but also Florida. Smart and innovative. Cared about all disciplines and strategic planning. | 3/6/2018 12:57 PM |
| 72 | Strong governmental background, strong business administration background | 3/6/2018 12:02 PM |
| 73 | Seems to want to make UCF a more global university. Has a personal connection and passion for the arts. Wants to prioritize critical thinking. | 3/6/2018 11:23 AM |
| 74 | Familiarity with UCF and connection to the arts at UCF. I think he will continue the good work of Dr. Hitt and take UCF to the next level. He's easy to approach and I think he will be the ideal candidate for fostering partnerships for the university. | 3/5/2018 1:19 PM |

Q4 I have the following concerns about this candidate:

Answered: 70 Skipped: 10

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Did not seem to have our student's best interest as a priority. UCF is so diverse and that didn't seem very important to him which was concerning to me. | 3/8/2018 2:41 PM |
| 2 | I would be concerned that Mr. Kennedy would not be as open-minded as the other candidates and would implement his personal and religious views on decisions within the university. It would destroy what has been worked on for the past 26 years of UCF being a university that is inclusive and diverse to all. Seems to be wanting the title for more personal gain than for leading the university in the right direction. | 3/8/2018 1:32 PM |
| 3 | Doesn't seem to have the right experience to be President of UCF. | 3/8/2018 12:28 PM |
| 4 | Candidates should focus on increasing programs that support minority students, and international students. Having more faculty and staff on campus to represent the population of students that UCF has is extremely important. Many students want to see professional in their classrooms and on campus who look like them. More funding should be allocated to these efforts as there is a need to create more opportunities for minority faculty and staff (intentional efforts to recruit in this areas is important and should also include increasing leadership positions). | 3/8/2018 12:18 PM |
| 5 | He has only been at UND for 3 years--this makes me a bit uneasy | 3/8/2018 11:06 AM |
| 6 | None. | 3/8/2018 8:42 AM |
| 7 | I believe Mr. Kennedy to be an exceptional leader, and would be a great leader for UCF. The only concern I do have is in regard to his lack of a terminal degree. His credentials are strong, but as a leader in an academic arena, I believe that our leader should have a doctorate degree. | 3/8/2018 7:57 AM |
| 8 | My greatest concern was his short tenure in each of his academic roles. Will he leave us in a short while for the next best thing? This search process is proving to be very expensive. | 3/7/2018 11:10 PM |
| 9 | He has been in his current position for less than two years. No one can accomplish lasting change in such a short time. His comment about UCF "leaning into online" indicates that he doesn't completely understand our model. | 3/7/2018 10:04 PM |
| 10 | Candidate Kennedy had lots of pictures of himself in interesting places, and I'm sure this would look good on his resume but he never detailed what he would bring to the university. | 3/7/2018 8:47 PM |
| 11 | None | 3/7/2018 7:26 PM |
| 12 | He has been on record against stem cells but he did say that would not influence his decisions as President. I am concerned in the balance of expanding enrollment and the impact on class sizes and class availability. He is a proponent of online education (as I am too) but faculty need to have the resources to effectively teach online. | 3/7/2018 6:34 PM |
| 13 | 2) The candidate's statements about some of the solutions didn't reflect strongly what his part could be. | 3/7/2018 5:30 PM |
| 14 | Was not able to fully answer questions that he was asked by the audience. | 3/7/2018 4:58 PM |
| 15 | I really didn't find many concerns. He did speak a lot about his accomplishments which could be taken as braggadocious. | 3/7/2018 4:22 PM |
| 16 | Didn't really hear him discuss his visions for UCF going forward. Heard a lot about his accomplishments. | 3/7/2018 4:16 PM |
| 17 | I did not see any concerns | 3/7/2018 4:16 PM |
| 18 | None | 3/7/2018 4:12 PM |
| 19 | This candidate does not have a terminal degree and has not been in his current role to the extent that I am comfortable. | 3/7/2018 4:08 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 20 | Universities have a unique mission that no other organization in the world has - advancing knowledge in the world through unfettered and open research environments. Will Mark Kennedy be able to preserve this open and non-political environment that UCF has nurtured, given his political leanings as well as business-orientation (bang-for-buck approach)? This is a key question that impacts students as they learn, as well as the reputation of UCF as a research institute. Will he be able to lead UCF into being a contender for top research dollars and lead the way to eminence? | 3/7/2018 3:49 PM |
| 21 | I am concerned with this candidate's beliefs and track record. I feel that as a forward-thinking university, some of the ideals and past actions taken at his current university (specifically, cutting the women's hockey team at UND and referring to it as a "boutique sport") is concerning. I am also concerned with the lack of understanding when it comes to the subject of the open forum. Mr. Kennedy focused more on how he will implement the strategic plan instead of looking at how far UCF has come and how to use those successes to propel the university beyond Dr. Hitt's leadership when thinking about the strategic plan. I am concerned with how long Mr. Kennedy has been at UND and curious if that is an indication of his tenure here at UCF. While the current length of leadership is an anomaly, it would be nice to have a sense of commitment from our next president. Mr. Kennedy's presentation while informative, did not get to the heart of the question and seemed to have not actually answer a good amount of questions from the audience. As a president of a university, the person selected should be transparent and accessible and my concern is that there would be less than ideal transparency. | 3/7/2018 3:42 PM |
| 22 | Absolutely NO concerns | 3/7/2018 3:33 PM |
| 23 | Focused almost exclusively on economic issues; was aggressively apolitical in a way that would be a bad fit for UCF (and is suspect in a former legislator). It's really concerning that he didn't know what a faculty union would be or how he would work with one. He's worked in the private sector, so surely he's encountered unions before. | 3/7/2018 3:26 PM |
| 24 | His lack of actually answering the question. He spoke so much about how great he was, without really saying how UCF would benefit of his talents. | 3/7/2018 3:12 PM |
| 25 | An inability or unwillingness to provide concrete examples of diversity and inclusion efforts with specific examples and clearly defined processes. Expressing an opinion is not accountability, telling the audience to consult with former colleagues and students is not answering a question. So when questions were ignored or not answered it appeared as though transparency was lacking or a willingness to take a stand on difficult issues. It is very difficult to separate politics and a university culture, so having the ability to engage strategically and intentionally would have been a more expected answer. | 3/7/2018 3:10 PM |
| 26 | experience with a large university | 3/7/2018 2:58 PM |
| 27 | I don't believe he is progressive-minded enough to propel our university to become one of the best in the nation. He appears to be abandoning/escaping his role at UND in search of the next best thing, but he is not qualified to be UCF's next great leader. | 3/7/2018 2:55 PM |
| 28 | Too politically conservative | 3/7/2018 2:44 PM |
| 29 | - He has experience as a university president, but only for a short time, and at an institution less than one-quarter the size of UCF, in a state that's much less diverse than Florida and Orlando. - He has been president of UND for just two years. Does he have so little actual interest in UND's success that he wants to leave before changes he has put in place are even felt? How long would he remain at UCF? - At the open forum, his presentation seemed designed to tell the audience what it wanted to hear -- essentially, that the strategic plan is great and he fully supports it. - He showed a surprising lack of knowledge about faculty unions and collective bargaining, which could signal a possibly fraught relationship with faculty were he president. (I personally am not a member of a bargaining unit, FYI.) - There's a fair amount of negative comments about him on social media from UND. I haven't seen similar negativity about the other candidates. | 3/7/2018 2:42 PM |
| 30 | His own University has voiced the want to see him go via social media. He downgraded our Marketing area. He doesn't seem to stay anywhere too long. I don't feel he would be a good fit at UCF | 3/7/2018 2:19 PM |
| 31 | Nothing significant. | 3/7/2018 2:17 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 32 | Point 1: Mark Kennedy specifically refers to people's sexual orientation as "sexual preference" This is commonly viewed as a derogatory term to persons in the LGBTQ community. Specifically, this term is acknowledged by national LGBTQ+ advocacy groups as being a derogatory, offensive term to be avoided. The Gay & Lesbian Alliance Against Defamation (GLAAD) is a national organization that promotes LGBTQ+ acceptance. In their publication "GLAAD Media Reference Guide - Terms To Avoid" the term "sexual preference" is listed as an offensive term. Specifically, this publication states the following: "The term 'sexual preference' is typically used to suggest that being lesbian, gay or bisexual is a choice and therefore can and should be 'cured.' Sexual orientation is the accurate description of an individual's enduring physical, romantic and/or emotional attraction to members of the same and/or opposite sex and is inclusive of lesbians, gay men, bisexuals as well as straight men and women (see AP & New York Times Style)." Thus, the use of "sexual preference" in Mark Kennedy's Open Forum presentation on March 7, 2018 suggests that he is not sensitive to the oppression of marginalized groups, specifically the LGBTQ+ community and I have concerns about how he will stand up for these communities and ensure equal access and inclusion at the University of Central Florida. While i appreciate Mark Kennedy's statement that he has increased the number of staff members with diverse sexual orientations, the way that he discusses this is insensitive and shows a lack of understanding of students, faculty and staff who identify in this way. How can a president champion the inclusion of LGBTQ+ people at UCF when he cannot use the proper language? As a member of the UCF community and staff member, I have concerns for the implications that this word use has. Overall, I am concerned about Mark Kennedy's cultural competence and his ability to support diverse groups of individuals. I am sad to see him state this on a stage at the University of Central Florida, a university that has championed the inclusion of LGBTQ+ students, faculty and staff. My hope is that the Presidential Search Committee will take this into consideration and closely evaluate if Mark Kennedy's values align with what UCF needs to be the next premier institution. Point 2: Does not support stem cell research on record, something that is researched at UCF Point 3: Does not have an academic background in academic research, this may impact our ability to be on the cutting edge, he may rely too much on those below him to provide vision and guidance | 3/7/2018 1:49 PM |
| 33 | None. | 3/7/2018 1:40 PM |
| 34 | No concerns about Mr. Kennedy at this time. I sincerely hope he is given answers to all the questions he is diligently asking about UCF. He is ready for this important position. I am concerned the board will discriminate against him for his moderately conservative/Republican background in favor of a liberal-minded candidate that is not as open to both sides of a respectful dialogue as Mr. Kennedy has proven he is. | 3/7/2018 1:38 PM |
| 35 | -Candidate's widely known political positions and beliefs could alienate some student populations. | 3/7/2018 1:08 PM |
| 36 | I think he was dismissive of some questions, such as the stem cell question. I saw a very opposing personal reaction to stem cell research but his word were brief, stating he would follow the law. But would he champion it? | 3/7/2018 1:04 PM |
| 37 | I know some individuals are concerned about his lack of a terminal degree. I think that the answer to his question was well thought out and spoke to underlying concerns. No candidate is perfect and if this is his biggest failing than I find that a more acceptable shortcoming than that shortcomings of the other candidates so far. | 3/7/2018 12:51 PM |
| 38 | Not enough solid experience in Higher Education Administration. I think it would take him some time to catch up to all that UCF is reaching for in the near future in regards to preeminence, research, and student success. | 3/7/2018 12:46 PM |
| 39 | he seems more business related than passionate. I don't think he understands how big UCF is | 3/7/2018 12:45 PM |
| 40 | He appears to jump from job to job every two years, or so appears in his resume. Also, he said he has a his mind set in regards of not teaching online which is opposite of what UCF is currently trying to achieve. The candidate gave mostly neutral answers to questions, specially those having to do with current issues such as stem cell and DACA students. He came across as a skill politician rather that a person we all can relate to. | 3/7/2018 12:39 PM |
| 41 | No terminal degree may affect credibility. Did not effectively answer questions, especially regarding DACA and working with faculty unions. His presentation focused heavily on what he's done in the past vs what he'll do as UCF's next president. Looking at his CV, it appears that he has six years' experience in academia. This doesn't seem like enough breadth/depth to lead a large university like UCF, with 4x the student population of UND. | 3/7/2018 12:38 PM |
| 42 | can he connect to the students? | 3/7/2018 12:29 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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| 43 | potential issue of faculty buy-in with only an M.S.; did not display sense of humor; there seemed to be a hint of a quick-answer, shut down style for sensitive topics - which is OK, unless that would translate to impact in the future. | 3/7/2018 12:16 PM |
| 44 | The worry here is that faculty might block the efforts of someone with his background. UCF is a slow moving monster, add to that the amount of tenured professors with a lot of clout and it doesn't allow for much advancement. Faculty seem intent on, and supportive of, innovations that have to do with their work/field of study and how to obtain it, but not necessarily with change in how things are done for the operational side of UCF. | 3/7/2018 12:16 PM |
| 45 | Despite claims to the contrary, I have trouble believing this candidate could separate his own personal and political views from the needs of the University. He has voted against same-sex marriage, for a constitutional amendment deeming marriage as only between a man and a woman, against a woman's right to choose, against stem cell research, and for extension of the Patriot Act. He is far too conservative for UCF. | 3/7/2018 12:14 PM |
| 46 | Seems more like a politician & business man rather than an university leader. Don't think in for the long haul; his employment record does not include long stays.....he is generally gone to his next employer is 3 years. | 3/7/2018 12:12 PM |
| 47 | He truly does not understand that even though we are big, we give great customer service. He does not have a terminal degree. He doesn't know much about the community other than Disney. Not much about partnerships. He does not see the connection of the president and provost and how they need to be the voice of the students, faculty and staff. | 3/7/2018 12:11 PM |
| 48 | UCF being one of the largest universities may be a challenge coming from a smaller institution, the University of North Dakota. | 3/7/2018 12:09 PM |
| 49 | None | 3/7/2018 12:08 PM |
| 50 | He is not a PhD and that could be a problem for Faculty. His experience in academia might not be as intense as it should be. | 3/7/2018 12:05 PM |
| 51 | No concerns. I felt this candidate was very strong. He might have some hesitancy towards the faculty union, but he seems willing to work hard for solutions | 3/7/2018 12:04 PM |
| 52 | Many responses were not directly answering the questions and fell back on generic responses, such as "I will follow the law." His response to the STEM cell research question was not convincing. He comes from a very small institution (15,000), and UCF has quite a different population than the University of North Dakota. | 3/7/2018 12:02 PM |
| 53 | Not having a terminal degree. | 3/7/2018 12:02 PM |
| 54 | None | 3/7/2018 12:02 PM |
| 55 | People making the hiring decision might discount him because he does not have a terminal degree | 3/7/2018 12:02 PM |
| 56 | -I'm concerned that Mr. Kennedy's background is mostly political and in the business world. I don't believe that he has the academic experience required to be president of a university. -I'm concerned that his personal and political opposition to stem cell research hinders the university's ability to conduct research in this field. While he said that he supports all legal research, I'm concerned that he will be opposed to the legality of such research. -While I think that it's important for the university to seek outside sources, I think it's important to make sure that the university isn't beholden to outside entities. -I believe that while we can learn best practices from the business world that it's important to remember that a university, which is a governmental entity, cannot be run like a business. Additionally, a business model is not always the best model for academia. | 3/7/2018 12:02 PM |
| 57 | He has no real answers to help UCF grow. | 3/7/2018 12:00 PM |
| 58 | Arrogance; having voted against marriage equality in the US House I do not think he belongs as president of UCF. He is not a fit for our inclusive community. | 3/7/2018 11:39 AM |
| 59 | This is the least qualified candidate for this position. His entire presentation was a brag about the places he's been and who he knows. He seems like a phony politician who is all talk and no action and I believe he would be a disaster at UCF. We have such a dynamic research focused university and don't need someone who will only take credit and not grow our excellence. | 3/7/2018 11:23 AM |
| 60 | Just size of UCF vs North Dakota. But his fundraising ability and approachable leadership and confidence— on top of coming across as a nice guy — will be worth it. I think he could do the job. | 3/7/2018 9:22 AM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

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|----|--|-------------------|
| 61 | Doesnt appear to have a grasp of state funding or BOG impact. Some of the ideas he suggested we are already doing. He talked about studying our areas of strength and having experts make recommendations. We need a president with vision not someone who is talking about imaging our future. We just did that with the strategic plan. | 3/7/2018 8:21 AM |
| 62 | He expressed several times a belief that UCF has too many big projects going at once: downtown, hospital, etc. While he did not specifically say so, the impression he strongly gave was that we need to dial back and focus on what we have now. That attitude was concerning. Since he is a former politician, I was surprised that he seemed a bit naive about simply "going to Tallahassee and getting tuition increases." He spoke about how "easy" it would be, which could not be further from reality. | 3/7/2018 7:22 AM |
| 63 | limited background in the academic arena, contrasting philosophy limiting effectiveness in fulfilling UCF strategic plan | 3/6/2018 6:51 PM |
| 64 | Scale. Simply put, most candidates on this list have never been in key leadership roles in an institution that rivals UCF in its enormity. | 3/6/2018 5:40 PM |
| 65 | 1) Leaving current presidency after 18 months. 2) Does not have PhD or MD | 3/6/2018 4:47 PM |
| 66 | Didn't start in academia and may not be as knowledgeable in field as other candidates. | 3/6/2018 12:57 PM |
| 67 | How long will he stay? | 3/6/2018 12:02 PM |
| 68 | Seems to overestimate the amount that donors in the Central Florida area are willing and able to donate toward the arts and a new performance space on campus. Wants to uses graduate students as a "revenue stream". | 3/6/2018 11:23 AM |
| 69 | Mark Kennedy served in congress in the first half of the 2000s. While his political prowess may seem like a benefit to a public institution, it is wise to look at his political record as indication as to how much of a fit he has to the values of UCF. A cursory search reveals an A+ rating with the NRA, a 7% rating with the ACLU, a 17% rating with the NEA, and he voted to constitutionally define marriage as one-man, one-woman (source: OnTheIssues.org). This cursory search demonstrates to me that his positions are against those of Access and Inclusion, key tenets of the University of Central Florida. This man is unqualified to lead this institution. | 3/2/2018 8:57 AM |
| 70 | The next President of UCF should hold a Doctorate degree | 2/27/2018 8:32 AM |

Q5 Are there any other comments about this candidate?

Answered: 47 Skipped: 33

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Don't think he is the right fit for UCF. | 3/8/2018 2:41 PM |
| 2 | He would not fit as a president as diverse as UCF and the Orlando community is. He would not fight for the students at UCF. As President of a university students are the core of your job and representing them especially with all the political changes would demise what a President should do. | 3/8/2018 1:32 PM |
| 3 | n/a | 3/8/2018 12:18 PM |
| 4 | I love the fact that he will be a president that will be present on campus for all faculty, staff and students to interact with, and that he and his wife will be into so many different things on campus. I think he will do well to keep us moving forward because of his past experiences working with getting money and saving money for the University, his diverse background in working with other cultures and race, and his open personality. I feel that UCF needs to feel that connection from the top to the bottom. | 3/8/2018 8:42 AM |
| 5 | Despite the fact that he does not hold a terminal degree, I feel he is a dynamic leader | 3/8/2018 7:57 AM |
| 6 | I think Mr. Kennedy would provide some fresh perspective to UCF that it could very much use. I appreciated his directness and precision. | 3/7/2018 11:10 PM |
| 7 | His lack of a PhD would impact his effectiveness with faculty and possibly others. | 3/7/2018 10:04 PM |
| 8 | Will make an exceptional president | 3/7/2018 9:53 PM |
| 9 | Candidate has a charisma about him He will get things achieved and will be a refreshing change | 3/7/2018 7:26 PM |
| 10 | He rivaled Dr. Whittaker (so far) in being a viable candidate for UCF President. | 3/7/2018 6:34 PM |
| 11 | His enthusiasm for UCF, candor & the time he took for his research on UCF and the area was appreciated. | 3/7/2018 4:22 PM |
| 12 | I felt that he and his wife are very family oriented with a professional driven goals and a fire to listen then act. | 3/7/2018 4:16 PM |
| 13 | this candidate appeared to have demonstrated experience in fund raising and development; not sure as to whether he is the appropriate or right fit for UCF! | 3/7/2018 4:08 PM |
| 14 | All in all, Mark Kennedy stands out as one of the top picks for the job of President of UCF | 3/7/2018 3:49 PM |
| 15 | UCF is an evolving university growing not only in student population but in reputation and prestige. Our next leader must be someone who can not only support our mission but lead us with confidence into future successes. I do not feel this candidate is the appropriate selection for UCF. | 3/7/2018 3:42 PM |
| 16 | Overall, he is EXCELLENT and would be a huge asset to UCF. I would love to see him as our next President. | 3/7/2018 3:33 PM |
| 17 | It's bad form to put a picture of Target on a slide and say you worked in a company like Target. It seems deliberately engineered to mislead the audience. | 3/7/2018 3:26 PM |
| 18 | Felt very himself-centric. Does not fit the feel of UCF and our "collective impact" mentality. His presentation lacked content. | 3/7/2018 3:12 PM |
| 19 | This candidate has an ability to be an effective president. I am not looking for the next good leader. UCF needs the next great leader. Mr. Kennedy provided good concepts and ideas but it lacked innovation and clarity as to the direction UCF would be headed in the near and far future. | 3/7/2018 3:10 PM |
| 20 | I've been to all three forums so far, and I'd say he's tied for third. | 3/7/2018 2:42 PM |
| 21 | He may look good on paper, but I feel he has no presidential presence and did not do well in his Athletics presentation. | 3/7/2018 2:19 PM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|----|--|-------------------|
| 22 | Higher Education is changing. We cannot do what we've always done. Student debt concerns, national narrative on the value of education, short-sighted emphasis on first job emphasis, and declining state support will require visionary leadership and a different approach. I get the sense that President Kennedy has the experience and skills to lead UCF during these times. | 3/7/2018 2:17 PM |
| 23 | I am concerned about his values as it relates to diversity and inclusion and the negative impact this can have on a diverse student population | 3/7/2018 1:49 PM |
| 24 | I don't believe the lack of a PhD is a short-coming or problem. I think Mr. Kennedy could bring innovative ideas and a fresh perspective to the position. | 3/7/2018 1:40 PM |
| 25 | The rumors are out that the other three candidates are only for show, and Dr. Whittaker is fully expected to be selected as the next UCF President. Too many stellar faculty and staff have already left under Dr. Whittaker's tenure as he is out of touch with the general UCF population and does not engage or lead well enough as is needed at this time. Too many faculty and staff are unhappy with his current leadership for me to be supportive. I may also leave if he is selected to be the next UCF President as I am not confident in his ability to be successful based on what I've observed these last few years. I have no confidence in Dr. Whittaker's ability to build partnerships, work well with a new provost, fundraising, or to engage well to support the extraordinary potential UCF has this time. Mr. Kennedy and Mr. Wilson both thus far well exceed Dr. Whittaker in experience, talent, and personae for serving as UCF President. ***May the board use extraordinary wisdom and not politics in this very important decision for the future of UCF.*** | 3/7/2018 1:38 PM |
| 26 | Personable, well spoken, confident candidate. Appears to be a great, natural fit for the future of our institution | 3/7/2018 1:08 PM |
| 27 | I do not think he was the best choice thus far. I believe Provost Whittaker would be a better president for UCF. | 3/7/2018 1:04 PM |
| 28 | I think this candidate is much stronger than Provost Whitaker. The Provost is so hyper focused on faculty that he missed all other opportunities for scale or excellence. Mr. Kennedy is well suited to balance the multiple priorities and areas of operations to an organization as large as UCF. | 3/7/2018 12:51 PM |
| 29 | The candidate does not have a terminal degree which it is my understanding was part of the job description. How can he lead people he cannot relate when it comes to having a PhD and what it takes to get one. | 3/7/2018 12:39 PM |
| 30 | Used the term "sexual preference," which is offensive. I'm trying to figure out the connection w/JFK mentioned in the forum. His cover letter also refers to "JFK-inspired UCF"; relevance of that is not clear and in fact, could be divisive. | 3/7/2018 12:38 PM |
| 31 | Impressive preparation and knowledge of UCF, seems balanced. | 3/7/2018 12:16 PM |
| 32 | His presentation was well done and thorough. He has clearly done his research and proved his sincere interest in UCF. What I did not hear anything on were any ideas on how to advance and support staff, same as not hearing anything about it from Dr. Whittaker's presentation. | 3/7/2018 12:16 PM |
| 33 | Not a true leader like president hitt, provost whitaker, or even the first candidate Mr. Wilson. UCF needs a true leader...since we are use to that already. | 3/7/2018 12:12 PM |
| 34 | I appreciate that he has varied experience. While he does not have a doctorate degree, he seems to posses the skills necessary to run a university of our size and complexity. His experience working in the private sector and the US House of Representatives will be an asset to the university as he will be able to interact with different constituencies. | 3/7/2018 12:12 PM |
| 35 | Seems like his conservative views may not allow for UCF to move into the next tier of research. | 3/7/2018 12:11 PM |
| 36 | Good speaker and presentation skills. | 3/7/2018 12:09 PM |
| 37 | I like this candidate very much. Believe he would be great as the next President of UCF. | 3/7/2018 12:08 PM |
| 38 | Loved his presentation and powerpoint especially with his family pictures. Gave us a chance to get a look into his values and family life. | 3/7/2018 12:05 PM |
| 39 | I feel he would be an asset to the University. | 3/7/2018 12:02 PM |
| 40 | He would be a good choice. He would bring diversity, new ideas and a different perspective. | 3/7/2018 12:02 PM |
| 41 | I heard his explanation but he should have a Ph.D. to be president of a research university. It would hurt us in reputation outside of Florida. | 3/7/2018 11:39 AM |

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|----|---|-------------------|
| 42 | This candidate would irreparably harm UCF forever. He's a politician first and we know congress is all about grandstanding and not getting anything done. He would not have the respect of faculty and if he is hired many folks would look elsewhere | 3/7/2018 11:23 AM |
| 43 | I don't think he's prepared to lead us forward if he is, at this point, talking about slowing down. I was not inspired by him and feel he would not advance our mission. | 3/7/2018 7:22 AM |
| 44 | Ideas implemented at his prior university may struggle to scale with UCF's student population. Limited understanding in how research equipment purchased with grant funding can be shared across the university. | 3/6/2018 6:51 PM |
| 45 | Provocative | 3/6/2018 4:47 PM |
| 46 | This candidate seemed well rounded in representing different disciplines. Also, has experience working with big entities so could be an asset to UCF. | 3/6/2018 12:57 PM |
| 47 | Hoping that this candidate recognizes the importance of staff and that they are the glue that holds this university together. | 3/6/2018 12:02 PM |

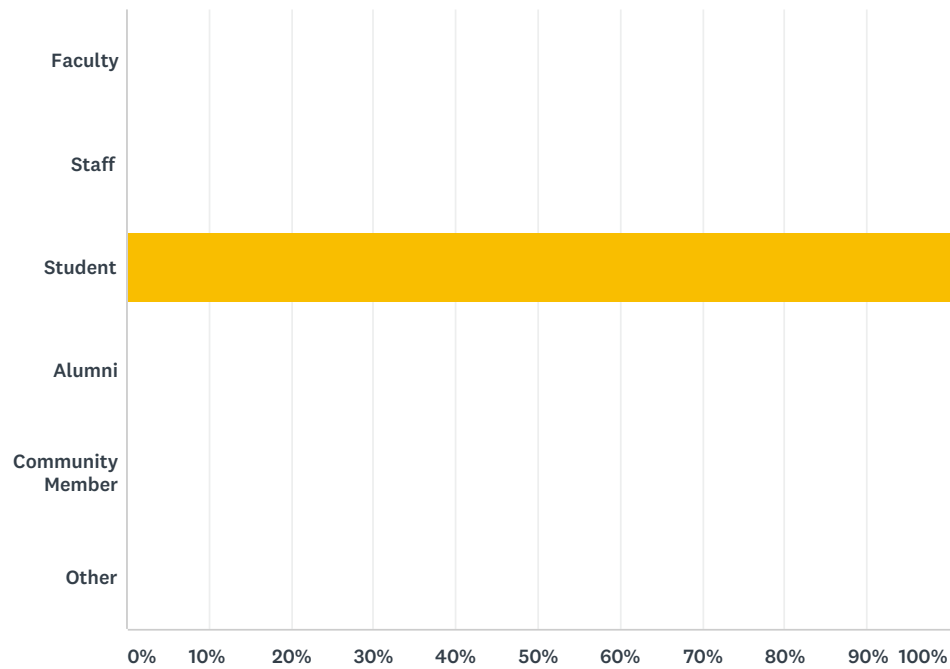
Q6 Your name (optional):

Answered: 9 Skipped: 71

| # | RESPONSES | DATE |
|---|-----------------------------------|-------------------|
| 1 | Stephen O'Connell | 3/8/2018 7:57 AM |
| 2 | Andrew | 3/7/2018 7:26 PM |
| 3 | Hope Wade | 3/7/2018 6:34 PM |
| 4 | Rhonda C. Hall | 3/7/2018 4:12 PM |
| 5 | A. J. Range | 3/7/2018 4:08 PM |
| 6 | Varsha Das (Finance & Accounting) | 3/7/2018 3:49 PM |
| 7 | Belinda Hyppolite | 3/7/2018 3:10 PM |
| 8 | Joanne | 3/7/2018 12:05 PM |
| 9 | Colin Byard | 3/7/2018 12:04 PM |

Q1 Please identify your primary university role:

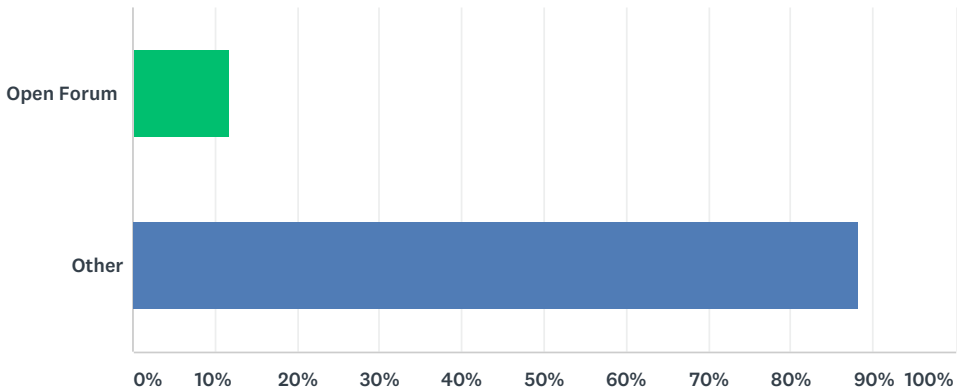
Answered: 17 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 100.00% | 17 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 17 |

Q2 In what setting did you interact with this candidate?

Answered: 17 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 11.76% | 2 |
| Other | | 88.24% | 15 |
| TOTAL | | | 17 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 13 Skipped: 4

| # | RESPONSES | DATE |
|----|---|--------------------|
| 1 | Mark Kennedy showed an exceptional way of leading conversations and working a room in a way to facilitate positive discussion. I believe he would be a good asset in working with the variety of partnerships we have with other organizations and his political roots shine through in all he does. | 3/8/2018 4:33 PM |
| 2 | He knows the inner workings for politics and how to make things sound great. | 3/8/2018 4:18 PM |
| 3 | Mr. Kennedy has experience with marketing and many connections due to his political background, I believe he has great connection skills. | 3/8/2018 10:06 AM |
| 4 | Hahahaha | 3/8/2018 9:48 AM |
| 5 | NOT APPLICABLE | 3/8/2018 9:27 AM |
| 6 | He seemed to have a decent level of experience. | 3/7/2018 11:57 PM |
| 7 | He seems to care a lot about the student body and that he wants to do more with community involvement. | 3/7/2018 9:11 PM |
| 8 | Mark Kennedy is very composed, student driven and it open to ensuring the cultural awareness on campus. He also has great ideas to bring our marketing to a new level to contribute to our national prominence. | 3/7/2018 7:52 PM |
| 9 | Great speaking skills and drive toward achieving goals. | 3/7/2018 6:50 PM |
| 10 | good business mindset. Has done a lot of homework to prepare for open forum. | 3/7/2018 6:04 PM |
| 11 | He seems to know the right people and has the connections due to his political career. | 3/7/2018 5:10 PM |
| 12 | I believe that Mark Kennedy would be a wonderful addition to the University of Central Florida. After reviewing his cover letter and resume, it is obvious that he has a passion not just for education but also on his impact on the students as well and this differed from the other cover letters that I reviewed from the other candidates. I will be attending the forum to learn more. | 2/27/2018 12:49 AM |
| 13 | Mr. Kennedy obviously has tremendous experience leading large enterprises, and would probably not be out of his element at the university-president level | 2/26/2018 7:19 PM |

Q4 I have the following concerns about this candidate:

Answered: 16 Skipped: 1

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | I worry that he won't be able to relate to students in a way that will be beneficial to the student body. During his discussions, he didn't talk about better ways to engage with students and came off as arrogant at points. | 3/8/2018 4:33 PM |
| 2 | I had a terrible time connecting with him. I'm not sure how he would do in the role. He discussed how he thought that study aboard should increase here when that had nothing to do with our concerns and conversations. He seems like a politician, and doesn't give straight answers. When asked whether he valued diversity or inclusion more, he gave an answer that didn't even mention the words diversity or inclusion. | 3/8/2018 4:18 PM |
| 3 | I was not comfortable with the answers received from the candidate. He l'd a politician and I do not believe that's what we need as an academic institution, I would prefer someone with more transparency. | 3/8/2018 10:06 AM |
| 4 | Please take his guy. He's a joke. | 3/8/2018 9:48 AM |
| 5 | Doesn't care about students Lacks empathy | 3/8/2018 9:27 AM |
| 6 | He is not very loved by his home institution. and When President Hitt was asked what qualities the candidate should have he explicitly said the candidate should come from a strong academic career and NOT one of political interest. Our university is at a pivotal point and should not be at risk of being politicized instead of enhanced academically. | 3/8/2018 8:25 AM |
| 7 | He was only decently prepared. Didn't seem to be too interested in the subject matter at hand. | 3/7/2018 11:57 PM |
| 8 | I feel like he should look more into how he can better the safety at UCF. | 3/7/2018 9:11 PM |
| 9 | I feel his political background could potentially contribute to less transparency. | 3/7/2018 7:52 PM |
| 10 | I believe this candidate may be too political and may not have the vision that UCF needs. | 3/7/2018 6:50 PM |
| 11 | does not have a terminal degree. Does not have a lot experience in higher education. | 3/7/2018 6:04 PM |
| 12 | He was a former politician who did not give straight answers to questions being asked. I am worried that he will not be able to separate his political views from the Universities political views. I am also worried he is not prepared to be a president of such a large university. | 3/7/2018 5:10 PM |
| 13 | He does not know about diversity. He does not have a terminal degree in his field. He knows how to do business and politics-I want an education. He has no concrete plans that he can state. | 3/7/2018 5:05 PM |
| 14 | His conservative political background and open anti abortion stance is incompatible with the views of most students. As a racial minority and a woman, I am afraid that he will not do enough to promote diversity, inclusion and safety on campus. His voting record confirms this. | 2/27/2018 10:33 AM |
| 15 | During his tenure with the House of Representatives, Mr. Kennedy left a voting record that is troubling to me as a student of UCF. He continually voted against allowing gay and lesbian couples to marry, promoted the extension of the Bush-era tax cuts, and also voted to make the draconian Patriot act permanent. Although these are all troubling, I feel that Mr. Kennedy's stance against LGBT citizens is simply incompatible with our university and our city. It is my hope that the committee will reject his candidacy in the strongest terms, and make it clear that all are welcome here at UCF. | 2/26/2018 7:19 PM |
| 16 | Not interested in having a prior politician as the president of the university, unless Dr. Hitt approves. | 2/26/2018 4:12 PM |

Q5 Are there any other comments about this candidate?

Answered: 10 Skipped: 7

| # | RESPONSES | DATE |
|----|---|------------------|
| 1 | N/A | 3/8/2018 4:33 PM |
| 2 | I strongly feel negative about this candidate, and I hope you all serious listen to the concerns people have for him | 3/8/2018 4:18 PM |
| 3 | Yeah he's an arrogant prick. | 3/8/2018 9:48 AM |
| 4 | Said that he can relate to African Americans because "he once grew an afro." Poorly handled UND athletics Made empty promises about maintaining all sports | 3/8/2018 9:27 AM |
| 5 | I feel like he will do a good job as president, but I need to see other candidates. | 3/7/2018 9:11 PM |
| 6 | I think he is student focused and will bring partnerships that will encourage jobs after graduation. | 3/7/2018 7:52 PM |
| 7 | When asked questions, it seemed as though Mr. Kennedy did not answer the question repeatedly. I'm also concerned that he may be applying this position for the wrong reasons. | 3/7/2018 6:50 PM |
| 8 | Able to say the right things, but not sure if he understands UCF and our ability to always be cutting edge, DirectConnect, UCF Online, Downtown, FIEA, Limbetless solutions, access and opportunity. | 3/7/2018 6:04 PM |
| 9 | I think there will be backlash if this candidate is selected due to his political views and voting history. | 3/7/2018 5:10 PM |
| 10 | I don't think that that he is qualified for this position. We do not need a politician or businessman, we need an academic officer. He does not have any idea what diversity and inclusion truly are. He could not concretely answer questions about how UCF will serve Hispanic students, include LGBTQI, make efforts to hire diverse faculty, support diverse faculty and staff, hold people accountable for intolerance. He does not seem like he is in touch with the social side of his home institution - he did not give me the impression that he truly interacts with the people who work "for" him. I did not like his style of speaking to us (standing up over breakfast while we all sat down). When he couldn't answer questions he just told us that he could give us "references." I do not trust him, he was not being straight forward with us at all. | 3/7/2018 5:05 PM |

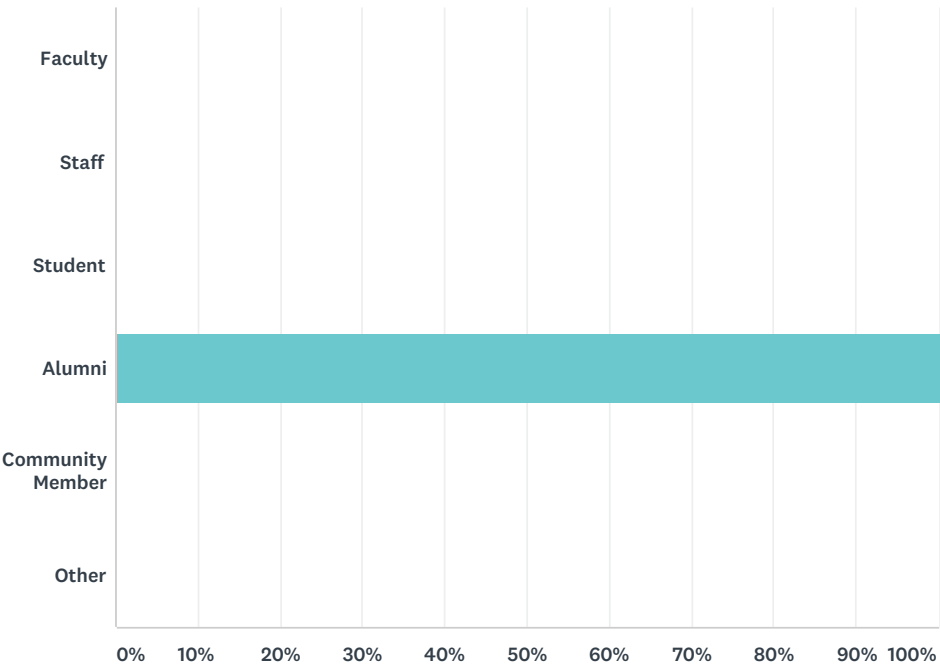
Q6 Your name (optional):

Answered: 5 Skipped: 12

| # | RESPONSES | DATE |
|---|-------------------------------------|-------------------|
| 1 | Michael Nunes | 3/8/2018 4:33 PM |
| 2 | Student, University of North Dakota | 3/8/2018 9:27 AM |
| 3 | Theodore Jackson Music Major | 3/7/2018 11:57 PM |
| 4 | Sarah Davenport | 3/7/2018 5:05 PM |
| 5 | Bradley Cook | 2/26/2018 7:19 PM |

Q1 Please identify your primary university role:

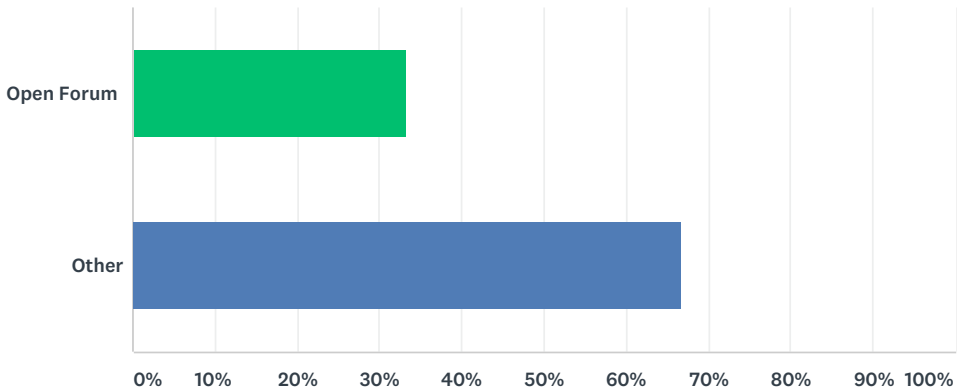
Answered: 9 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 100.00% | 9 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 9 |

Q2 In what setting did you interact with this candidate?

Answered: 9 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Open Forum | 33.33% | 3 |
| Other | 66.67% | 6 |
| TOTAL | | 9 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 8 Skipped: 1

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | None | 3/8/2018 2:05 PM |
| 2 | He is a gifted speaker. | 3/8/2018 10:25 AM |
| 3 | He's a smooth talker - but not sure if that is always a strength | 3/8/2018 8:44 AM |
| 4 | Models good behavior--does his homework, publishes, super well connected, had had experience with constituencies of about one order of magnitude larger than combined student and faculty population, dealt with budgets bigger than UCF. | 3/8/2018 1:17 AM |
| 5 | Intelligence, innovative ideas, experience as a president already with measurable results and private sector experience. | 3/7/2018 9:09 PM |
| 6 | His strategic vision for the university was forward thinking and even though he had to make tough choices, he did so with the best long term interest on the school in mind. | 3/7/2018 5:07 PM |
| 7 | Mark has abundant energy, had heavily researched our Strategic Plan, and identified a vision for his first 90 days. He does not shy from sharing his opinion, even among a group with which that opinion may be unpopular. | 3/6/2018 12:32 PM |
| 8 | Mark Kennedy does not seem genuine to me, he is touting his business acumen which is fine. But UCF is not Macy's. | 3/5/2018 11:22 PM |

Q4 I have the following concerns about this candidate:

Answered: 9 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | When i think of unprofessional leadership, the first name that comes to mind is Mark Kennedy. Kennedy is unfit and truly unqualified for any sort of leadership position across the collegiate level. He takes no ownership in his decision making and has been labeled as a procrastinator in the Grand Forks community. I sincerely ask the University of Central Florida and the surrounding community of Orlando NOT to consider Mark Kennedy for the position of president. By doing so, Your university will save itself a massive headache. If the vision for the UCF is to keep progressing and moving forward together as a community and family, Mark Kennedy is not your option. | 3/8/2018 2:05 PM |
| 2 | I think he thinks he knows us better than we know ourselves and I sense his level of self-confidence could be troubling for some people. | 3/8/2018 10:25 AM |
| 3 | Lack of experience in higher ed as administrator and degree | 3/8/2018 8:44 AM |
| 4 | No terminal degree ?? | 3/8/2018 1:17 AM |
| 5 | None. | 3/7/2018 9:09 PM |
| 6 | He can come off as arrogant. | 3/7/2018 5:07 PM |
| 7 | He causes a whirlwind, not genuine. Talk concepts and no execution, blames others, deflects. No warmth at all, why would anyone follow him? | 3/6/2018 5:10 PM |
| 8 | I'm concerned about how well a "non-traditional" candidate (business and political background, no PhD) will be accepted by faculty and alumni in the short term, and what impact that may have on the Ignite Campaign. | 3/6/2018 12:32 PM |
| 9 | Mark Kennedy is all about the bigger better deal, not impressed with him leaving the University of North Dakota with such a short tenure. I believe it will be all about him and not UCF! | 3/5/2018 11:22 PM |

Q5 Are there any other comments about this candidate?

Answered: 9 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | See number 4 | 3/8/2018 2:05 PM |
| 2 | Compared to other candidates, his academic experience is not as deep. | 3/8/2018 10:25 AM |
| 3 | He's not right for UCF today. He's only been at his current position a short time and does not have the background we want to continue moving UCF on the trajectory we are on. His learning curve will set us back and his credentials simply do not make up his shortcomings. UCF has enjoyed some major accomplishments in the last few years, to which Provost Whittaker played a significant role. The future is so bright. It's hard to see any of the other candidates being able to do more for UCF at this point in time than Provost Whittaker. | 3/8/2018 8:44 AM |
| 4 | Lack of terminal degree is not a BFOQ so will not object to this candidate if so selected. | 3/8/2018 1:17 AM |
| 5 | He was very well prepared and has exactly what we need for our next leader. He has the most experience in leading large organizations. | 3/7/2018 9:09 PM |
| 6 | His business acumen and ability to navigate the political arena of a large university setting surpass his lack of educational experience. | 3/7/2018 5:07 PM |
| 7 | you can do better. | 3/6/2018 5:10 PM |
| 8 | If the Trustees decide that the time is right for a non-traditional candidate who brings business and political background, Mark would be an excellent choice. He was impressive. | 3/6/2018 12:32 PM |
| 9 | Not a fit for UCF, will not be engaged for the long term. | 3/5/2018 11:22 PM |

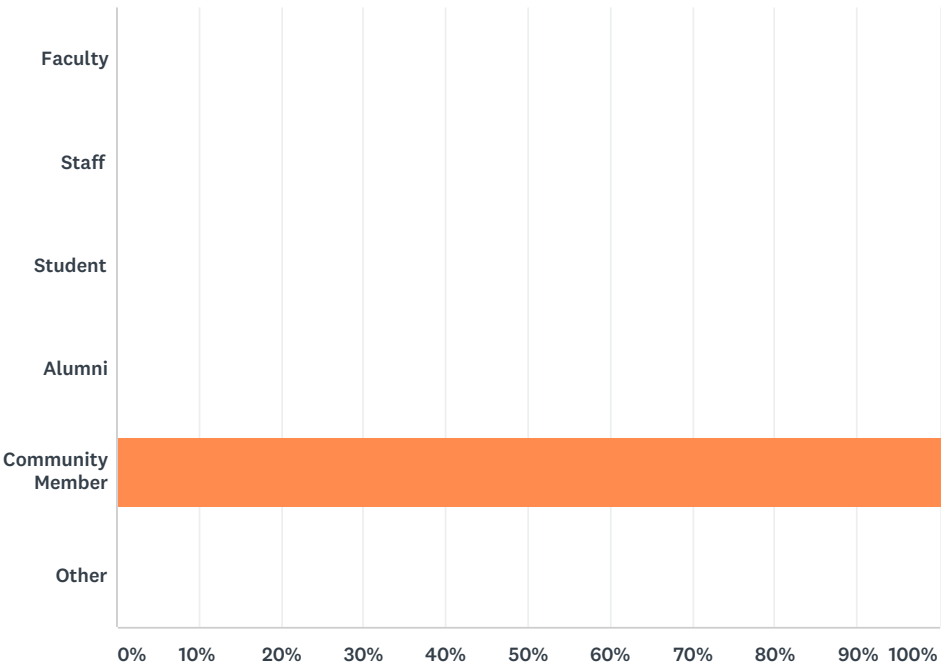
Q6 Your name (optional):

Answered: 1 Skipped: 8

| # | RESPONSES | DATE |
|---|-----------|-------------------|
| 1 | Dan Ward | 3/6/2018 12:32 PM |

Q1 Please identify your primary university role:

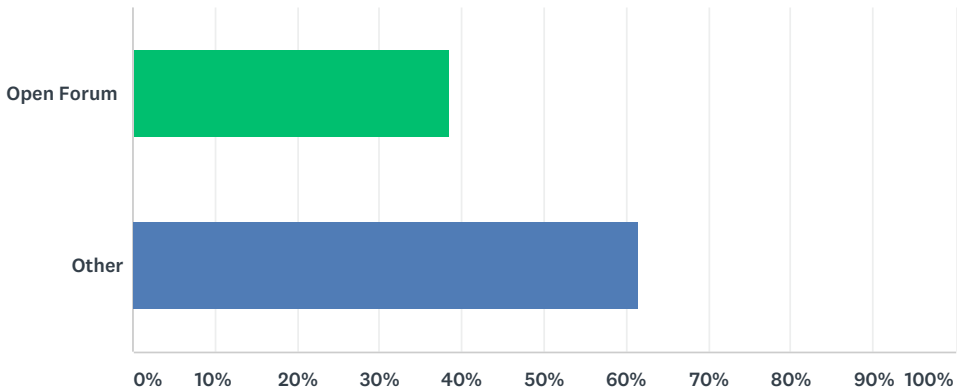
Answered: 14 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 100.00% | 14 |
| Other | 0.00% | 0 |
| TOTAL | | 14 |

Q2 In what setting did you interact with this candidate?

Answered: 13 Skipped: 1



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 38.46% | 5 |
| Other | | 61.54% | 8 |
| TOTAL | | | 13 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 13 Skipped: 1

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | the ability to spin a negative thing into a positive. | 3/8/2018 10:16 AM |
| 2 | A good knowledge of faculty needs including reducing unnecessary red tape. Very good communicator. Past successes in establishing public private partnerships. | 3/8/2018 9:13 AM |
| 3 | It would remove him from the state of North Dakota. | 3/7/2018 5:38 PM |
| 4 | Horrible! No strengths except blatant disregard of any rights | 3/7/2018 3:58 PM |
| 5 | He is articulate and energetic and demonstrated that he had researched UCF well. | 3/7/2018 1:42 PM |
| 6 | Former Congressman, Great Speaker, Former businessman, former athlete | 3/7/2018 12:05 PM |
| 7 | Very smooth and seems to understand the external issues facing today's universities. | 3/7/2018 9:22 AM |
| 8 | Varried background dealing at the executive level with community, industry and state and federal government. | 3/6/2018 5:31 PM |
| 9 | Dr. Kennedy is an articulate presenter whose passion for higher education and his institution resonates very effectively. He demonstrated a strong ability to "work the room" in a social setting -- as might be expected from an individual with his background in political service. This ability would serve him and UCF well in several capacities -- particularly in fundraising. He clearly did his homework and was impressively familiar with various UCF documents and positions. | 3/6/2018 3:40 PM |
| 10 | Very impressive credentials and experience. No doubt that his contacts in government, etc might be useful in building needed relationships for UCF; he's both pragmatic and strategic, with demonstrated success in several other careers. Glad to know that he and his family also have a strong "arts connection," which seems to balance his analytical focus on economics and structure. Whether that ensures that the PAC would be a high priority and that he would be willing to risk some political currency on completing that project simply remains to be seen. | 3/6/2018 1:13 PM |
| 11 | Prior experience in a Presidential role, experience in fundraising, understanding of political climates. | 3/6/2018 11:17 AM |
| 12 | Strong capability in all 3 areas needed: Education, Athletics and politics. Holistic vision for UCF. "Can do" person who can achieve the difficult. | 3/6/2018 10:29 AM |
| 13 | Experienced with many political issues and thus well prepared to deal with state funding concerns. Excellent presentation skills. | 3/6/2018 10:16 AM |

Q4 I have the following concerns about this candidate:

Answered: 13 Skipped: 1

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | What programs or sports would be cut if revenues fell. | 3/8/2018 10:16 AM |
| 2 | Not as familiar with the Florida higher education system as other candidates. | 3/8/2018 9:13 AM |
| 3 | If you turn him down, he'll come back home. | 3/7/2018 5:38 PM |
| 4 | Zero care for human dignity . Only finances | 3/7/2018 3:58 PM |
| 5 | I think he is more a salesman than an academic leader and there is a sense of arrogance in some of his commentary. | 3/7/2018 1:42 PM |
| 6 | None | 3/7/2018 12:05 PM |
| 7 | relating to students and not having a terminal degree could cause unnecessary conflict with faculty. | 3/7/2018 9:22 AM |
| 8 | Candidate Kennedy stated his strong support for the Arts and Humanities in both his family life and vision for continuing the robust growth of UCF. However, he was unwilling to commit to focusing UCF and donor community generated resources to the long detained performing arts center on the UCF Campus. When asked directly - "what would you do to put a shovel in the ground"(for the performing arts facility) he deferred instead to the priority of increasing the maintenance effort on current structures including student bathroom facilities and others. | 3/6/2018 5:31 PM |
| 9 | Dr. Kennedy has fairly limited experience in academic leadership, having served in his current role for less than two years and previously in a rather small department/division/center. As a consequence, he is fairly untested in an environment with the complexity and scope of UCF. | 3/6/2018 3:40 PM |
| 10 | His background in politics "shows!" His ready answers to questions and easy ability to "waffle" if he wanted to avoid them is something we're all familiar with when listening to career politicians. This could be a useful skill, but MIGHT cause him to be perceived as being "less than genuine" in dealings with constituents and a stumbling block in building a culture of transparency and collegiality with faculty and staff. Apparent that he still has much to learn about UCF...from the condition of the university infrastructure to its potential for community support in fundraising. To be fair... time and experience would reduce or eliminate those handicaps, but I expected him to be more informed via advance research before attending this forum.. | 3/6/2018 1:13 PM |
| 11 | Longevity of stay (relatively short tenure at UND) makes me concerned about his long-term commitment to UCF and Central Florida. Candidate focused on "Entertainment" as the brand of Central Florida - it's not. Answers seemed shallow and not particularly well thought out. | 3/6/2018 11:17 AM |
| 12 | None | 3/6/2018 10:29 AM |
| 13 | Limited time in academic leadership—and limited to an institution much smaller and less complex than UCF. His experience at GW was with a small unit with less Faculty than most departments at UCF. He has strong potential, but lacks lengthy experience in a UCF environment. Many great ideas but risk of execution could be an issue. Clearly a very different set of risk/return trade offs. | 3/6/2018 10:16 AM |

Q5 Are there any other comments about this candidate?

Answered: 9 Skipped: 5

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | I think he is a cancer | 3/8/2018 10:16 AM |
| 2 | I would not find him a good fit for this job. | 3/7/2018 1:42 PM |
| 3 | He came in 1st place among the candidates, in my opinion. I checked out his background with John Mica, who served with him on the transportation committee. John has great respect for Mark. | 3/7/2018 12:05 PM |
| 4 | While his appointment would not be entirely disappointing, we have a better candidate in every aspect in Provost Whittaker. | 3/7/2018 9:22 AM |
| 5 | As a staunch supporter of the Arts and Humanities positive effect on how future graduates will pursue and fulfill their career contributions to a better world- I find it difficult to appreciate the candidates priorities concerning the "robust" future of UCF and it's currently stated strategic goals. | 3/6/2018 5:31 PM |
| 6 | Dr. Kennedy makes a very favorable first impression. In retrospect, though, much of what he said was fairly sweeping and broad statements. I would very much want to explore references who have known of his performance in a particular role over a longer period of time. | 3/6/2018 3:40 PM |
| 7 | North Dakota vs FL??? Who can blame the Kennedy's for preferring to spend the "winter years" of their lives here in the Sunshine State... and he does make that pledge in his cover letter. Having that commitment is important. | 3/6/2018 1:13 PM |
| 8 | Well prepared, thoughtful and visionary leader. Talented communicator | 3/6/2018 10:29 AM |
| 9 | He did come very prepared and had good insights on changing environment related to Technology and it's impact on going to scale in meeting needs for access to post graduation continuing ed as a material source of revenue to UCF | 3/6/2018 10:16 AM |

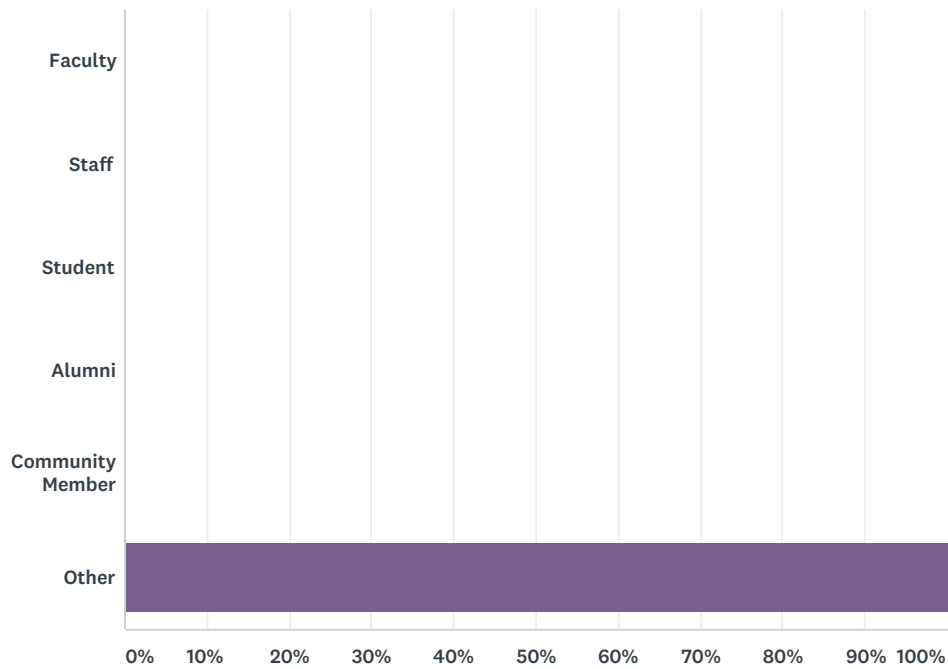
Q6 Your name (optional):

Answered: 4 Skipped: 10

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Don Fisher | 3/8/2018 9:13 AM |
| 2 | Tony Nicholson | 3/7/2018 12:05 PM |
| 3 | Howard F. (Bud) Weber LTC US Army (Ret) | 3/6/2018 5:31 PM |
| 4 | Charlie Gray | 3/6/2018 10:29 AM |

Q1 Please identify your primary university role:

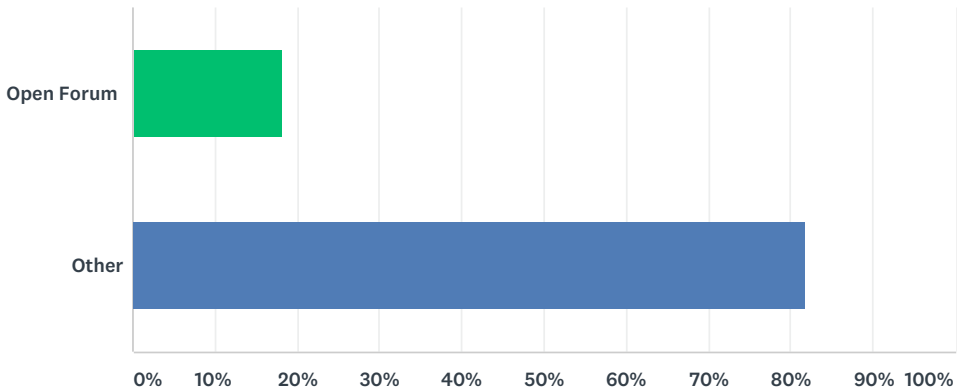
Answered: 11 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 100.00% | 11 |
| TOTAL | | 11 |

Q2 In what setting did you interact with this candidate?

Answered: 11 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 18.18% | 2 |
| Other | | 81.82% | 9 |
| TOTAL | | | 11 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 11 Skipped: 0

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | His business experience might bring a useful financial discipline to the setting of priorities. | 3/8/2018 11:00 AM |
| 2 | He knows both business and politics. Both of those skill sets would be useful | 3/8/2018 10:53 AM |
| 3 | Politically astute. Likes the Grand Challenges. Intelligent. | 3/8/2018 12:01 AM |
| 4 | has a broad range of business experiences that provides a different view. Has led UND successfully for nearly 2 years. | 3/7/2018 5:19 PM |
| 5 | Please take this fake | 3/7/2018 4:20 PM |
| 6 | None | 3/7/2018 4:19 PM |
| 7 | None | 3/7/2018 3:52 PM |
| 8 | None | 3/7/2018 3:52 PM |
| 9 | He was clearly prepared, particularly as an external candidate. President Kennedy also clearly articulated his experience in leading large scale and complex organizations. Although he has been in academe for the shortest amount of time, he seems to possess a level of depth and understanding of higher education. He also seems to have experience with online education and meeting the needs of a broad range of student demographics. | 3/7/2018 12:14 PM |
| 10 | experience in government and business leadership | 3/6/2018 11:19 AM |
| 11 | Diverse background including business and politics, not just academia. Also enjoys fundraising, which is a real asset. | 3/6/2018 10:30 AM |

Q4 I have the following concerns about this candidate:

Answered: 11 Skipped: 0

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | He does not seem adequately supportive of diversity and inclusion. That could open a huge breach with students, faculty, and the community. | 3/8/2018 11:00 AM |
| 2 | Showing up at each interview with his wife is problematic. It seemed strange and not appropriate even if someone though she was auditioning to be "first lady." Also I feel that having someone who does not possess a terminal degree would be problematic. Had he been a congressperson from Florida perhaps that would be different, but as it is, I believe the university's reputation would be harmed by having a non-terminal degree president. | 3/8/2018 10:53 AM |
| 3 | None. | 3/8/2018 12:01 AM |
| 4 | His 1:1 with small group was good with some good suggestions, such as streamlining the strategic plan. However, in the open forum, I believe that it was more about his experience rather than his vision. It was too "me focused" versus "we focused." | 3/7/2018 5:19 PM |
| 5 | UND has just been a stepping stone | 3/7/2018 4:20 PM |
| 6 | Everything about him as a person makes him wholly unqualified to lead. | 3/7/2018 4:19 PM |
| 7 | As a student who left UND due to the desicions made by Kennedy, I plea that you do not hire this man. He will find ways to allocate money to what he thinks should grow without telling anyone and keeping staff and students in the dark. He will find ways to get rid of people who do not fit his beliefs. For example, former athletic director Brian Faison was seemingly forced to announce his retirement after a consulting firm was hired to review his work. The results of these finding are still unknown to the public. Why would a man, recently named Big Sky Conference's Athletic director of the Year, be willing to leave midway through the season of there of the University's top athletic programs, all of which had post season sucess? | 3/7/2018 3:52 PM |
| 8 | As a student who left UND due to the desicions made by Kennedy, I plea that you do not hire this man. He will find ways to allocate money to what he thinks should grow without telling anyone and keeping staff and students in the dark. He will find ways to get rid of people who do not fit his beliefs. For example, former athletic director Brian Faison was seemingly forced to announce his retirement after a consulting firm was hired to review his work. The results of these finding are still unknown to the public. Why would a man, recently named Big Sky Conference's Athletic director of the Year, be willing to leave midway through the season of there of the University's top athletic programs, all of which had post season sucess? | 3/7/2018 3:52 PM |
| 9 | Given his experience as an elected official, his record on areas (i.e. stem cell research) is more clearly articulated than others'. | 3/7/2018 12:14 PM |
| 10 | lack of academic experience and absence of doctoral degree | 3/6/2018 11:19 AM |
| 11 | No concerns. | 3/6/2018 10:30 AM |

Q5 Are there any other comments about this candidate?

Answered: 9 Skipped: 2

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | He is more likely to be a manager than a leader. He did not demonstrate a clear understanding of UCF's mission or what its future path should be. | 3/8/2018 11:00 AM |
| 2 | Will make a great president! | 3/8/2018 12:01 AM |
| 3 | He's only been at UND less than 2 years and thinking about moving soon. This is concerning. | 3/7/2018 5:19 PM |
| 4 | He is boasting about 2016 National Hockey Championship he had nothing to do with that or Mens basketball going to the big dance or the football winning conference championship. | 3/7/2018 4:20 PM |

5

As a former staff member and overall supporter of the University of North Dakota, when I heard Mark Kennedy was named a semifinalist for UCF's presidential search, I had mixed emotions. The idea of him leaving the University of North Dakota and allowing my friends and former colleagues the freedom to start fixing things his devastating administration has done was exciting. However, the prospect of him skirting responsibility for the disaster that he has created there trumps any elation I may have of North Dakota finally getting rid of him. As the Orland Sentinel noted, Kennedy was named The Grand Forks Herald's "Person of the Year" for 2018. When I read that original article, I was shocked that the Herald, somehow, found people singing his praises. But then again, his vocal detractors have seemingly all "retired" from North Dakota, so I guess it's not that much of surprise that the people left at the university are willing to say whatever they need to ensure their continued employment. I do agree that Mark Kennedy should have been named the paper's Person of the Year, but in a more scathing review, something along the lines of the Salt Lake City Tribune's article on Orrin Hatch. In case the UCF presidential search committee is looking for a distinct summation of Kennedy's talents, I offer this one line from person experience, "There are not sufficient words in the English language to quantify how incompetent Mr. Kennedy is." I could go on and on about various ways he has demonstrated his incompetence: whether it was telling a former North Dakota football player and current owner of an NHL franchise that women's hockey is a "boutique sport" that didn't deserve to be at North Dakota; how he can't remember someone's name after meeting them multiple times within consecutive days; how he believes the men's basketball team should be hosting top-25 teams on a regular basis; or how he thinks an FCS football team near the Canadian border should be generating millions of dollars in extra revenue. His lack of competence is only outweighed by his delusion. Granted budget cuts were handed down from the governor, and cuts are never easy to make. I understand that there's no way to please everyone when making cuts, and that there's no perfect way to carry out things like that. Although, Kennedy definitely showed the worst way of doing it: blindly and without regard to tact or humility. After implementing the budget cuts, he then had the gall to hire a personal assistant for his wife and the presidential house; a house that also found extra budget money to receive kitchen renovations as well. Before all that, in the fall of 2016, he held committee meetings to review the athletic department's budget, tabbing specific sports for further inspection. During those public meetings, multiple head coaches were forced to present on their sports and plead to the committee on why they should keep their job and their sport at the institution. Also of note, Kennedy was less than six months into his tenure at UND, and upon being introduced to the assistant tennis coach, proceeded to tell him, "if tennis survives these cuts, you can thank my wife, because she likes tennis and I don't." At the end of it all, the committee concluded that Kennedy should keep athletics at its current funding level, and hopefully increase it in the near future. However, Kennedy had different ideas. He proceeded to eliminate more than \$2 million from the athletics budget, and at the same time set aside a total of \$3 million for the marketing and promotion of the new Fighting Hawks logo and nickname. Which was odd because that was an athletics mark, and not the university's, separate and very much still used, academic logo. He decided that the university should spend more money than the school's marketing department knew what to do with, on a logo that would now be on fewer jerseys, have fewer chances to be on seen on national television, and have less overall less opportunities to win conference and national championships. His incompetence also doesn't stop at the budgetary level. In late 2016, or early 2017, Kennedy had a campus wide memorandum on employee social media usage. He found it to be a conflict of interest for employees who use "UND" in their Twitter handles, or make it obvious that they're an employee of the university, to be posting political ideologies, especially while working or using university owned computers/mobile devices. While I can see how state-owned materials should not be used to promote any political, religious, etc., ideologies; why is Kennedy then allowed to use his university Twitter account, which includes "UND" in the handle, to promote the sale of his personal book? I would think using state-owned property for your own financial gain would be one of the biggest conflicts of interest. It would be especially troublesome if he is then allowed to institute coursework based off the materials of his book, which he has said he wants to do. And let's not forget about how he most recently used university money to hire a third-party consulting firm to review the performance of athletics director Brian Faison. The actual results are still confidential, but it doesn't take a genius to see what happened; Kennedy spent university money to use a third-party as a scapegoat for getting rid of someone he saw as a threat to his autocratic administration. The one area Kennedy has done a fantastic job at, is that of creating a morose working environment at the university, outside of his office that is. Before I left, long-time employees all-across campus were commenting on how it was the worst atmosphere they've ever seen at the university. My plea is that the University of Central Florida will do their due diligence and discover how toxic Mark Kennedy is. My final piece of advice to the UCF search committee is this, "run away, run away as fast as you can."

3/7/2018 4:19 PM

University of Central Florida Presidential Search Feedback - Mark Kennedy, MBA

SurveyMonkey

| | | |
|---|--|-------------------|
| 6 | I know many staff who have left UND, all of which were longtime staff members, who left with such a bitter taste in there mouths due to how they were treated by Mark Kennedy. Please, DO NOT HIRE THIS MAN. | 3/7/2018 3:52 PM |
| 7 | I know many staff who have left UND, all of which were longtime staff members, who left with such a bitter taste in there mouths due to how they were treated by Mark Kennedy. Please, DO NOT HIRE THIS MAN. | 3/7/2018 3:52 PM |
| 8 | He seems to have received the most substantive questions of the external candidates and seemed to answer them directly (with the exception of how he would anticipate working with the faculty union). | 3/7/2018 12:14 PM |
| 9 | My impression is that he has a bigger "heart" for arts and humanities than the other candidates. | 3/6/2018 10:30 AM |

Q6 Your name (optional):

Answered: 2 Skipped: 9

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Clarence Brown MD, former trustee | 3/6/2018 11:19 AM |
| 2 | Mike Davis, Member of Board of Trustees of the Atlantic Center for the Arts | 3/6/2018 10:30 AM |



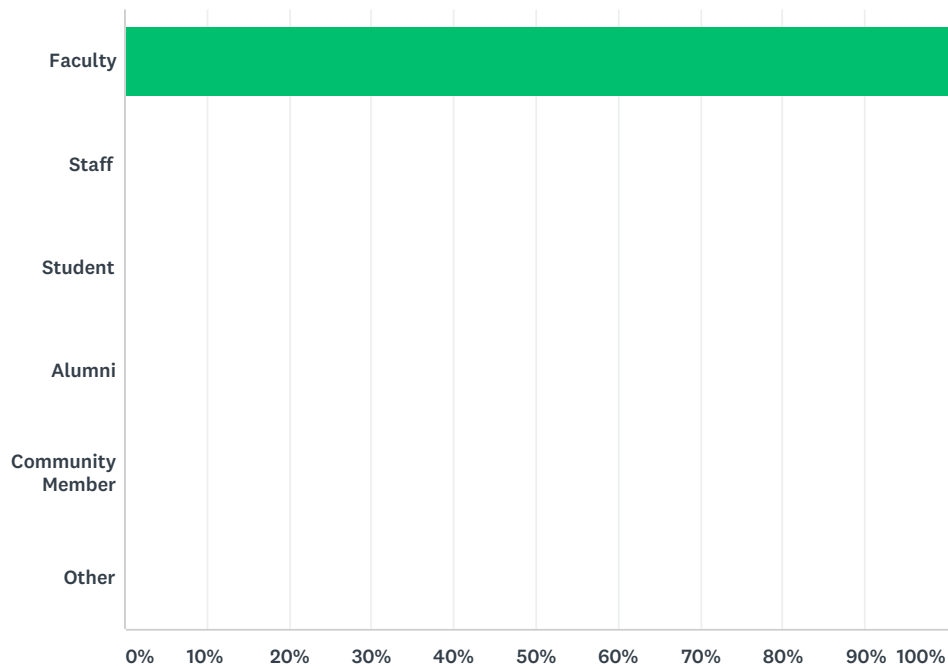
SECTION 13C | FEEDBACK RESPONSES

Dale Whittaker, Ph.D.

UNIVERSITY OF CENTRAL FLORIDA

Q1 Please identify your primary university role:

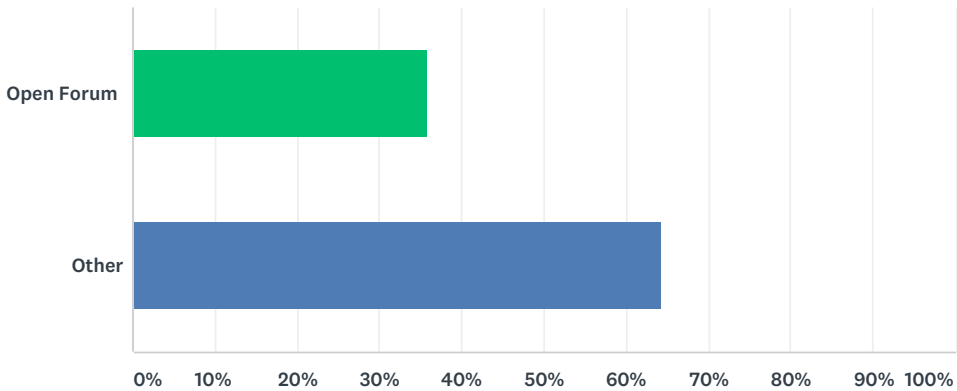
Answered: 72 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 100.00% | 72 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 72 |

Q2 In what setting did you interact with this candidate?

Answered: 70 Skipped: 2



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 35.71% | 25 |
| Other | | 64.29% | 45 |
| TOTAL | | | 70 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 66 Skipped: 6

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | He did much better today. Good answers. Clear he has the experience with UCF to help move us forward. | 3/8/2018 11:49 AM |
| 2 | Analytical, thoughtful, visionary. More suitable for position of Provost than President. | 3/8/2018 10:58 AM |
| 3 | Coherent vision for UCF that builds on current successes. Support for innovation and building faculty at UCF. Appreciate his having a terminal degree, which is indispensable for credibility in higher education. | 3/8/2018 10:43 AM |
| 4 | Great vision and focus on where he wants to lead this university | 3/8/2018 10:36 AM |
| 5 | This candidate is a very strong option for UCF's president. He has a solid record of moving UCF forward in the last few years as the Provost. His vision for UCF is clear and concrete, and he has shown that he cares about PhD level research and our position as an R-1 level university. | 3/8/2018 1:15 AM |
| 6 | Knowledge of who we are, what we care about. Very intelligent. | 3/7/2018 3:58 PM |
| 7 | He has valuable institutional knowledge. He values the accessibility of our education. He knows the challenges of our scale. He has a strong academic background but is also politically savvy. | 3/7/2018 11:13 AM |
| 8 | None that I've observed. Whittaker is a good provost, but has no qualities of a president. He definitely can NOT fill Hitt's shoes! | 3/7/2018 9:22 AM |
| 9 | brings outsider perspective (20+ years elsewhere) along with insider knowledge (3 years here), driven, strong vision, good implementation plans, strong academic background, firm understanding of how ucf works | 3/7/2018 8:44 AM |
| 10 | My experience with Dale Whittaker in his role as Provost is that he has been accessible and welcoming. He's very personable. I would expect to see this personality trait transfer over to his role as president if selected and this would be beneficial for fundraising. Dale is not afraid of change and has led many initiatives that have gotten UCF started on useful paths. | 3/7/2018 7:56 AM |
| 11 | He knows UCF but that isn't enough reason to hire him. | 3/7/2018 7:44 AM |
| 12 | Vision and a wide range of ideas for moving to university forward. | 3/6/2018 11:29 PM |
| 13 | none | 3/6/2018 10:55 PM |
| 14 | I continue to be impressed by his clear and precisely articulated vision, his confident leadership, and his communication skills. His energy and passion is infectious. As a President I believe these traits would make him very effective at obtaining university resources, interacting with the legislature, etc. It's hard to see how anyone could oppose the vision he has for quality affordable education that lifts people up, attracts business, etc. I love that he does not "sit still"—he is a mover, but he moves in an inviting attractive way. It is infectious. | 3/6/2018 9:15 PM |
| 15 | Clear vision, strong presentation skills, clear path for our future. | 3/6/2018 9:08 PM |
| 16 | Sincere concern and deep integrity in the educational mission of UCF. Intelligence, creativity, and morality. | 3/6/2018 7:28 PM |
| 17 | The candidate has discussed focused and innovative initiatives for UCF to excel in research and teaching. The candidate has excellent credential to lead UCF to the next level. | 3/6/2018 4:58 PM |
| 18 | Honesty, calmness, and data driven action and goal setting. | 3/6/2018 4:35 PM |
| 19 | Terminal degree Ability to discern what should be presidential and what should be provost-centered decision-making Familiarity with UCF and Orlando | 3/6/2018 4:33 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 20 | With great authenticity, warmth and strength, Dr. Whittaker clearly communicated, in a powerful fashion, his dedication and commitment to the institution, and his desire to create a larger impact in the region through his unique formula (scale x excellence = impact). Dr. Whittaker has also shown defined goals and clear directions to help UCF keep movement forward, and become a top research institution in the nation. | 3/6/2018 4:13 PM |
| 21 | Clear, Strong Vision; Determination and Past Experiences of Carrying through with a bold vision; Optimism that UCF will attain higher excellence | 3/6/2018 4:12 PM |
| 22 | Knowledge of UCF | 3/6/2018 4:00 PM |
| 23 | Knows UCF. Has been a good provost and his learning curve would not be significant. | 3/6/2018 3:40 PM |
| 24 | NONE - I do not think Provost Whittaker would be an effective President. What I heard at the open forum was 99% Provost-level ideas, and only 1% Presidential ideas. Not the kind of "one percenters" that UCF needs! | 3/6/2018 2:57 PM |
| 25 | Visionary who is a great listener and communicator; authentic and earnest in his responses; gives honest and precise answers; does not shy away from tough questions | 3/6/2018 2:55 PM |
| 26 | A good speaker. Knows UCF. Has a PhD. Has some good ideas and goals. | 3/6/2018 2:19 PM |
| 27 | He is a known entity with a keen sense of intelligence that is visionary. | 3/6/2018 1:54 PM |
| 28 | His strengths are clarity, vision, experience, and a long term action plan. | 3/6/2018 1:35 PM |
| 29 | Dr. Whitaker expressed a vision for UCF that builds on his successes for the past 3.5 years. He displayed a calm demeanor, was articulate, effortless. He recognizes the complexity of achieving excellence. His presentation was clear, thoughtful and he understands the work to be done as President. He will build on his successes at UCF as Provost and there will be consistency in leadership. His presentation was exciting for the university, college, students and community partners. | 3/6/2018 1:20 PM |
| 30 | Experienced. Understands the differences between being a Provost and a president. | 3/6/2018 1:07 PM |
| 31 | Quantitatively and Qualitatively sound on his vision for the university. Articulate. Succinct answers that were well crafted and with strong thought/reasoning incorporated into them. Engaged well with the audience, did not make it awkward due to being an internal candidate. Identified himself as a person of privilege which is very forthright for a White male. Spoke honestly and did not try to undercut any of UCF's flaws with rhetoric. Spoke well about the distinction between being an university president and provost and was able to share his perspective well. Good eye contact with the entire room. Provided some great statistics about UCF that showed his knowledge of where the university was from an administrative level. He also was able to speak to his shortcomings or faulty thinking when it came to some of the initiatives he put into place and how he welcomed challenges to it and adjusted to reflect the actual more realistic facts (Hiring Diverse Faculty). | 3/6/2018 12:49 PM |
| 32 | Dr. Whittaker, understands the complexity of UCF and I believe he will lead us to the next level. He is a highly skilled leader who embraces UCF's values. Understanding that it is more important to being "politically astute rather than political" will gain traction and credibility. Dr. Whittaker is presidential and has the evidence of success at large institutions and he has been a key leader when advocating for 21st Century education and quality. He embraces diversity and inclusion and has specific evidence leading to changes within the environment | 3/6/2018 12:35 PM |
| 33 | Vision was clearly articulated, with a context of higher education at scale. Ability to translate a complex institution that can be understood by other stakeholders, including alumni, donors, community, etc. | 3/6/2018 12:05 PM |
| 34 | Leadership! Commitment! Understanding of Diversity! Ability to lead UCF into the next stage. | 3/6/2018 12:00 PM |
| 35 | I think Dr. Whittaker has a really good sense of how unique the University of Central Florida is and what kind of impact this university can potentially have on the state and on higher education in general. I also really appreciate the fact that he has been willing to invest in faculty during his tenure as Provost. I believe he has a good understanding of where UCF is at and where we need to go in the future. | 3/6/2018 12:00 PM |
| 36 | Knowledge of UCF Passion for UCF | 3/6/2018 11:52 AM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 37 | I appreciated the candidate's emphasis on sustainable scale, and particularly the recruitment of more tenure track faculty. The candidate's attention to raising the profile of the university is appreciated, and sounds well-supported by concrete missions. The candidate's vision for downtown is engaging, and overall suggests an awareness of the challenges this type of projects faces. | 3/6/2018 11:35 AM |
| 38 | awareness of State of Florida issues & UCF strategic plan & organization. Knows faculty at UCF already from his role as provost | 3/6/2018 9:32 AM |
| 39 | he already knows the University and its strengths and weaknesses. | 3/6/2018 9:15 AM |
| 40 | His four years as our Provost. He is an excellent listener, and is a reflective thinker. He seems to truly care about students and about UCF in the long term. I trust this guy. | 3/5/2018 9:55 PM |
| 41 | As current provost, he has a good understanding of the current challenges facing UCF, is very familiar with the downtown community, and has already recorded some considerable gains in promoting faculty research, citing data that indicates we're exceeding Purdue and UF in grant dollars. | 3/5/2018 8:24 PM |
| 42 | He has current experience at UCF. He has shown his willingness to visit departments and schools to learn more about them during his time as Provost. | 3/5/2018 8:23 PM |
| 43 | A very impressive candidate with a strong vision for UCF as well as UCF's prominent role in the Greater Orlando, national and global communities. He has a strong commitment to excellence as well as a proven track record as an effective leader and innovator. | 3/5/2018 8:04 PM |
| 44 | IPE is a priority! And that is a key part of the UCF backbone. | 3/5/2018 7:29 PM |
| 45 | A clear understanding of the current challenges within the university that limit the progression of research was provided. Dr Whittaker also presented a sound vision of ways to strategically tackle these problems. His goals were clearly articulated and his reasons for how these goals would translate into direct positive impact within the community were described. Dr Whittaker was very knowledgeable and experienced about the strategic links between government, industry and UCF and how the role of collaboration is important to our future in research. He had clear aims on how to build on these relationships. Dr Whittaker's vision, knowledge and strategic plan was very impressive. His experience, knowledge and understanding of UCF and it's associated environment was very obvious and I believe this gives him the foundation to make important leadership decisions in the future with clarity and credence. Dr Whittaker was clearly passionate about the students, the student experience at UCF, the faculty and the overall success of UCF. I believe that he would be a highly effective president and would lead UCF towards a significant and bright future. He has my full support. | 3/5/2018 6:03 PM |
| 46 | Dale Whittaker is an intellectual and thinker, who knows a great deal about academia, its role in society and the role of UCF in the State of Florida. He has provided very strong leadership in growing the faculty here at UCF, and in doing so has helped to improve nearly every metric needed to become preeminent. He is articulate, smart and has excellent people skills. I believe he would be an incredibly strong president and would help to raise the long term reputation of UCF while serving as president. He is also a known quantity having been in a leadership position here for several years. | 3/5/2018 5:01 PM |
| 47 | Strategically oriented thinker Data and fact driven Highly intelligent Knowledgeable decision maker he knows the university and challenges ahead | 3/5/2018 4:38 PM |
| 48 | History and knowledge of UCF; currently works as provost; knows/upholds university mission and vision. | 3/5/2018 4:18 PM |
| 49 | The candidate has strong vision on almost all UCF missions. | 3/5/2018 3:50 PM |
| 50 | As the current Provost, he knows our challenges and can operate at our size/scale. Has been implementing our strategic plan and has a track record. | 3/5/2018 3:32 PM |
| 51 | The candidate has the appropriate experience and demonstrated success to lead a university as large as UCF. | 3/5/2018 3:27 PM |
| 52 | I guess he knows the university and the job having been here for so long... | 3/5/2018 2:45 PM |
| 53 | Familiar with our University since he is in his fourth year as the current Provost. | 3/5/2018 2:42 PM |
| 54 | Knowledge of the University Commitment to UCF principals Familiarity with donor base Talent and expertise | 3/5/2018 2:40 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 55 | Clear understanding of the role of president (as opposed to provost); is familiar with UCF's strengths - especially as they relate to Central Florida and its potential for growth; Has a clear understanding of the role of the Arts and Humanities and its place within the larger university community. | 3/5/2018 2:35 PM |
| 56 | Continuity and vision are strengths for Provost Whittaker. I share in the concern that a change in a long-serving President and a Provost would be disruptive to the stable progress UCF has made. Provost Whittaker also reflects the vision that President Hitt has set for the institution and brings his own technologically-aggressive perspectives to bear in advancing it. He has great potential to lead. | 3/5/2018 2:31 PM |
| 57 | Vision for the university, willingness to think outside the box, willingness to LISTEN. He asked questions as well as answered them. | 3/5/2018 2:27 PM |
| 58 | He knows the UCF system. | 3/5/2018 2:26 PM |
| 59 | Organization. Clarity. Openness. Walks the talk. Management skills. | 3/5/2018 2:24 PM |
| 60 | yes, very good | 3/5/2018 2:22 PM |
| 61 | Historical awareness of UCF and university protocols | 3/5/2018 1:04 PM |
| 62 | Has knowledge of UCF and has already implemented a number of major changes and initiatives which need to be continued | 3/5/2018 11:12 AM |
| 63 | None. | 3/5/2018 10:37 AM |
| 64 | Already knows the UCF system. | 2/27/2018 8:47 AM |
| 65 | He is a visionary, and has strong compassionate, leadership ability! I thought that President Hitt was the most awesome University President that I have ever known! Along with his own inherent talents and abilities, along with what he derived from apprenticing for several years under President Hitt, I believe that Provost Whittaker will continue and expand the great works and accomplishments of this awesome University of Central Florida! | 2/26/2018 9:48 PM |
| 66 | Dr. Whittaker can be successful if he sets a new path for UCF -- different from that of President Hitt. | 2/26/2018 4:07 PM |

Q4 I have the following concerns about this candidate:

Answered: 64 Skipped: 8

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Will he be able to shake the Provost role and move UCF forward? | 3/8/2018 11:49 AM |
| 2 | Seems to lack the skills needed for the political function of President. | 3/8/2018 10:58 AM |
| 3 | Less experience with non-STEM fields | 3/8/2018 10:43 AM |
| 4 | NA | 3/8/2018 10:36 AM |
| 5 | His PhD education has been important in helping Whittaker to truly relate to the needs of our research faculty and students. I feel he supports and actively promotes diversity at UCF, both at the faculty and student levels. He combines important skills in both advancing UCF as a financially viable institution and promoting quality research and teaching - this is a rare and outstanding combination of skills and commitments. | 3/8/2018 1:15 AM |
| 6 | He seems single-focused on a few areas and lacks a full understanding of the overall picture. I was very surprised at his lack of interest in the arts at his open forum. | 3/7/2018 3:58 PM |
| 7 | His presentation was strong but answers to questions were extremely weak and vague given that he is an internal candidate. He seemed to be repeating catch phrases and slogans from the strategic plan. The answers may have been too politically astute, i.e. cautious. | 3/7/2018 12:13 PM |
| 8 | His engagement with the faculty union has shown a lack of concern for a healthy, safe, and equitable work environment. He needs to extend himself in the areas of diversity and inclusion. | 3/7/2018 11:13 AM |
| 9 | Whittaker is a decent provost, and can get "into the weeds" as necessary ... but he has no qualities befitting a university president. Very little charisma (the first applicant Wilson, was WAY more charismatic, which donors and the community will love). Whittaker will only be slightly additive to the current environment that Hitt created and that Whittaker implemented as provost. Sure, Whittaker can manage staff and other administrators, and task them with things to do that help the mission. But represent UCF on the Big Stage? I see no evidence of this. I see very little in true passion for UCF. Whittaker won't be the transformative president UCF needs right now. | 3/7/2018 9:22 AM |
| 10 | Lack of experience with athletics, unsure about fundraising capabilities | 3/7/2018 8:44 AM |
| 11 | His discussions during the forum with the College of Arts and Humanities was disappointing. He spoke mostly in generalities, not specifics, and I did not think he had satisfying responses to our questions. He did not describe concrete ways that he would support the arts and humanities, and did not seem to understand our needs deeply or value our work deeply (especially the humanities). I did not leave this forum with a strong understanding of how Dale would be a supporter of the arts and humanities, and that coupled with his background in the STEM disciplines worries me that he would not be supportive of one of the largest (the second largest!) colleges on this campus. We deeply impact students and we need to have a president who understands and supports that work. While Dale is not afraid of change, I worry that some of his projects lack follow-through. As president, if selected, I would worry that there would be more new initiatives rather than working to follow through with current initiatives and selected new ones. I think UCF is facing "change fatigue" and we need someone who can usher us in to a new era of working on becoming better by polishing what we already have rather than always chasing the new. | 3/7/2018 7:56 AM |
| 12 | He is only concerned about the sciences. He was unable to genuinely speak to his commitment to the arts in the meeting with arts people and COMPLETELY ignored the arts in all other settings. | 3/7/2018 7:44 AM |
| 13 | His ability to communicate to a wide range of constituents externally and within the university. And his ability to raise friends and funds to promote his ideas. | 3/6/2018 11:29 PM |
| 14 | not innovative | 3/6/2018 10:55 PM |
| 15 | I sometimes wonder about his seemingly heavy reliance on "data" and "numbers"—perhaps appropriate for many or even most things, but not all. | 3/6/2018 9:15 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 16 | I have seen him lead us at the Provost level and have no concerns about his taking us to the next level. | 3/6/2018 9:08 PM |
| 17 | None. | 3/6/2018 7:28 PM |
| 18 | None. | 3/6/2018 4:58 PM |
| 19 | None | 3/6/2018 4:35 PM |
| 20 | I don't have any concerns about the candidate. I believe that he has the ability to smoothly transition into his new role. | 3/6/2018 4:33 PM |
| 21 | No concerns whatsoever. | 3/6/2018 4:13 PM |
| 22 | No concerns | 3/6/2018 4:12 PM |
| 23 | No new perspectives | 3/6/2018 4:00 PM |
| 24 | Will he bring new energy to UCF? Will he have the ability to build the political and philanthropic relationships needed to increase financial support for UCF? | 3/6/2018 3:40 PM |
| 25 | What I heard at the open forum was 99% Provost ideas, and only 1% Presidential ideas. With Provost Whittaker at the helm, it would just be more of the same - we do not need two provosts at UCF. A president needs to be the face of the university, he needs to get major donations from donors, he needs to have passion. I didn't see any of this from Whittaker; he is not the man for the job. What was that graph about excellence and time with two lines, made-up slopes, no data, and trying to show that we'll get better over time! How completely non-presidential. Whittaker speaks only of metrics of what we can essentially buy as a university - more faculty, pay for NAS members, pay for more postdocs, etc, etc. At no time was there a discussion of actual output quality. Why? Because he can't control that, and it doesn't make for good graphs. More = better? Bigger = Better? How about better = better! His open forum was replete with Provost catch phrases. We need a true leader, not more of the same. The first candidate has by far more vision that Whittaker. | 3/6/2018 2:57 PM |
| 26 | None | 3/6/2018 2:55 PM |
| 27 | Can seem overly poised/rehearsed at times. Needs to prove that he could be a good President, having never held such a high position. | 3/6/2018 2:19 PM |
| 28 | Didn't answer questions specifically. Deflected back to the questioner or provided vague responses. He delegates which, in itself, is not a problem. The issue is with the people he delegates to. | 3/6/2018 1:54 PM |
| 29 | My concern is his close alignment with Corporate Business models as inspiration for how to run an institution of higher learning. | 3/6/2018 1:35 PM |
| 30 | NONE | 3/6/2018 1:20 PM |
| 31 | Fundraising as a whole; faculty growth as a financial action item. | 3/6/2018 1:07 PM |
| 32 | My one concern would be how his vision will be different then our current president and how he will realize this as our leader. He says he will surround himself with strong inclusive personnel, I hope this change is immediately visible. My mind is not made up as of yet, but I am concerned that the campus community may not embrace his candidacy because he is an internal candidate. | 3/6/2018 12:49 PM |
| 33 | No concerns | 3/6/2018 12:35 PM |
| 34 | Speaks in high ed jargon and buzz words. Has grown the breauarcy by about a factor of 10 in his current position, and staffed it with less than stellar individuals (loyalty over competence.) Gives lip service to faculty input as evidence by the recent massive reorganization of several major units. Uses education clenches instead of boots on the ground input about the disservice we do to students in huge classes. | 3/6/2018 12:07 PM |
| 35 | None. | 3/6/2018 12:05 PM |
| 36 | No concerns | 3/6/2018 12:00 PM |
| 37 | None | 3/6/2018 11:52 AM |
| 38 | I'm concerned that the comment / question concerning students put to the Provost was recognized by the Provost as a problem, and then he stated it was up to the Provost to handle. So is he saying he has not handled correctly? | 3/6/2018 11:47 AM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

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|----|--|-------------------|
| 39 | I was concerned by the candidate's use of the concept of digital native when describing our students: most of our students are certainly capable users of technology, but they are also used by it, and the challenge of naive tech use is one the changing university must address. | 3/6/2018 11:35 AM |
| 40 | May be too close to certain faculty/colleges because of his previous role. May not see things with "clear vision" of outsider. | 3/6/2018 9:32 AM |
| 41 | He didn't answer all of the questions. | 3/6/2018 9:15 AM |
| 42 | None | 3/5/2018 9:55 PM |
| 43 | Several answers regarding diversity, academic retention, and faculty staff resources sounded vague, with no clear examples cited. He seem to wander around these replies. He even openly admitted that he wasn't sure if the faculty to staff hiring ratio was even effective. His answers regarding NTE faculty also seemed rather vague (value their contributions? Exactly how?) Frankly, candidate Matthew Wilson had far more specific answers regarding these questions. | 3/5/2018 8:24 PM |
| 44 | His answers to questions lacked concreteness. I did not feel that the questions posed to him received answers that were specific, rooted in examples or stories, and therefore were concrete. I worry that his focus is too heavily STEM-related and that he is less able to understand, appreciate, value, and support the arts and humanities. | 3/5/2018 8:23 PM |
| 45 | No substantial concerns about his ability to be president. | 3/5/2018 5:01 PM |
| 46 | Branding, Marketing and promotion not a strength to help promote UCF nationally and internationally. | 3/5/2018 4:38 PM |
| 47 | Has not previously been a President. | 3/5/2018 4:18 PM |
| 48 | Because Dr. Whitaker was the person to whom Cynthia Young reported when she was over UCF Global, I will always be skeptical of his judgement of leadership. Dr. Young showed no personal integrity, depleted the community that had previously existed, did not allow creativity, and could not judge excellence. That Dr. Whitaker did not recognize these makes me skeptical of his leadership. | 3/5/2018 3:33 PM |
| 49 | Very low energy, especially compared to the first candidate. Did not have clear answers to the questions he was asked. I hate to say this because he seems like a nice person, but at the forum I saw he did not seem presidential and the difference was obvious when comparing him to the first candidate. If this search is legitimate and this is an even playing field for all candidates then I am not sure he will make the final cut. Not sure if he considers this job "in the bag" or not but I did not see a UCF president today. Maybe someone from outside our culture is what is needed to take UCF to the next level. | 3/5/2018 3:32 PM |
| 50 | The transition from Provost to President can be complex. | 3/5/2018 3:27 PM |
| 51 | He seems like he's been a good provost, but his presentation highlighted that he is not cut out to be president. He didn't answer any of the questions, got out of answering questions by asking the moderator a question. Gave no specific ideas or plans. | 3/5/2018 2:45 PM |
| 52 | I feel his application to leave UCF and become a president elsewhere shows disloyalty. It's as if he did it purposely to make President Hitt retire so that he could become president. | 3/5/2018 2:42 PM |
| 53 | None | 3/5/2018 2:40 PM |
| 54 | While I believe he has a solid understanding of the role of the Arts and Humanities w/in the university community, I'm not clear on how he sees their role in his vision for the university in the future. | 3/5/2018 2:35 PM |
| 55 | Political/biased decisions made by him; growth/size oriented instead of quality | 3/5/2018 2:32 PM |
| 56 | Although Dr. Whittaker reflected in his comments a recognition of the difference between Provost (inward and academically focused) and President (outward CEO-to-CEO), he does not have experience in the latter - and other candidates do. Secondly, for what it's worth, his responses to questions about the arts (and humanities this time - thank you, Dean Moore) were less-than-succinct, leaving his audience with an unclear sense of his perspective, orientation, and commitments. | 3/5/2018 2:31 PM |
| 57 | None | 3/5/2018 2:27 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

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|----|--|-------------------|
| 58 | He is unethical. Faculty are aware of junior administrators being promoted by Whittaker without the credentials to be in those positions. Whittaker asked the Faculty Senate to pass a resolution supporting foundation of the College of Undergraduate studies *without* first providing the external consultants report for review and *after* having already hired the Dean for that College. When the Senate asked for time to review the external consultants report before voting on a resolution, he asked the Senate to vote on a statement of support anyway. This is an unethical way to conduct business. It also shows he does not support faculty governance. It also shows he is not using the vast experience of the faculty, most of whom originate outside UCF, to help make our institution better. | 3/5/2018 2:26 PM |
| 59 | None. | 3/5/2018 2:24 PM |
| 60 | How supportive is he REALLY of Arts and Humanities? | 3/5/2018 1:04 PM |
| 61 | Dale is unfit to be president of UCF. During his discussion with arts and humanities faculty and staff he avoided questions about the value of the arts and exhibited little understanding of arts processes. He sees the arts strictly as entertainment or as a tool for other disciplines to use, and does not understand the role of arts in creating culture and societal criticism. Calling himself an artist was incredibly insulting. I certainly don't walk around calling myself an engineer. Additionally, Dale is actively destroying arts programming at UCF by splitting up SVAD. If he truly believes Orlando is the future capital of the art world due to AR/VR tech, why separate Digital Media and Film from SVAD? Now would be the time to make those connections stronger, not weaker. He speaks out of both sides of his mouth. | 3/5/2018 10:37 AM |
| 62 | None. | 2/27/2018 8:47 AM |
| 63 | NONE | 2/26/2018 9:48 PM |
| 64 | Dr. Whittaker is likely to be influenced in his decision making by external constituents and not always make the best decisions as a result. | 2/26/2018 4:07 PM |

Q5 Are there any other comments about this candidate?

Answered: 49 Skipped: 23

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Dr. Whittaker is a great proponent of the arts in a real and significant way, unlike the other candidates. | 3/8/2018 11:49 AM |
| 2 | Likely to micromanage the new Provost and the entire university and to add to the administrative bureaucracy that he has created as Provost. His actions are too much influenced by political correctness, rather than the best interests of the institution | 3/8/2018 10:58 AM |
| 3 | The strongest candidate, by far, among the finalists. | 3/8/2018 10:43 AM |
| 4 | He's awesome | 3/8/2018 10:36 AM |
| 5 | Additionally, Whittaker has shown to connect to students and faculty. I'm speaking from my own experience regarding his important efforts to improve the way that the ORC functions. I also heard from my McNair students who reported to me that Whittaker was genuinely interested in their perspective at a meetings today and clearly cares about diversity. This is an excellent candidate for our UCF president. | 3/8/2018 1:15 AM |
| 6 | He views the role of President as "spiritual leader" which does not seem to describe him as a person (whom we have observed for the last three years) at all! I do not believe he has the compassion and breadth of experience required to lead as president. | 3/7/2018 12:13 PM |
| 7 | He is an "Ag-president," based on his focused background in agriculture schools. He is not the face of a major metropolitan school like UCF. UCF deserves better for our next chapter. | 3/7/2018 9:22 AM |
| 8 | I think Dale has been an effective Provost so far and his performance in this venue did not convince me that he could transfer the effective performance as the chief academic officer into the role of President of UCF. | 3/7/2018 7:56 AM |
| 9 | I'm sure there is already a back door deal that he is being hired but he is not cut out to be our next president and it is disappointing what a sham searches are around here. | 3/7/2018 7:44 AM |
| 10 | No | 3/6/2018 11:29 PM |
| 11 | He has been such an effective Provost (IMO) that I wonder if the same person can be an effective President. But I think so—I think he will apply all of his energy early on to hiring the best Provost (as he says)—someone who matches or complements him, has the energy, is detail oriented, etc. as he is (was). Then he will be free to transition to President mode, where I think he will lead through inspiration, clarity of vision, optimism, pragmatism, etc. | 3/6/2018 9:15 PM |
| 12 | He is a kind, balanced, honest, and an ethical leader who will serve us well collectively and individually as an institution. | 3/6/2018 9:08 PM |
| 13 | We are fortunate to have a candidate with this level of brilliance, decision making ability, leadership, and ethical standards combined with the fact that he knows the UCF systems well as a potential president. I think and feel that UCF could become the greatest US university under his leadership and make significant and transformational impacts on the wealth and well-being of the nation. | 3/6/2018 7:28 PM |
| 14 | It was great to hear the plan to continue increasing faculty size which will ultimately help us solve related issues. | 3/6/2018 4:58 PM |
| 15 | Dr. Whitaker will make an excellent president to build upon his outstanding work as provost at UCF. | 3/6/2018 4:35 PM |
| 16 | He was very effective in answering honestly when presented with complex questions pertaining to diversity, student retention, and presidential qualifications. | 3/6/2018 4:33 PM |
| 17 | There is no other candidate in the pool that can compete with Dr. Whittaker on this race. | 3/6/2018 4:13 PM |
| 18 | He is a critical thinker; he is action oriented; he knows what he needs to do as president | 3/6/2018 4:12 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 19 | I think we are in more pressing need of a good provost as he himself said a couple times. Therefore, he should remain in his current position and support another of the qualified candidates as president. | 3/6/2018 4:00 PM |
| 20 | It seems like the Board of Trustees has made certain that Whittaker will be the next president of UCF. The other 3 candidates are mediocre; during the last day of selection, magically the search firm stated that "4 top diversity candidates backed out the last minute". Right, sure they did. The question for all 4 finalists was "what does scale x excellence = impact mean to you?" fully favoring Whittaker in this regard, as he already promotes this silly phrase. Whittaker was going to be President at Iowa State, and then suddenly, without reasonable justification, withdrew his candidacy for that position. Not surprisingly, President Hitt announced his retirement a week or two later. Was Whittaker promised the UCF President's job, so that UCF would not lose both a President and Provost in the same year? It seems that Whittaker was told this, and we just heard the following in the open forum: Whittaker stated that he talked to a half dozen other presidents "during the last month as I was preparing to this day today." | 3/6/2018 2:57 PM |
| 21 | He is someone who is a team builder and will carry all constituents - students, staff, faculty, community to the next level of excellence here at UCF and Orlando | 3/6/2018 2:55 PM |
| 22 | He has initiated much change since his arrival at UCF, change desperately needed in some areas but not so much in others. In some cases, those initiating the changes are no longer at UCF and a lack of follow through adds up, creating a sense of disorganization. Those of us in the trenches are exhausted. | 3/6/2018 1:54 PM |
| 23 | I believe this candidate is well suited for the job with the background, knowledge, experience, and integrity to serve as the successor to President Hitt. | 3/6/2018 1:35 PM |
| 24 | I was a search committee member for the hire of Dr. Klonoff. Dr. Whitaker sat (quietly) in on the committee's initial interviews of applicants. He was personable and recognized and supported the work of the committee. In my administrative role I attend the strategic planning meetings related to the research funding for my college. Dr. Whitaker keeps the discussions on target, organized and supported our feedback. | 3/6/2018 1:20 PM |
| 25 | I was appreciative of the fact that he understood the role of inclusivity on UCF's campus. That he would be a role model, for such an infrastructure, who will lead by example. He came across very genuine and that was very well received by me. Appreciated him speaking to the removal of culturally biased barriers. | 3/6/2018 12:49 PM |
| 26 | Dr. Whittaker is the right leader for UCF. This is a great university poised to become the national model for 21st century teaching and learning. | 3/6/2018 12:35 PM |
| 27 | It was obvious that few if any active faculty scholars took part in this event. Most that I have talked to have responded with some version of "Why bother? The fix is on." In actions he has made UCF more bureaucratic, less innovative, more obstructionist than anyone in our history. He did the political thing: had prepared answers to work into any question. Failed to even consider that we are graduating students that cannot do simple arithmetic, often work at jobs needing no education. Students who are good at picking out the right answer on a multiple choice exam, but unable to think and reason. | 3/6/2018 12:07 PM |
| 28 | Dr. Whittaker has demonstrated his commitment to the university and to higher education through his service as provost. I have no doubt he will do the same as our next president. | 3/6/2018 12:05 PM |
| 29 | His presentation was on point with our UCF goals. I would like to see him get more involved with the student organizations and non student organizations. (A non-student organization are the group of students who actively attend UCF but are not affiliated to a student organization, but would like to be involved.) | 3/6/2018 12:00 PM |
| 30 | While we need continuity, Dr. Whittaker brings an innovative perspective to UCF. | 3/6/2018 11:52 AM |
| 31 | too nice, too general, so not dynamic | 3/6/2018 11:47 AM |
| 32 | The candidate clearly brings an understanding of the campus to bear, but has clarified what he would bring in this new role. | 3/6/2018 11:35 AM |
| 33 | very personable & friendly. Would be good spokesperson for university & I think a good fundraiser & representative in Tallahassee. | 3/6/2018 9:32 AM |
| 34 | Dale seems to be the ideal candidate for the job. He knows UCF, and he has already made incredible progress for us as our Provost. | 3/5/2018 9:55 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

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|----|---|-------------------|
| 35 | A couple of things bothered me a lot about this session. First, Dale never addressed us as a group when he arrived. He just seemed to sit down and begin answering questions. No welcome, no thanks for being here. Wilson went around the room and introduced himself to each and every one of us. This might seem petty, but our president needs to be a people person if he's going to get outside funding. This really bothered me. Dale didn't strike me as a charismatic leader who could fully fill President Hitt's shoes. Second, many of his answers to the questions involved a single solution: hire more faculty. When challenged on this question, he didn't seem to have a rebuttal. Hiring more faculty wouldn't solve the problem of classes being far too large and students feeling lost in them. You hire more faculty and just perpetuate the problem instead of reducing class size. Finally, the jokes about "hiring another provost" as if to imply he already had the job were, in my humble opinion, inappropriate since he's the internal candidate. This really rubbed me the wrong way. I think Dale should continue his work as provost, but I think UCF is ready for someone with much more enthusiasm and bolder ideas. | 3/5/2018 8:24 PM |
| 36 | I felt his answers were direct and to the point. He articulated a clear vision, plan, and to some degree an implementation strategy within the short amount of time given for each answer. After participating in this faculty interview I walked away with a fairly clear understanding of the approach he would take to move the needle for UCF. I very much appreciated the comment he made when asked about diversity and inclusion indicating that "diversity is hollow without inclusion, its more than tolerance... its about sharing power." Very impressive interview and perspective. I believe he is a strong leader for UCF with the ability to transform what higher education looks like in the 21st century. | 3/5/2018 8:04 PM |
| 37 | Dr. Whittaker has brought about a good deal of change at UCF during his time as Provost. This could lead some faculty and staff to not be an advocate for this candidacy. However it is critical that the good of whole university be seen when choosing the next President of UCF. | 3/5/2018 5:01 PM |
| 38 | I was really surprised by his interactions with the dean and the audience at the arts forum - he seemed low energy, off balance, and unprepared. He provided some rambling responses and it was hard to follow what he was saying. Unclear and undeveloped answers. Wanted him to do better than I thought he did here. I have seen him talk eloquently at other venues but he was definitely off his game today. | 3/5/2018 3:32 PM |
| 39 | This is the strongest candidate in the field. | 3/5/2018 3:27 PM |
| 40 | I'm sure it has already been decided that he is going to be hired since that how things work around here, but I hope you reconsider. He has no vision. | 3/5/2018 2:45 PM |
| 41 | Provost Whittaker faces a unique challenge of being a known quantity. Many of us appreciate his leadership and thoughtfully critical approach. UCF has been better for his leadership. Others, however, have questions about some of his actions and orientations. Personally (again, for what this is worth in such a diverse landscape of opinions), I think his potential to lead as President outweighs his shortcomings in a vision for CAH. As he often says, the work of visioning should be largely our own, anyway. | 3/5/2018 2:31 PM |
| 42 | Very strong candidate. | 3/5/2018 2:27 PM |
| 43 | It does not appear to most people on the outside like the Presidential search is being conducted in a way that could ever lead to the appointment of someone other than Whittaker. | 3/5/2018 2:26 PM |
| 44 | He would excel in the role of UCF President. He has experience, charm and the Arsenal's to take UCF forward to accomplish its goals. | 3/5/2018 2:24 PM |
| 45 | very good | 3/5/2018 2:22 PM |
| 46 | UCF would benefit immensely from some outside perspective, not an internal candidate. | 3/5/2018 10:37 AM |
| 47 | I believe in rewarding internal candidates by promoting from within. I feel the staff already knows Dr. Whitaker and trusts in his leadership abilities. His resume and cover letter speak for themselves...a quality candidate with the experience to lead our university. | 2/27/2018 3:38 PM |
| 48 | I predict he will win. | 2/27/2018 8:47 AM |
| 49 | No | 2/26/2018 9:48 PM |

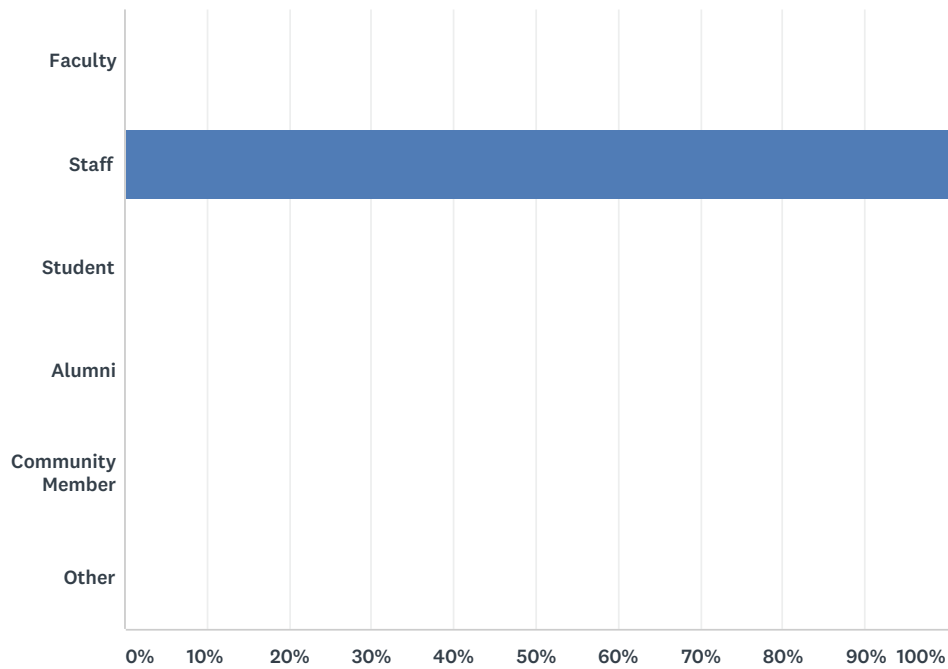
Q6 Your name (optional):

Answered: 7 Skipped: 65

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Joanna Mishtal, PhD Associate Professor, Dept of Anthropology | 3/8/2018 1:15 AM |
| 2 | Prof. Gregory Welch | 3/6/2018 9:15 PM |
| 3 | Lisa Dieker | 3/6/2018 9:08 PM |
| 4 | Damla Turgut | 3/6/2018 4:58 PM |
| 5 | Faculty Member | 3/6/2018 11:52 AM |
| 6 | Bari Hoffman Ruddy | 3/5/2018 8:04 PM |
| 7 | Dr. Richard Curcio, Associate Lecturer, Department of Finance and Dr. P. Phillips School of Real Estate, UCF. | 2/26/2018 9:48 PM |

Q1 Please identify your primary university role:

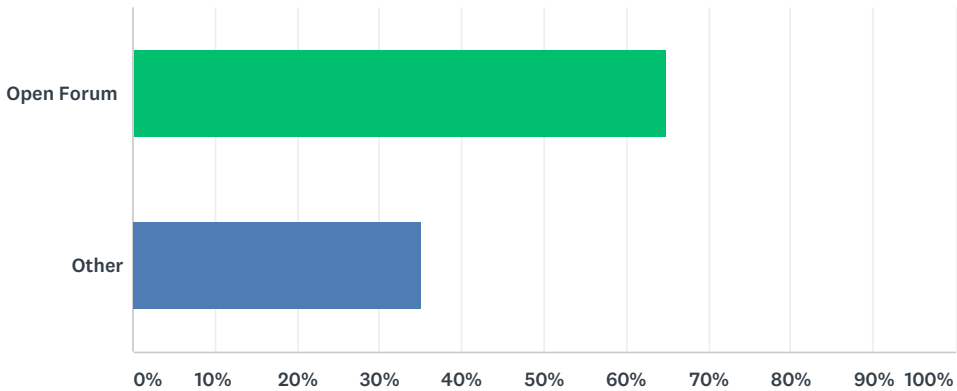
Answered: 77 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 100.00% | 77 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 77 |

Q2 In what setting did you interact with this candidate?

Answered: 77 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 64.94% | 50 |
| Other | 35.06% | 27 |
| TOTAL | | 77 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 76 Skipped: 1

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Cares about the future of UCF and it's students and continuing to grow our University. | 3/8/2018 1:44 PM |
| 2 | Mr. Whittaker is a strong leader who has implemented new and effective strategies for UCF. He is an open-minded individual who can foresee the future and will guide UCF into the 21st century. The changes he has brought as a Provost have made a positive impact not only to the community, students, faculty, but also to the staff who he has lead. He would be awesome and it would be privilege to work under his leadership and we look forward to new and awesome changes he would bring to the university. | 3/8/2018 1:05 PM |
| 3 | Already has a familiarity with the University as Provost. He seems to be a very humble person which I think is an important trait that the President needs to have. | 3/8/2018 12:44 PM |
| 4 | Effective communication and a vision for the future. Dr. Whittaker has his finger on the pulse of the Greater Orlando Metropolitan area. He understands the needs of Central Florida related to economic development and the continued influx of new residents to Florida. He has a plan to serve this community as a whole, and more importantly, how we can prepare future generations to sustain and enhance the region. He has expressed his desire to remain flexible and is not afraid of change. He recognizes the need to stay ahead of fluctuating trends and student expectations. He has already proven his ability to move UCF in a new direction, one that serves the entire state, and in the future, the nation. | 3/8/2018 8:37 AM |
| 5 | Dr. Whittaker has confidence and has the advantage over candidates because of his tenure here at UCF. | 3/8/2018 8:33 AM |
| 6 | He is an internal candidate. | 3/7/2018 5:28 PM |
| 7 | Strong academic background; passion for UCF and its mission; excellent understanding of UCF's culture, its strengths and challenges. | 3/7/2018 1:43 PM |
| 8 | Will carry out the plan that President Hitt has paved regarding Medical School/Hospital, downtown move, and our growth. | 3/7/2018 12:10 PM |
| 9 | He is currently present and working as the university transition to it's next level. | 3/7/2018 12:04 PM |
| 10 | Keep UCF on its current trajectory and lead UCF through our current strategic plan. | 3/7/2018 11:23 AM |
| 11 | Clear vision for UCF. Down to earth, real candidate. His performance as provost speaks for itself and would be the best candidate by far of the group. | 3/7/2018 11:09 AM |
| 12 | Background and knowledge about UCF, current position about UCF, ability to know what has happened here and what is needed. | 3/7/2018 11:05 AM |
| 13 | The candidate wants to bolster faculty development. | 3/7/2018 9:53 AM |
| 14 | I have not had the opportunity to work with Dr. Whittaker, but when I see him on campus, he seems to have a nice personality. He has been our provost for a few years and has gone down that long road with UCF to achieve a lot of things. He knows where we have been and where we need to go. He's familiar with the playing field. | 3/7/2018 9:32 AM |
| 15 | strategic vision; familiarity with university, community, and industry partners; focus on faculty support; desire to be leader of higher ed across state and nation; desire to work with other SUS presidents; desire to reform outdated management processes like facilities; focus on achieving preeminence; focus on being the face of UCF | 3/7/2018 8:19 AM |
| 16 | Dr. Whittaker seems to understand the gravity of the President's role. His experience and track record at UCF speak volumes about his ability and passion. His core values and character are trustworthy. I think he would make a splendid UCF President. | 3/7/2018 8:17 AM |

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| 17 | Vision for UCF; experience; ability to interact with all types of audiences; intelligent quick thinker | 3/7/2018 8:11 AM |
| 18 | Visionary and innovative ideas on how to continue UCF's upward trajectory. In-depth knowledge of how to partner UCF's strengths to positively impact our community and Florida. Understands the role of an administrator at this level - what he will be able to do and what needs to be delegated. Passionate about student success, research and community. | 3/7/2018 5:39 AM |
| 19 | close familiarity of strategic plan and area. Already vested in moving UCF to pre-eminence. Understands how scale and excellence create impact in both our local area but nationally. Would like to utilize technology to move our mission forward when it comes to advising and support services. | 3/6/2018 9:42 PM |
| 20 | Has a clear vision. And will follow the in place plan set out by the BoT. Noted his clear vision for faculty and learning. | 3/6/2018 8:02 PM |
| 21 | This candidate already has a familiarity of the overall operations of the University, the faculty, the staff and the immediate plans & projects to continue a smooth implementation. He knows the challenges academically, for fundraising, and the political environment both locally & statewide. He has relationships with the Board of Trustee & Board of Governors. This could be a big strength as this will lessen the learning curve as he adapts to the role of President. | 3/6/2018 6:29 PM |
| 22 | passion for UCF, vision for future, had goals well articulated. | 3/6/2018 6:08 PM |
| 23 | Comprehensive understanding of where UCF is and where we are headed. Vision, enthusiasm and authentic representation of both our strengths and areas for improvement. | 3/6/2018 5:46 PM |
| 24 | His experience as Provost of UCF for the last few years. He is well-connected with other university presidents, and he willingly takes wisdom from them. His strength as an academic leader for UCF is clear. | 3/6/2018 5:44 PM |
| 25 | This was the first time that I have heard Dr. Whittaker speak and I was very impressed with his temperament and how he credited and attributed the people (other presidents) that have influenced his thinking. His vision resonated with me for integrating Computer Science, gaming, virtual reality, simulation and learning with communities. | 3/6/2018 4:41 PM |
| 26 | Dr. Whittaker presentation was extremely professional and provided me with great insights on how effective he will be as UCF's next president. He has a very strong understanding of the University and will lead us forward into molding the 21st century institution of higher learning. | 3/6/2018 4:34 PM |
| 27 | He has worked hard for UCF as Provost and seems passionate about the University | 3/6/2018 4:26 PM |
| 28 | 1) Passion for education and success comes through in answers to questions. 2) Has a proven track record with the institution. 3) Understands that the President sends messages by the actions taken as much as the words spoken. | 3/6/2018 4:22 PM |
| 29 | Concise/ Smart/ humble/ knows UCF/ leader/ engineer and also an artist | 3/6/2018 4:15 PM |
| 30 | He knows the UCF community well and has made a significant impact during his tenure at the university. He is well spoken and has a passion for innovation, progress, and looks like he has a great work ethic. He's also very involved in the university's new initiatives, which makes him a great candidate to continue and champion them as President, but can also be great team player and collaborator with a new President in his current role as Provost. | 3/6/2018 4:08 PM |
| 31 | Knows UCF well. He is thoroughly invested in our success. He will continue the legacy that Dr. Hitt will be leaving behind. | 3/6/2018 3:30 PM |
| 32 | Dr. Whittaker outlined a 21st Century vision for the University of Central Florida. His focus and ability to clearly define what the role of a dynamic University President leads me to believe Dr. Whittaker would be a transformative leader. Strengths of a Transformative Leads by example Driven by excellence and compassion Visionary Innovative Recognizes the value of a diverse and inclusive team Ability to address 21st higher education problems/issues in a dynamic space Dr. Whittaker would an effective president of the University of Central Florida. I appreciate the opportunity to be apart of the process and to provide feedback. Institutional Knowledge Proven Experience Focus on students, staff | 3/6/2018 3:30 PM |
| 33 | Dr. Whittaker has a unique inclusiveness to his leadership. He has proven that as a Provost, and hopefully will continue to prove that as our President. Not only is he a logical person but a very creative one. I believe that Provost Whittaker's warmth and unique understanding of UCF makes him the absolute perfect candidate to be president of UCF. | 3/6/2018 2:44 PM |
| 34 | During his tenure as provost the University has thrived | 3/6/2018 2:32 PM |

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| 35 | His leadership and vision for UCF's future. | 3/6/2018 2:23 PM |
| 36 | Dr. Whittaker is a strong speaker and genuinely cares about the UCF campus. He had good ideas and seemed to have a plan for moving forward. | 3/6/2018 1:54 PM |
| 37 | -knowledge of faculty recruitment and retention -experience in working at an institution this size - commitment to downtown project | 3/6/2018 1:31 PM |
| 38 | Knowledgeable on UCF and what we have done in the past. Been instrumental in moving UCF forward into the 21st century. Times have changed and UCF needs to keep changing with the environment we operate in. He also is very personable and someone you would feel comfortable bringing your concerns to. | 3/6/2018 1:22 PM |
| 39 | very goal oriented | 3/6/2018 12:59 PM |
| 40 | knowledge of university | 3/6/2018 12:54 PM |
| 41 | Knowledge of UCF, Concrete goals for UCF's continued trajectory to preeminence. | 3/6/2018 12:45 PM |
| 42 | Vision and understands the role of the president as a spiritual leader. His goal for scale x excellence = impact are novel | 3/6/2018 12:40 PM |
| 43 | Active listening, open communication, willingness to engage in deep meaningful conversation, and a willingness to take action if and when needed. | 3/6/2018 12:35 PM |
| 44 | character, experience, vision, commitment to UCF's cornerstone ideals | 3/6/2018 12:34 PM |
| 45 | Understood the difference between current role of Provost and the expanded role of President. Additionally, Dr. Whittaker appears to be able to effectively interact with diverse faculty and staff from throughout the UCF community. | 3/6/2018 12:32 PM |
| 46 | clear vision and how to get there | 3/6/2018 12:30 PM |
| 47 | Familiarity with the UCF | 3/6/2018 12:27 PM |
| 48 | History with UCF, involvement in shaping the current strategic plan | 3/6/2018 12:26 PM |
| 49 | Personality: passionate about UCF, thoughtful in responses, genuine, nervous but understandably so, motivated. Clear goals for UCF as a whole and ideas on how to implement them, leadership skills to do so, knowledge of UCF system (flaws and strengths), "culture change politically astute but not necessarily political", "do research that matters here and globally"--international partnerships!, reengaging with the students (open home, social media, time on campus), support for individuals, downtown campus as anchor for revitalization (HUGELY important), stimulate debate, advocate to advance education, appreciates shifts in corporate culture, He mentioned he and Mary are spiritual leaders--family oriented | 3/6/2018 12:23 PM |
| 50 | It's the pragmatic decision to chose this candidate as it would be the smoothest transition possible from Dr. Hitt for a variety of reasons (previously established and current relationships both internally and externally, etc.) | 3/6/2018 12:23 PM |
| 51 | Too be honest I didn't hear anything in the CAH open forum. I heard the candidate talk abstractly and never address any concrete details or information as it related to the Arts. | 3/6/2018 12:23 PM |
| 52 | very eager, very innovative and very creative | 3/6/2018 12:22 PM |
| 53 | Dr. Whittaker is deeply knowledgeable about the direction the university is headed and seems supportive of our Collective Impact Strategic Plan. | 3/6/2018 12:13 PM |
| 54 | Institutional knowledge; background; and he is relevant. I believe Dr. Whittaker can move an already fantastic university toward the greatest university!!!! | 3/6/2018 12:12 PM |
| 55 | Positive, engaging, calm. Good response to all questions. Didn't have any unrealistic goals. | 3/6/2018 12:11 PM |
| 56 | Excellent communicator with a strong vision for UCF. I believe he sees a positive future and realizes we need support the infrastructure to achieve additional growth. | 3/6/2018 12:09 PM |
| 57 | working knowledge of ucf as current provost | 3/6/2018 12:08 PM |
| 58 | Dr. Whittaker clearly expressed his goals for the future of UCF. He has been instrumental in helping UCF improve its preeminent status over the last several years and being President will allow us to continue on the path he has set. I believe that his plans to increase our facilities and faculty in order to best serve our large student body are important. I believe that he has a strong knowledge of the university through his experience over the last few years that are a great asset in ensuring continued success. | 3/6/2018 12:07 PM |

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| 59 | I feel more confident in Candidate Whittaker because he has the experience with UCF and understands the campus. He has the connections and relationships within UCF to continue President Hitt's goals and seamlessly transition and improve the university. "We need to treat individuals as individuals" - I appreciate that and his compassion. I am glad he recognizes some of the problems and issues of UCF and I feel like he will work diligently to fix them. I feel like and hope he will be more accessible for students, faculty, and staff to communicate and hear feedback. I think he has the most potential out of the candidates to create real positive betterment for UCF. | 3/6/2018 12:02 PM |
| 60 | Clear vision and plan for future. Diplomatic when talking about difficult issues | 3/6/2018 11:57 AM |
| 61 | Great speaker. Seems to have a good feel for where UCF is at and where it is going. He seems aligned with our goals. | 3/6/2018 11:56 AM |
| 62 | Already highly engaged with and committed to UCF's strategic planning and forward vision and mission. | 3/6/2018 11:56 AM |
| 63 | He loves UCF and all that it stands for. He sees the greatness that UCF is capable of and wants to continue to build the UCF brand. He is an amazing speaker that exudes confidence. He sees the future that UCF could have and wants to soar towards it, for the betterment of all- the community, students, staff, faculty. | 3/6/2018 11:56 AM |
| 64 | Good organizational skills. Ability to see projects to completion. | 3/6/2018 11:53 AM |
| 65 | Authentic vision for taking UCF to the next level. Building on the past but willing to make needed change. He can hit the ground running with little learning curve. He knows UCF and where he wants to lead us. | 3/6/2018 11:44 AM |
| 66 | Strong understanding and direct knowledge of the state of our city regarding fundraising for the arts. | 3/6/2018 11:34 AM |
| 67 | Everything! Dale has a great head on his shoulders, down to earth, very in tune with what this university leads and is already familiar with all policies, procedures, and problems. Dale is the ideal candidate and the best fit for this role. | 3/6/2018 11:31 AM |
| 68 | Great vision and ability to connect concrete examples to future vision. | 3/6/2018 11:29 AM |
| 69 | He is real and is unafraid of taking risks to fail fast in order change with the times. Higher education leadership needs to lead and be present. He's willing to take that on to forward the institution's goals. | 3/6/2018 11:27 AM |
| 70 | already in ucf system | 3/6/2018 11:10 AM |
| 71 | Vision with implementation, boldness, compassion | 3/5/2018 4:33 PM |
| 72 | Familiarity with UCF | 3/5/2018 2:59 PM |
| 73 | Is familiar with the policies and procedures at UCF, is positive and enthusiastic regarding the downtown vision and will champion the arts at both locations | 3/5/2018 2:54 PM |
| 74 | His prior service here already proves his knowledge of how UCF works and its direction outlined in the strategic plan. He can hit the ground running if chosen for this position, and we would benefit from no lag time for training and acclimation to our operations. | 3/5/2018 11:30 AM |
| 75 | Clarity of message/ vision. Knows UCF. Engineering roots/ training. Beloved by faculty and students/ donors. Renaissance man— brilliant academic, but also paints and plays music. True appreciation for diversity and access. | 3/5/2018 10:20 AM |
| 76 | I had the opportunity to meet Dr. Whittaker and his wife when they stayed with UCFPD officers at the PD during hurricane Irma. Both him and his wife were well rounded and spoken, kind hearted and spirited folks. I believe all the candidates have the UCF community's best interest in mind, but having been part of the UCF staff and community here since 2014, Dr. Whittaker seems like the best for the job. Whether his agenda is business or personal, they all align with the UCF's community and staff. | 2/27/2018 6:47 PM |

Q4 I have the following concerns about this candidate:

Answered: 63 Skipped: 14

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Not very personable until you get to know him. | 3/8/2018 1:05 PM |
| 2 | N/A | 3/8/2018 12:44 PM |
| 3 | Dr. Whittaker did not give responses to the questions asked of him. He turned the tables and asked questions of the people who were seeking answers to their questions. | 3/8/2018 8:33 AM |
| 4 | I have several serious concerns. Firstly, his office is in shambles and barely runs smoothly. He can't even get signed documentation back in a timely manner and we have had several signature documents take 10 to 15 business days to receive a signature and this is a constant that has happened since taking office. For context, the former provost had a turn around in two to three business days or less. Second, the left had doesn't know what right is doing concerning his staff. It has been a constant issue that has been going on and it progressively is getting worse. Thirdly, and of most concern, the change within several of the colleges he is trying to implement. Removal of Deans and reorganization of several colleges have been a slap in the face to faculty and staff. He has upended all of our lives while he adds this to his resume for President with little to no concern of what it has done to the people who were saddled with it. This is not the hallmark of a well thought out plan or a person who is supposed to be our leader. This is a HUGE mess and he is causing undue stress, chaos, and resentment among faculty and staff. He should never be allowed to lead this university. We deserve a better leader! | 3/7/2018 5:28 PM |
| 5 | Being an inside candidate may make it difficult to innovate or think outside the box with a fresh perspective. | 3/7/2018 1:43 PM |
| 6 | Not sure all the faculty are on his side. Will he finally cap the enrollment, we are too big already. | 3/7/2018 12:10 PM |
| 7 | NA | 3/7/2018 12:04 PM |
| 8 | Would like to see him interact with students more than he did as provost | 3/7/2018 11:09 AM |
| 9 | There may be difficulty in Dr. Whittaker being in the shadow of Pres. Hitt. Some may expect more of the same while changes are needed for UCF to grow from here. | 3/7/2018 11:05 AM |
| 10 | This candidate was too focused only on faculty and not on students. | 3/7/2018 9:53 AM |
| 11 | Sometimes during the presentation, I felt like I'm listening to a politician who will tell you what you want to hear. He told us what needs to be done, but not tell us what he plans to do, or what he has been doing about certain things and the people he has been working with to achieve future goals. He did touch on it, but gave general answers that didn't say very much. | 3/7/2018 9:32 AM |
| 12 | making change from provost to president; will need a strong provost | 3/7/2018 8:19 AM |
| 13 | His transition from Provost to President requires a big shift in ideology, but he seems to have taken this obstacle into account. | 3/7/2018 8:17 AM |
| 14 | None | 3/7/2018 8:11 AM |
| 15 | None at this time. | 3/7/2018 5:39 AM |
| 16 | None | 3/6/2018 9:42 PM |
| 17 | . The candidate kept reiterating that what attracted him to UCF 3 years ago was UCF potential and to quote him the "best job in the country". It's a fantastic university. My concern is last year the candidate applied for another position at different university to be it's president. Just how dedicated to UCF is the candidate or is it just the position. I am also concerned regarding his answer to support the operations and public safety on the campus. He spoke in-depth regarding student learning and increasing faculty. But didn't seem to have a great deal to say about these critical functions. | 3/6/2018 8:02 PM |

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| 18 | These concerns are based solely on my impression from the open forum presentation. I felt that he never removed himself from the role as provost in his responses. The president and provost should have two distinct roles that work in concert together for the betterment of the institution. If he is the chosen candidate, can he separate his role as the current provost to the role of president? I didn't get that impression. His vision discussion was based primarily on data, matrix's, and academics. However, UCF has grown to be leading partnership and research university. It's been a big economic driver in the Central Florida region and the state. However, he really didn't expand on his vision on if/how he sees the University in these roles on the path to take UCF to Preeminence status. What does he see as UCF's role in the region? How do we go about growing our research opportunities? He really didn't expand on this information. | 3/6/2018 6:29 PM |
| 19 | did not seem to be clear about the role of COO at a university. Did not comment on employee role in supporting students faculty. | 3/6/2018 6:08 PM |
| 20 | Having worked with Dale I have no concerns about his candidacy. I think he did a good job of speaking to the trajectory of the institution and why he is seeking the position. | 3/6/2018 5:46 PM |
| 21 | While there has been a remarkable improvement in growth at UCF during his tenure, I'm not sure that acceleration is the way forward. There appears to be a tone this is a "numbers game," not a student-centered, faculty-centered, community-centered one. His presentation felt more like an outsider despite the fact he is our second top leader. The presentation felt impersonal and factual-based, and frankly, it was hard to stay focused during his rather monotone delivery. I did not get the passion and energy I would expect from an effective university president for energized vision-setting and gaining the needed support, buy-in, financial and otherwise to move forward into the future. While he has likely been an effective Provost, I am not supportive of him being our next UCF President. | 3/6/2018 5:44 PM |
| 22 | I would like to know more of what he sees as so valuable in corporate culture that he mentioned. | 3/6/2018 4:41 PM |
| 23 | An internal candidate can be scrutinized more because of the history that has already been established at the institution. I feel that Dr. Whittaker's accomplishments have only been positive for us, and will continue to be positive since he clearly understand the "big picture". Other candidates will have to not only learn how to be an effective president, but also learn the culture of our campus. Dr. Whittaker know the culture of the campus and will make the necessary changes that will move the institution forward. We do not have time to stand still. | 3/6/2018 4:34 PM |
| 24 | I am doubtful of his ability to connect with students | 3/6/2018 4:26 PM |
| 25 | He may have a biased view of the university only having worked with and in distinct areas. He has done great work as Provost, but can he step out, continue to pass on that great legacy and work to another Provost, while remaining true to new responsibilities of a President. | 3/6/2018 4:08 PM |
| 26 | He likes to make big changes very quickly and perhaps doesn't always think through them thoroughly. | 3/6/2018 3:30 PM |
| 27 | NA | 3/6/2018 3:30 PM |
| 28 | My only concern is that Dr. Whittaker does not become our President. | 3/6/2018 2:44 PM |
| 29 | This search seems to be biased in his favor. He does not appear to have intimate knowledge of the inner workings of UCF, despite the fact that he, out of all the candidates, should be the most well-versed in this. | 3/6/2018 2:32 PM |
| 30 | None. In my opinion he is an excellent candidate for President. He will continue/finish what Dr. Hitt's vision was for UCF. | 3/6/2018 2:23 PM |
| 31 | Separating himself from being Provost and being the President might be potentially difficult. | 3/6/2018 1:54 PM |
| 32 | - ability to connect with students, staff and community | 3/6/2018 1:31 PM |
| 33 | Dr. Hitt has not been very visible and accessible to the UCF community, and I hope Dr. Whittaker does not follow that same path. Dr. Whittaker in general is a more down to Earth individual so I am hopeful he will make himself more available to the entire community, not just the administrators and student leaders in the inner circle. | 3/6/2018 1:22 PM |
| 34 | Dr. Whittaker already has relationships with faculty that may be hard to alter in this new role. I prefer a fresh perspective as the incoming president. The role of the president is very different, and needs to have an outreach into the community. I do not Dr. Whittaker as effective in this role. | 3/6/2018 12:59 PM |
| 35 | already has a set goal for UCF, won't be innovative. Very science driven, no mention of arts, humanities, or education in talks. | 3/6/2018 12:54 PM |

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| 36 | Almost too polished. I would rather see more authenticity | 3/6/2018 12:45 PM |
| 37 | A lack of clear communication regarding Deans and Dept. Chair Accountability. | 3/6/2018 12:35 PM |
| 38 | Provost Whitaker seems to continue to want to be the provost with just more responsibility. He spoke about fundraising being a requirement of the president yet shared no strategies on how he would do so but only that the faculty need more funds to do their work. He said he liked UCF because it was diverse but made no clear commitment to celebrating inclusivity or increasing support there and when asked directly about it was very non-committal. He talked about student learning but didn't really seem to value students, their experiences, or voices but just a receptacle for faculty to pass their knowledge down to. For a president to undervalue so many aspects of the campus is negligent. He only sees excellence in the realm of the faculty and that is shortsighted. | 3/6/2018 12:27 PM |
| 39 | He spoke about "majors that matter" and "research that matters", and then about raising \$250 million for STEM students and faculty. The implication is that non-STEM doesn't matter. He also said that addressing certain issues would be the job of the provost, but as provost, he failed to address those issues. | 3/6/2018 12:26 PM |
| 40 | Avoided the term inclusion in regards to question about political issues (LGBTQ, BLM, Women's Rights) and rather stated .. diversity and acceptance. I would hope that a State University would strive for inclusion for all, acceptance of all, and a diverse population (knowing that diversity doesn't stick without inclusion). I agree he is highly qualified and an excellent candidate. As the current Vice President, he is seemingly the obvious choice. If he is selected, how are we to be sure the selection was made without bias? | 3/6/2018 12:23 PM |
| 41 | Three of the university's five goals relate to internationalization or globalization. He did not touch on any of those which is cause for concern, especially given the perplexing decisions recently made by him on the university's Global division. Global had finally arrived as the marquee division it should have been years ago given the university's goals, and now it seems it will be usurped by another division which has no clue of it's functions and will stand to gain considerable prestige which belongs to Global itself. With the current political climate, it's even more important to have a DISTINCT global identity on campus, and to have that division continue to stand on it's own. The fact that four years of hard work by over 100 staff and faculty to get Global to where it is, is basically being dismissed, ignored, and not even addressed is beyond disappointing, especially given this candidate was at the helm of the over arching division Global pertains to. Orlando has the ability to compete with Miami as an international hub (in addition to New York, Los Angeles, and Washington, DC). The largest university in our state should give it's Global division it's due recognition and it's own focus in order to meet that end. | 3/6/2018 12:23 PM |
| 42 | The candidate seemed quite dismissive of the arts and struggled mightily to show any interest or genuine enthusiasm for the importance of the arts in higher education. As a staff member who has spent almost 15 years at the University, I have grave concerns about this candidate in the Presidential role. He experience seems extremely limited compared to the other candidates and his ability to think outside the box and be inclusive of the arts was a huge concern. His answers in the Open Forum didn't need answer directly any of the questions that were asked of him. It came off either that he didn't care to answer the questions or was just trying to speak at such an highfalutin level to look smart and sophisticated. Instead, it left a very negative effect on his audience, as many after the meeting conveyed the same concerns that I felt. My gravest concerns are that he has little understanding of the importance of arts and humanities in higher education and will subsequently given little time, effort or resources to promoting and supporting the arts and therefore the College of Arts and Humanities. | 3/6/2018 12:23 PM |
| 43 | none | 3/6/2018 12:22 PM |
| 44 | In his talk, Dr. Whittaker did not directly mention staff (vs. faculty) and plans for building/developing our employees and in particular, bench strength for succession planning. I would've liked him to address our goal of being in the top 10% of large employers in Orlando and how that integrates with our other goals. Also, thoughts on how to better engage employees to achieve our of an NPS of 20, especially given all of the organizational/operational changes that are underway (eg, reorg of COHPA). | 3/6/2018 12:13 PM |
| 45 | none | 3/6/2018 12:12 PM |
| 46 | None. He is the best candidate for President. | 3/6/2018 12:11 PM |
| 47 | I have no concerns. | 3/6/2018 12:09 PM |
| 48 | goals for ucf's future but will funding/support be available to implement them? | 3/6/2018 12:08 PM |

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|----|---|-------------------|
| 49 | I hope that serving as Provost won't cause Dr. Whittaker to be constrained by the thinking or practices of the current administration and he will be able to forge his own path while building on what has been started. | 3/6/2018 12:07 PM |
| 50 | Candidate Whittaker needs to recognize his place - he may be very experienced in higher ed, but he is not a champion of diversity, and he has belonged to several "boys' clubs" including the current administration. He was disappointing in his response in the open forum about political and personal movements. He openly said he "stole" other president's ideas, and a better way he could have said that with humility is he looks to others for guidance - especially those whose perspectives and experiences he does not share. Additionally, in the open forum, a faculty member asked Candidate Whittaker about those students who need more help than others and retention, and his response that it would be the provost's job - his current job, which I do not think he has been making sure retention and those students who need more help have what they need. I am concerned that Candidate Whittaker is too high up to understand the needs of faculty and staff and what the students want - he might have very good-sounding plans, but the application and implementation for faculty and staff to carry out are very different. | 3/6/2018 12:02 PM |
| 51 | Very vague in answers | 3/6/2018 11:57 AM |
| 52 | lacks social media presence and student engagement, needs to be more of the face of the university and be open to all levels of the students and staff at the university. He comes off slightly unapproachable. | 3/6/2018 11:56 AM |
| 53 | n/a | 3/6/2018 11:56 AM |
| 54 | None | 3/6/2018 11:56 AM |
| 55 | Dr. Whittaker does not possess the engaging personality required for this position. The president needs to be outgoing, not so reserved. He is a very competent provost, but I don't see him as a president. | 3/6/2018 11:53 AM |
| 56 | None. | 3/6/2018 11:44 AM |
| 57 | None. | 3/6/2018 11:31 AM |
| 58 | Great outside of box thinking, but it can go too far out. | 3/6/2018 11:29 AM |
| 59 | disdainful of lower level staff | 3/6/2018 11:10 AM |
| 60 | Lacks a vision; lacks convincing leadership, empathy, and inspiration. | 3/5/2018 2:59 PM |
| 61 | Need more examples of ways candidate can reach out to industries in Orlando to collaborate and partner with UCF, did not talk of opportunities for staff success if candidate were to become President of UCF | 3/5/2018 2:54 PM |
| 62 | If he is not chosen for President, will he remain as Provost while the new person gets familiar with us? | 3/5/2018 11:30 AM |
| 63 | None | 3/5/2018 10:20 AM |

Q5 Are there any other comments about this candidate?

Answered: 54 Skipped: 23

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | He is very well liked and respected among the university administration and staff. | 3/8/2018 1:05 PM |
| 2 | N/A | 3/8/2018 12:44 PM |
| 3 | Dr. Whittaker has developed partnerships with community leaders which provides him a great advantage over other candidates. He has a wonderful rapport with all deans and executive leaders. Selecting Dr. Whittaker as our fifth president makes a statement to the community: we are here to support you and to help enhance the Greater Orlando Metropolitan area. His vision to create a mecca for research and economic development will have a profound global impact on direction of higher education. | 3/8/2018 8:37 AM |
| 4 | I was disappointed that Dr. Whittaker did not respond to the questions asked of him. I am also hopeful that the next President of UCF will make things better and a higher quality educational experience for students, instead of investing in new organizational structures. | 3/8/2018 8:33 AM |
| 5 | Frankly, he is NOT our next president. There is someone better out there and you need to find them. If you choose him, this university will implode and we will suffer from a major brain drain. We have worked too hard to bring us to where we are today and the trajectory we are currently on. Do not ruin that by hiring Dr. Whittaker, it will be our downfall if you do. | 3/7/2018 5:28 PM |
| 6 | Doesn't seem to be a big fan of staff; has little interaction with them on campus. Not very visible on campus. | 3/7/2018 12:10 PM |
| 7 | Best person for the job. He already know the culture of UCF | 3/7/2018 12:04 PM |
| 8 | He is not only the best candidate but he's the most aware of Orlando and UCF's place in the community | 3/7/2018 11:09 AM |
| 9 | None. | 3/7/2018 11:05 AM |
| 10 | This candidate does not understand student affairs or how students develop outside the classroom. | 3/7/2018 9:53 AM |
| 11 | There are issues on this campus that never get solved, problems that persist, and organizations and departments have the same questions every year when meeting with administrators. I don't think Whittaker answered some of the questions that were ask in a satisfying way. He gave cookie cutter answers. He could have said something like, this is what I have been doing to address the issues, or this is what I would like to do, or give us a simple answer on progress in that direction. I remember that a couple of times, he said when he is president, he will hire us the best Provost. What does that mean? He was our Provost for years, but we didn't hear how he was doing his best for us. No report on that. And, does it mean that as president he will not be concerned with those things because it would be the Provost's job to handle that. Again, I like Whittaker, but have not worked with him, and I wish that he had given some example of his dedication to opening up communication and working with all the deans, VPs, departments and organizations to help with some of the problems that are not always addressed on campus. This search is going to be very difficult. I do want someone who will be willing to be open to having meetings around campus to find out what the issues are. It's sad when you hardly ever see your president around campus saying hello. Dr. Hitt was older and ill sometimes, and it was understandable, but we look forward to a change. | 3/7/2018 9:32 AM |
| 12 | excellent candidate | 3/7/2018 8:19 AM |
| 13 | I think the candidate would make a great president to take UCF into the future. | 3/7/2018 8:11 AM |
| 14 | Dale Whittaker's presentation was in-depth and gave insight into his thought process. The presentation left me feeling confident in this candidate's ability to provide the leadership our organization will need in the upcoming years. | 3/7/2018 5:39 AM |
| 15 | He understands what UCF is, our mission, vision and creed. Understands how higher ed is changing and how we should move forward and not remain stagnant. | 3/6/2018 9:42 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 16 | The president's position will be the face for UCF to the public, to our alumni, to our donors, partners, government officials. He did not exude any excitement about the opportunity to lead such an outstanding institution. He tone remained monotone and the few attempts at humor were flat. Again, if he is the chosen candidate, someone should work with him on public speaking and presentation skills. He has to enthusiastically promote the university as a good investment to potential students, as an institution worthy of donations from alumni, staff, community, and corporate partners. And primarily, he has to be a good steward of the university to the community, to our Board of Trustees, Board of Governors and our local & state politicians. | 3/6/2018 6:29 PM |
| 17 | He is not afraid to dream big and will work to position UCF on a national and global stage. | 3/6/2018 5:46 PM |
| 18 | I have heard rumors that Dr. Whittaker tended his resignation not long ago, and Dr. Hitt pleaded with him to stay, so he could retire soon. I found it a bit surprising he applied to be a candidate. I have been at UCF longer than Dr. Whittaker, and it seems to me that the administrative tone of UCF has been significantly cooler than it was previous to his arrival. As a result, the mysterious and not very transparent feeling for those under this current Provost has been notable. I would not welcome this type of leadership tone at the top. | 3/6/2018 5:44 PM |
| 19 | I think Dr. Whittaker will provide continuity for UCF and build upon its strengths. | 3/6/2018 4:41 PM |
| 20 | Dr. Whittaker understands the complexities of our large institution and is very committed to a healthy academic experience for our students. I also feel that he will make decisions in the best interests of the institution. I also feel that he will continue aspects of Dr. Hitt's legacy. | 3/6/2018 4:34 PM |
| 21 | Perfect fit! | 3/6/2018 4:15 PM |
| 22 | I think he is a great candidate with great potential to lead the university forward. | 3/6/2018 4:08 PM |
| 23 | great presentation. | 3/6/2018 3:30 PM |
| 24 | The candidate was approachable and engaging in conversation. I admire his vision for UCF and willingness to lead this great university with excellence and passion. | 3/6/2018 3:30 PM |
| 25 | I am an Alumni, Student and Staff here at UCF so it is my opinion that Dr. Whittaker is not only the best choice for President of UCF, but also the most logical choice. This is not because he is the internal candidate, but it is because he TRULY cares about the future of UCF. It would be very unfortunate to all of us that have worked so hard to get UCF to the next level, not to have President Dale Whittaker on our side. | 3/6/2018 2:44 PM |
| 26 | He will do in creditable things for the future of UCF. He will distinguish this university and future from others. | 3/6/2018 2:23 PM |
| 27 | Loved how personable he was in the open forum. He talked about his family and his path. He believes in the University and its mission, and that is the most important. | 3/6/2018 1:22 PM |
| 28 | Why did he keep saying 'he would hire the best provost in the country'.... doesn't that mean he did not succeed as a provost (on each measure that was questioned)? | 3/6/2018 12:59 PM |
| 29 | He is not my favorite and would only want him as a last resort. | 3/6/2018 12:54 PM |
| 30 | Would like to have heard more about his support of the staff. | 3/6/2018 12:45 PM |
| 31 | Strong candidate, could lead UCF effectively and has a clear vision and direction. Seem authentic and cares about people | 3/6/2018 12:35 PM |
| 32 | Seemless transition seems like a great idea | 3/6/2018 12:34 PM |
| 33 | At previous functions, Dr. Whittaker has asked for opinions and perspectives on issues important to student success. This willingness to inquire how others think or feel about an issue is an indicator of effective leadership. | 3/6/2018 12:32 PM |
| 34 | I do not think Provost Whitaker is the right person to carry on Dr. Hitt's legacy. Dr. Hitt's clear commitment to inclusivity is missing. His commitment to undergraduate students is missing. He directly is responsible now for the entire division of Student Development and Enrollment Management and barely discussed them. He may check many good boxes but he has not proved he is capable of being a figurehead for our entire community, but rather only a subset of it. | 3/6/2018 12:27 PM |
| 35 | He is the ultimate insider, and it will be hard for him to bring a fresh perspective to UCF's current and future direction. | 3/6/2018 12:26 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 36 | We hope this candidate will take a hard look at his immediate staff and note the true capabilities found therein and make the necessary changes to transition to the office of President. His needs and responsibilities will be refocused and be enhanced - he will require new and appropriate staff to go with it. | 3/6/2018 12:23 PM |
| 37 | It was an extremely disappointing showing and open forum and did nothing to convince me that he should be the President of the University I have dedicated my adult life to. I hope for the sanctity of this University, that they will have the boldness not to select this person who has long been seen as the predecessor to President Hitt. He is not Presidential material. He does not have the ability or breadth of knowledge and experience to lead us into the future. All academics are important and valuable and will shape the way this new generation sees the world and interacts with it. If we want leaders coming out of this institution and alumni who will give back to the institution upon their success in the real world, we need a President who can lead by example, who can show a humility and a willingness to speak to professors, staff and students at all levels of the University. This candidate has had multiple opportunities to showcase that level of leadership over the past couple of years and nothing I have seen has convinced me that he has that ability in him. Hitt is and will always be a UCF legacy and deservedly so. This candidate does not show that type of enthusiasm nor has shown the personality that leads me to believe he can make UCF a leader among Universities nationwide. Though I fear the decision has already been made to hire this candidate, I sincerely hope the University reconsiders this decision. | 3/6/2018 12:23 PM |
| 38 | n/a | 3/6/2018 12:22 PM |
| 39 | While I watched the forum online, I didn't feel a strong connection to the live audience. Wondering about how Dr. Whittaker would transition from provost to president. Big shoes to fill! | 3/6/2018 12:13 PM |
| 40 | He won't make any sudden changes and it seems he just want to improve all aspects of the university. | 3/6/2018 12:11 PM |
| 41 | Thus far, I big Dr. Whittaker is the best candidate. I believe he will move forward with the strategic plan without any major changes. | 3/6/2018 12:09 PM |
| 42 | (Because there was not an option to choose both, I attended the arts session March 5 and the open forum March 6.) Candidate Whittaker was very confident in his session with the arts at the Center for Emerging Media, but I would be more curious to see his list of priorities - he might say something (like the Performing Arts Center) would be a top priority, but out of how many? Where does it rank? I am worried about his follow-through as president, but I still think he will do the job extremely well. | 3/6/2018 12:02 PM |
| 43 | n/a | 3/6/2018 11:56 AM |
| 44 | I believe Dr. Whittaker would be the best fit for the position. He has the best experience for the position, already is confident in what it means to be a Knight, and will be an amazing President to move us forward into the future that we are all so excited for. | 3/6/2018 11:56 AM |
| 45 | I have worked at UCF for over 10 years and have never had the opportunity to meet or talk with him. He never seems to be out and about engaging with the people on this campus. I'd prefer a people-first candidate. | 3/6/2018 11:53 AM |
| 46 | He inspired me to work at a university where he is the president. | 3/6/2018 11:44 AM |
| 47 | Dale is what this university needs. He is professional, smart, enthusiastic, had the correct formula, relatable, easy to talk too, and approachable. He truly cares about this university, the staff and faculty, and the students that come with it. | 3/6/2018 11:31 AM |
| 48 | Deep knowledge base and ability to put himself in other shoes. | 3/6/2018 11:29 AM |
| 49 | please do not hire him as president | 3/6/2018 11:10 AM |
| 50 | Exceptional vision for the university to have tangible impact, with significant care for both the students and faculty | 3/5/2018 4:33 PM |
| 51 | It was a shame that the Provost didn't take advantage of the opportunity to inspire those in arts and humanities, or demonstrate his knowledge of CAH by defining a direction to move us forward. Instead, he spoke about sports and athletics and the sciences, modeling and simulation and engineering, basically charging the audience to define for itself the ways in which the arts and humanities could come up to the standards and successes seen in the sciences. The Provost commented that a lot of front office tasks would likely be replaced soon due to technology --- insulting to those in the front office. It would have been more effective if he followed that comment by offering a solution to a problem we all know exists. Many of his comments felt clumsy. I wish the Provost had been more thoughtful before speaking and organized in his remarks. | 3/5/2018 2:59 PM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 52 | Well spoken, passionate about what he does, easy to talk to. | 3/5/2018 11:30 AM |
| 53 | High energy. Friendly and authentic | 3/5/2018 10:20 AM |
| 54 | Be yourself, the people that are watching are your community members and co-workers. They are also your voters so just be the person you have always been and we will definitely vote for you. | 2/27/2018 6:47 PM |

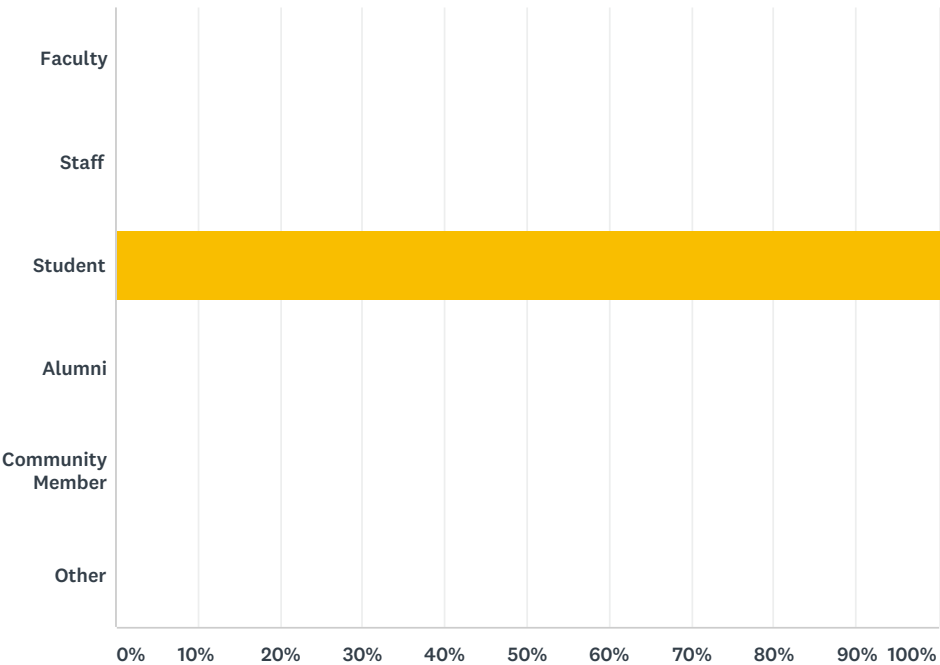
Q6 Your name (optional):

Answered: 10 Skipped: 67

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | N/A | 3/8/2018 12:44 PM |
| 2 | Lucretia Cooney | 3/8/2018 8:37 AM |
| 3 | Stephen O'Connell | 3/6/2018 4:34 PM |
| 4 | Tammie Nadeau | 3/6/2018 3:30 PM |
| 5 | Millie Rios | 3/6/2018 2:23 PM |
| 6 | Hope Wade | 3/6/2018 1:22 PM |
| 7 | Belinda Hyppolite | 3/6/2018 12:35 PM |
| 8 | Dr. Bill Blank Director, Career Development | 3/6/2018 12:32 PM |
| 9 | n/a | 3/6/2018 11:56 AM |
| 10 | Maya Tolentino, UCFPD Officer | 2/27/2018 6:47 PM |

Q1 Please identify your primary university role:

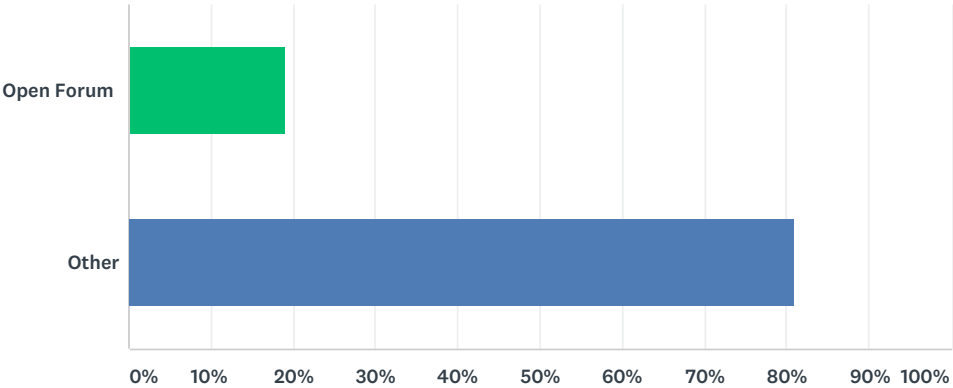
Answered: 21 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 100.00% | 21 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 21 |

Q2 In what setting did you interact with this candidate?

Answered: 21 Skipped: 0



| ANSWER CHOICES | | RESPONSES | |
|----------------|--|-----------|----|
| Open Forum | | 19.05% | 4 |
| Other | | 80.95% | 17 |
| TOTAL | | | 21 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 21 Skipped: 0

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | Dr. Whittaker showed his ability to connect with students and the importance of mentee-mentor relationships. I believe that his knowledge of UCF and the organizations that are involved with UCF can greatly push for further inclusion and growth. | 3/8/2018 4:55 PM |
| 2 | He seems to have a strong focus in improving faculty and staff. He also owned his privilege and discussed how he will work to improve it. He has a great focus on his overall vision of the University and looks to create a good and diverse team to support him. | 3/7/2018 12:37 PM |
| 3 | Dr. Whittaker is a great speaker and provost. He has a goal for this university. He is devoted to his work and has a great work ethic. | 3/7/2018 10:31 AM |
| 4 | Provost Whittaker knows the University and knows the administration which makes for an easy transition. | 3/7/2018 12:14 AM |
| 5 | Understanding of the UCF environment and an ease around the students. | 3/6/2018 4:43 PM |
| 6 | Dale Whittaker is very academically focused and will without a doubt bring success to our institution from a national standpoint. | 3/6/2018 4:24 PM |
| 7 | Provost Whittaker is a very knowledgeable candidate, I believe given his experience with UCF as well as the Orlando area can be a big factor in getting the wheel rolling very soon after the transition. | 3/6/2018 4:23 PM |
| 8 | He has experience at UCF, so (Ideally) he should be more familiar with issues at UCF than other candidates. UCF is already familiar with him - easy transition. More opportunity to hold him accountable since he has been here - we can hold him to a higher standard right away. He seems trustworthy. He has a Ph.D. and, as Provost, he is familiar with the academic side of managing a university - (ideally) he will have an understanding of how higher edu works are undergrad, MA, and PhD level. Good personality - this is important because he will be the representative of UCF. | 3/6/2018 3:35 PM |
| 9 | Great insight as to what goals UCF needs in order to continue its upward growth. | 3/6/2018 3:26 PM |
| 10 | Dr. Whittaker has an upper hand on this presidential selection because of his familiarity with the University as a current Provost and Executive Vice President. He is well aware of the needs for UCF to ensure growth and sustainability. | 3/6/2018 3:23 PM |
| 11 | I think he was very honest about where UCF can go, he understands the culture of UCF, and he understands the need for innovation | 3/6/2018 12:06 PM |
| 12 | Ability to relate with many audiences | 3/6/2018 11:58 AM |
| 13 | I've heard good things, but in this setting he did not display any strengths. | 3/5/2018 9:20 PM |
| 14 | Material and very relevant experience at exceptional universities (Texas A&M and Purdue) as well as exceptional experience and performance as Provost at UCF. He is a very kind and caring academic with both academic and community insights very relevant to the critical missions of UCF. A true servant leader who has a passion for the missions of UCF and the team building skills needed for execution of UCF's many mission focused goals. | 3/5/2018 10:18 AM |
| 15 | i have been a student for 3 years and i could not think of anyone other than Dale Whittaker who embodies the UCF Creed more than others | 3/2/2018 9:42 AM |
| 16 | He has a strong standing in this community and this college already. He already has been part of this university's strategic plan and is the best candidate to serve as our next president | 2/27/2018 10:55 AM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|---|-------------------|
| 17 | He has shown himself as an effective leader at UCF! He understands UCF's culture and values. He's seen where UCF is and where it can go. He understands how UCF operates. He conducts himself in professional manner. Most importantly it's insider, who will be invaluable when replacing our current president. | 2/27/2018 5:49 AM |
| 18 | He is a great person, very kind and caring, has the ability to serve the students successfully. | 2/26/2018 9:12 PM |
| 19 | Familiar with UCF and the community. | 2/26/2018 6:21 PM |
| 20 | I have heard of personal experiences from current UCF staff. I trust his judgement and his way of leading based on him being the provost. | 2/26/2018 6:06 PM |
| 21 | Dr. Whittaker has demonstrated his effectiveness as a leader since he has began his career here at UCF. As someone who has been a student at UCF since 2012, I think that this University needs someone with a clear interest and passion for seeing UCF grow into America's leading university. | 2/26/2018 4:12 PM |

Q4 I have the following concerns about this candidate:

Answered: 17 Skipped: 4

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | Dr. Whittaker's concept of what multiculturalism is and the importance of inclusivity/diversity are both very solid. He understands but I believe this can be his greatest area of growth, more discussions, and instruction on privilege and it's ramification on society would be beneficial. | 3/8/2018 4:55 PM |
| 2 | As a student, I had a hard time connecting with him. His answers seemed superficial and I'm not sure how he will do working with students and actually listening to their concerns. I appreciate his use and understanding of using formal research in decisions, but I wish he had an understanding that listening to student concerns on a 1:1 level is just a beneficial if not more. I feel from him that the numbers are more important than people, and I hope that you all consider this concern. | 3/7/2018 12:37 PM |
| 3 | I have many concerns with this candidate. As a student, I do not feel comfortable with him becoming president. He wants to abolish academic probation, which would harm so many students who are struggling. I believe he will be too focused on Dr. Hitt's dream that he will be unable to achieve his own dreams while serving as president. | 3/7/2018 10:31 AM |
| 4 | He talks about being more present but I'm worried he may not follow thru with promises. He is relatable but not very approachable. | 3/7/2018 12:14 AM |
| 5 | He seems to be looking at everything from the faculty and staff perspective and his initiatives for the university don't seem to go beyond those already in place. In my opinion, it would benefit the future president to do more than expand on past policies for development. | 3/6/2018 4:43 PM |
| 6 | I am concerned about a lack of student engagement. | 3/6/2018 4:24 PM |
| 7 | Although being an insider is a strength, I believe it can also be a weakness. He has been part of the rolling wheel for the past few years, so his vision might not be as good as of an outsider. | 3/6/2018 4:23 PM |
| 8 | Accountability- how will our president be held accountable? If our president is a privileged white male (his words too), how are we (UCF in general) making steps to increase diversity and inclusion? If he is already using his positionality (as a white man) to deflect questions about what he thinks different underrepresented/underserved groups (i.e. Hispanic, LGBTQ+, Black, etc.) main concerns are, how can I believe that as president he will be in touch with people's concerns? Since he's been here, shouldn't he already have a good idea of what those issues/needs are? I'm worried that he will rely upon quantitative data to understand students instead of just including us in conversations and letting us represent ourselves in person. He did not give a specific example of how he would be "bold" or achieve goals in diversity and inclusion. | 3/6/2018 3:35 PM |
| 9 | Being able to implement fresh and new ideas since he has already been with the University. | 3/6/2018 3:26 PM |
| 10 | I have no doubt that Dr. Whittaker will be an effective leader. I have a few concerns with the transition as anyone would have when there are large shoes to fill from such a great President. I am hoping Dr. Whittaker has a plan for better financial management and investment as well as a clear strategy for fundraising. | 3/6/2018 3:23 PM |
| 11 | Provost mindset vs. Presidential mindset | 3/6/2018 11:58 AM |
| 12 | He didn't seem prepared for anything he had to say. He didn't answer any questions that were posed, and just worked around them. | 3/5/2018 9:20 PM |
| 13 | I do not have any concerns about Dale | 2/27/2018 10:55 AM |
| 14 | I have zero concerns for this candidate | 2/26/2018 9:12 PM |
| 15 | None | 2/26/2018 6:21 PM |
| 16 | That not a lot of students have had a chance to interact with him or they simply don't know him and his work. | 2/26/2018 6:06 PM |
| 17 | I do not have any concerns for Dr. Whittaker. | 2/26/2018 4:12 PM |

Q5 Are there any other comments about this candidate?

Answered: 13 Skipped: 8

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | N/A | 3/8/2018 4:55 PM |
| 2 | I do not believe he is fit to be president of UCF. I believe President Wilson is a better fit. | 3/7/2018 10:31 AM |
| 3 | He is very presidential in demeanor. | 3/6/2018 4:24 PM |
| 4 | Dr. Whittaker seems friendly and caring. I believe that he wants to listen to our concerns but I am afraid that he will not be "bold," like he says, in addressing those concerns. For example, we need a president that is not afraid to address the fact that UCF is effectively facilitating gentrification Downtown-how will he deal with our relationships in the community? Many of our research projects, internships, and volunteer experiences are situated in the community, so maintaining a positive relationship with the Orlando community is essential. How does he plan to get to know what issues underrepresented/underserved people face? How will he address those concerns and provide equity? These are all some of the issues that he did not directly address by giving concrete examples. I want to know that he has a plan and is not just going default to underrepresented people or quantitative data to tell him what is going on in "our" communities. If we are underrepresented, how will he hear our concerns? I want to know that he will be engaged in our UCF community so that he, himself, can see what issues we are all concerned with. | 3/6/2018 3:35 PM |
| 5 | I believe that Dr. Whittaker would be an excellent President. He has all the character traits in a desirable presidential candidate. | 3/6/2018 3:26 PM |
| 6 | I love Dr. Whittakers attitude, as a current staff member in the Provost Office it is always a pleasure to work with him and to see a smile on his face as he walks through the doors. This shows me that he is intentional and values relationship. | 3/6/2018 3:23 PM |
| 7 | He was not ready and it seemed like he hadn't given any thought to what he was going to say. It seemed like he had to make up his answers out of thin air. | 3/5/2018 9:20 PM |
| 8 | He has clearly demonstrated the skills and focus needed to maintain and materially expand the many contributions of UCF to student and community success. | 3/5/2018 10:18 AM |
| 9 | Although he has not been president of a university i feel UCF would be a final spot for him as it was for President Hitt and rather than looking for a new job in 5 years he will only try to make UCF a better school at which he will proudly call his home till retirement. | 3/2/2018 9:42 AM |
| 10 | I have lived in Orlando my entire life and have experienced the growth in the city, at UCF previously while attending for my BSN 98-02, and in the US in general. Appointing a president who also has local experience in sharing the vision and internal experience of the college (and has so much demonstrated success) is by far the best candidate to move us forward as our next president. Dale is your best candidate | 2/27/2018 10:55 AM |
| 11 | He should be our new president. | 2/26/2018 6:21 PM |
| 12 | UCF should stay in its roots, who better to lead the university than someone who has experienced life in the university? I'm all for bringing in new people but for a position like this... keep it in the family. | 2/26/2018 6:06 PM |
| 13 | I strongly believe he will do an amazing job as President. | 2/26/2018 4:12 PM |

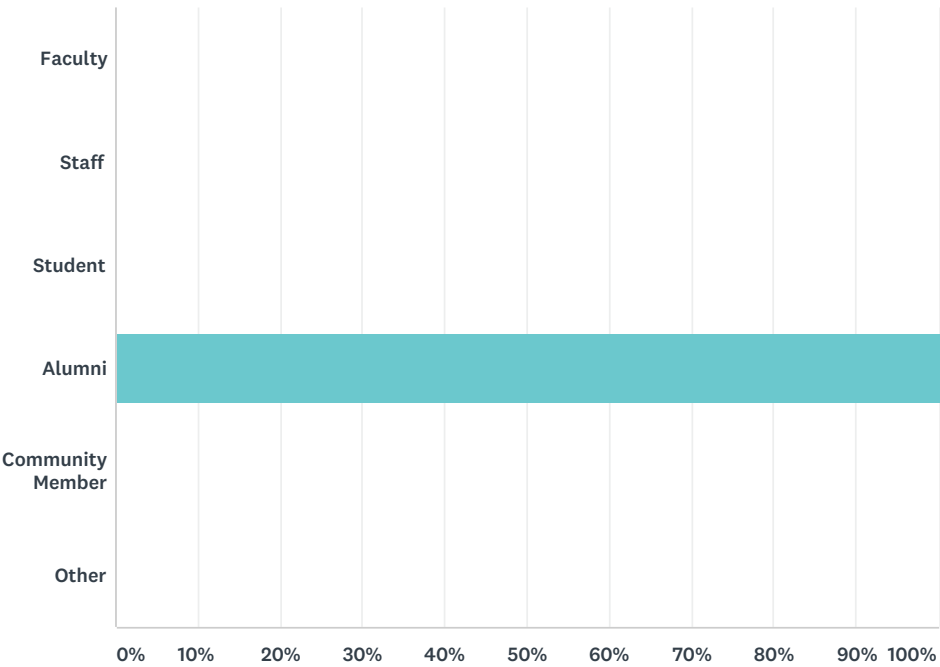
Q6 Your name (optional):

Answered: 9 Skipped: 12

| # | RESPONSES | DATE |
|---|--|--------------------|
| 1 | Michael Nunes | 3/8/2018 4:55 PM |
| 2 | Angelo Baldado | 3/7/2018 12:37 PM |
| 3 | Catarina Kaltenhauser | 3/7/2018 10:31 AM |
| 4 | Sarah Davenport | 3/6/2018 3:35 PM |
| 5 | Ms. Kendra Castleberry | 3/6/2018 3:23 PM |
| 6 | Theodore Jackson Music major | 3/5/2018 9:20 PM |
| 7 | Ahmad Khater | 3/2/2018 9:42 AM |
| 8 | Jessica Royal 407-459-3777 Jessica.royal@knights.ucf.edu Jessica.royal80@gmail.com | 2/27/2018 10:55 AM |
| 9 | Arjun Patel | 2/26/2018 4:12 PM |

Q1 Please identify your primary university role:

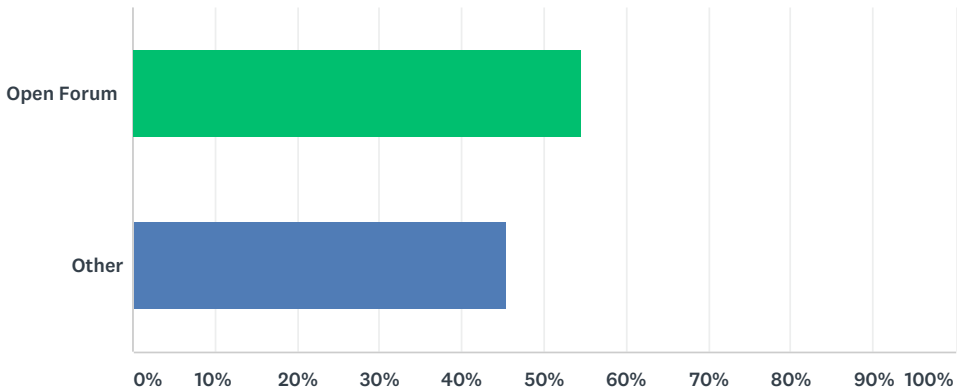
Answered: 11 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 100.00% | 11 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 11 |

Q2 In what setting did you interact with this candidate?

Answered: 11 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 54.55% | 6 |
| Other | 45.45% | 5 |
| TOTAL | | 11 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 10 Skipped: 1

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | He is clearly the most knowledgeable about UCF and the challenges we face. His interest in research and in new ways to deliver education is important. | 3/8/2018 10:29 AM |
| 2 | Crystal clear vision of the impact UCF can make. He is respected by all on campus and exhibits true leadership in every aspects of his work. He makes others better and is sincerely interested in all viewpoints. He's a great listener and then implements action. | 3/8/2018 8:51 AM |
| 3 | I watched the Open Forum online, and found Provost Whittaker's answers compelling. He appropriately balanced the personal, personable, and professional. | 3/7/2018 12:22 AM |
| 4 | Continuity! | 3/6/2018 4:32 PM |
| 5 | Effective communicator. I like that Whittaker wants to continue President Hitt's visions, including growing the size of the faculty and students while also increasing the strength academics. I'd like to see UCF continue to move towards pre-eminence in the state while also focusing on elite level athletics. | 3/6/2018 1:31 PM |
| 6 | Knowledge of UCF. His past success at UCF. | 3/6/2018 12:48 PM |
| 7 | I believe Provost Whittaker meets and exceeds the expectations we have for the new President of the UCF. His achievements in the past have been particularly noteworthy, and his dedication promises a myriad benefits, including heightened interest from prospective students, opportunities for new external research funding and public and private partnerships, a greater willingness of alumni and friends to invest in UCF, a richer educational experience for students, and value added to a UCF degree. Provost Whittaker is a man of values, a team player who makes meaningful connections to the community, and his leadership and ongoing plans for guiding the university will continue bring UCF to new heights. | 3/6/2018 11:24 AM |
| 8 | Dr. Whittaker is clearly prepared, has been successful in his position as Provost, and in conversation articulated his vision for the future of UCF. He listens, is unafraid to be challenged, and is a humble leader ... all traits that are shared by Dr. Hitt. | 3/5/2018 1:18 PM |
| 9 | Experience and current familiarity with administration at UCF | 2/26/2018 5:04 PM |
| 10 | Excellent history of education and the exact type of person we need for UCF. Very professional and well rounded. | 2/26/2018 4:09 PM |

Q4 I have the following concerns about this candidate:

Answered: 7 Skipped: 4

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Like all these candidates, he must make a transition from planner to leader. I think he can. He must have the help of the faculty and the community. | 3/8/2018 10:29 AM |
| 2 | None | 3/8/2018 8:51 AM |
| 3 | More of the same? | 3/6/2018 4:32 PM |
| 4 | None | 3/6/2018 1:31 PM |
| 5 | That UCF would be lose the opportunity to bring an outsider in and take a fresh look at UCF. However, his vision of UCF seems to be aligned with the community and current administration. That is a very good thing and shouldn't be overlooked. | 3/6/2018 12:48 PM |
| 6 | I went into this with some concern about Dr. Whittaker's ability to take on Dr. Hitt's community leadership role; however, he has shared a strong vision for how he would step into that role. | 3/5/2018 1:18 PM |
| 7 | None! | 2/26/2018 4:09 PM |

Q5 Are there any other comments about this candidate?

Answered: 9 Skipped: 2

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | His focus is on students and we must always remember they, not us, are the customer. He is ready for this job. | 3/8/2018 10:29 AM |
| 2 | He has, in many respects, been fulfilling various presidential functions already and is the best of the 4 candidates to continue moving UCF towards the excellence we aspire to be. | 3/8/2018 8:51 AM |
| 3 | His emphasis on building UCF's faculty is key. | 3/7/2018 12:22 AM |
| 4 | Would be happy to have him! | 3/6/2018 4:32 PM |
| 5 | He would be an awesome president of UCF. | 3/6/2018 12:48 PM |
| 6 | In all regards, Provost Whittaker is an excellent choice for President and I fully back his vision. | 3/6/2018 11:24 AM |
| 7 | While I still want to meet with the other candidates before stating unequivocally that Dr. Whittaker is the BEST choice, I do believe he has the qualities we need to lead UCF to the next level. | 3/5/2018 1:18 PM |
| 8 | Positive role model and proper credentials for this important position | 2/26/2018 5:04 PM |
| 9 | We need him for our president. He presents himself very well and UCF needs someone exactly like him. | 2/26/2018 4:09 PM |

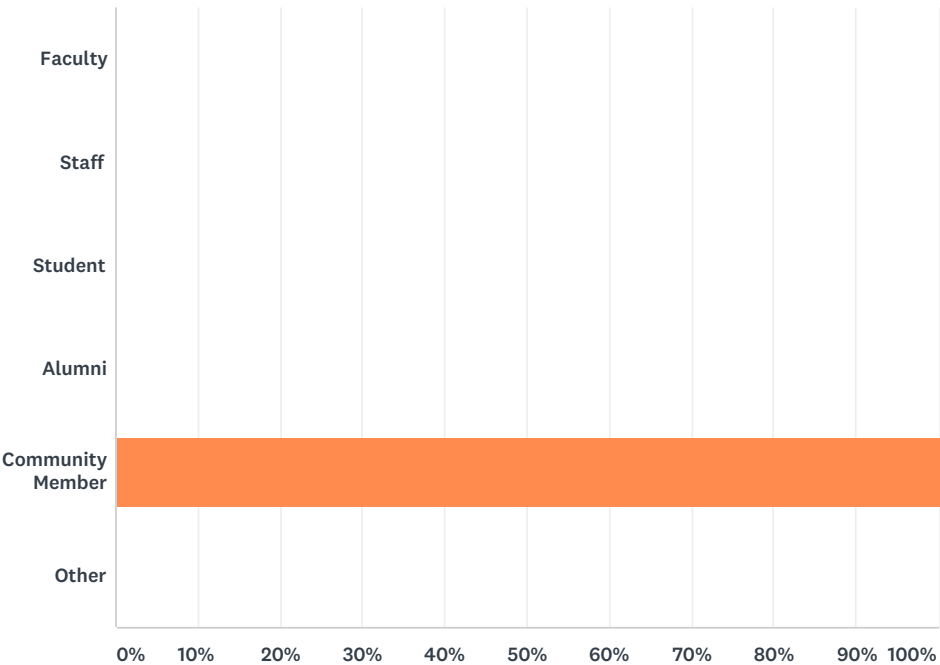
Q6 Your name (optional):

Answered: 4 Skipped: 7

| # | RESPONSES | DATE |
|---|---------------------|-------------------|
| 1 | Tyler Fisher, '03 | 3/7/2018 12:22 AM |
| 2 | Robert Turnbull | 3/6/2018 12:48 PM |
| 3 | Dan Ward | 3/5/2018 1:18 PM |
| 4 | Sally Anne Billiter | 2/26/2018 5:04 PM |

Q1 Please identify your primary university role:

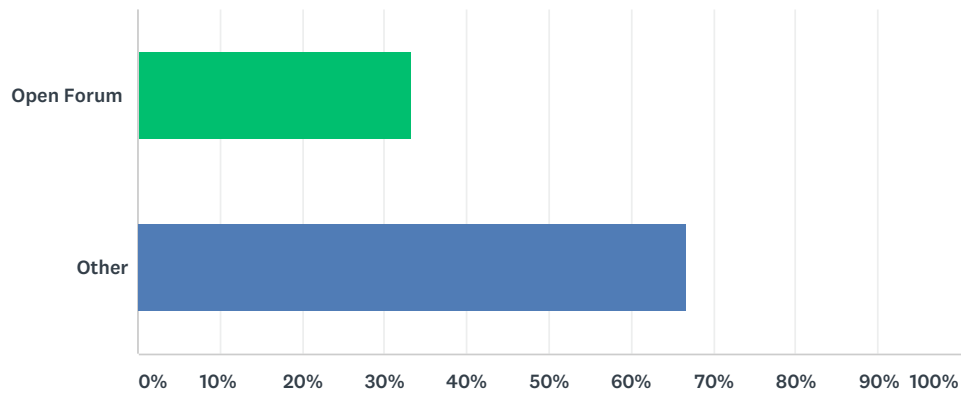
Answered: 12 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 100.00% | 12 |
| Other | 0.00% | 0 |
| TOTAL | | 12 |

Q2 In what setting did you interact with this candidate?

Answered: 12 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 33.33% | 4 |
| Other | 66.67% | 8 |
| TOTAL | | 12 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 12 Skipped: 0

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | - Unparalleled knowledge of UCF and the various research clusters and institutional capabilities. - Fantastic track record as a university provost - Embodies a culture of partnerships and collaboration, as seen by my experiences in the City of Orlando - Diverse academic leadership experience, including professor, director, associate dean, vice president, and provost. - Wealth of experiences in strategic and academic leadership, institutional transformation, management, finance, external relations, and board and government relations - Strong advocate for climate action and leveraging faculty, staff, and students to advance sustainability on campus - Willingness to establishing lasting partnerships with the City of Orlando. - Genuine interest on leveraging the university resources to improve the lives of others and the City at large, as shown through his leadership in publishing the Collective Impact strategic plan. - Strong interest in creating social and cultural capital in the community in which we live and work. - Champion of diversity and inclusion, a strong value of UCF and the City of Orlando - Embraces a strong balance of vision and implementation - Fiscally responsible, as shown by his efforts over the last 3 years at UCF through the new carry-forward reallocation program and an academic budget model that supports workload changes and provides rewards for strategic plan accomplishments. - Great coordination with the UCF executive leadership and board of trustees. | 3/7/2018 11:03 PM |
| 2 | He has a calmness about him when answering questions that tells me he is thoughtful. He has an appreciation of our mission and rather than wanting to set off on an uncharted course wants to complete the mission we are on while looking for new challenges. | 3/7/2018 1:47 PM |
| 3 | His knowledge of UCF is great based on his years as our Provost. His experience with politics, Presidential leadership and commerce are not as qualified as another candidate | 3/7/2018 12:12 PM |
| 4 | I've had the pleasure to be around and interact with Dr. Whittaker in both professional and social settings. His demeanor and focus during technical discussion were both professional and informed. He represented the University with distinction. He was equally engaging and attentive in a social setting (at an athletic event) and made me proud to be a UCF supporter. Dr. Whittaker comes across as a strong, yet compassionate, leader and professional who is as comfortable discussing technical academic details as he is chatting about UCF sports with students and fans. I would want the President of UCF to interact with people the way I've seen Dr. Whittaker engage people in the times I've been around him in public and private meetings. | 3/6/2018 5:27 PM |
| 5 | Intimate knowledge of UCF | 3/6/2018 4:07 PM |
| 6 | Dr. Whittaker is an insightful, energetic, personable and bold leader whose depth of experience in academic administration already has benefited UCF in tremendous ways. He is intimately familiar with our environment -- both internal and external -- and well respected. | 3/6/2018 3:31 PM |
| 7 | His vision for UCF keeps UCF on track from what Dr. Hitt put in place | 3/6/2018 1:35 PM |
| 8 | He has a comprehensive understanding of the many schools within the University and can handle the complexity of managing different institutions within the institution. Key will be hiring the right people. | 3/6/2018 12:01 PM |
| 9 | Solid | 3/6/2018 10:14 AM |
| 10 | Outstanding grasp of the big picture but also understands the day-to-day operational needs. Very motivated to do the hard work necessary as part of the job. Will follow through on partnerships and commitments. | 3/6/2018 9:53 AM |

University of Central Florida Presidential Search Feedback - Dale Whittaker, Ph.D.

SurveyMonkey

| | | |
|----|--|-------------------|
| 11 | High intelligence; global thinker; visionary; excellent communication skills; exudes warmth and tolerance; broad education and administrative experience; intimate knowledge of UCF strategic plan, potential community resources and goals; demonstrated experience and success in managing UCF resources; demonstrated ability to build and maintain team spirit and has already earned respect of UCF colleagues and community members. He has an obvious understanding about what the role of president of this mega-university will entail and seems excited (in his understated "Mr. Rogers " sort of way!) with assuming that role and creating the peer relationships (CEO to CEO) that will most effectively generate partnerships & funding for the University. | 3/5/2018 5:11 PM |
| 12 | Strong knowledge of Central Florida, knowledge of UCF and its partnerships, forward-thinking about the future of higher education, interest in innovation, interest in valued partnerships with community organizations. | 3/5/2018 11:05 AM |

Q4 I have the following concerns about this candidate:

Answered: 10 Skipped: 2

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Regardless of who is chosen, stepping into this job should not mean stepping into John Hitt's shoes. They are enormous. I hope he can avoid that urge and simply accept the challenge as an opportunity to be himself. | 3/7/2018 1:47 PM |
| 2 | none | 3/7/2018 12:12 PM |
| 3 | I have no concerns about Dr. Whittaker. I've been following the selection process and after reading, listening and talking to friends believe the selection committee did an excellent job and frankly I don't have concerns about any of the candidates. I believe Dr. Whittaker is the strongest candidate, but I don't have concerns about any of them. | 3/6/2018 5:27 PM |
| 4 | None | 3/6/2018 4:07 PM |
| 5 | I don't have any concerns about Dr. Whittaker's ability to serve as UCF's President in a very admirable manner. He will carry on our tradition of access with excellence and is well positioned to react to new opportunities and challenges so that UCF can further its important mission. | 3/6/2018 3:31 PM |
| 6 | Will he be fairly judged against a 25 year successful president. | 3/6/2018 12:01 PM |
| 7 | Diverse skills not strong | 3/6/2018 10:14 AM |
| 8 | None | 3/6/2018 9:53 AM |
| 9 | His very strengths of humility and quiet confidence may make him lack luster in comparison with more overt, self-promoting candidates in open forums. That would be unfortunate because his philosophical views and leadership style seem to be an excellent fit for this next chapter in UCF's existence and legacy. | 3/5/2018 5:11 PM |
| 10 | None! | 3/5/2018 11:05 AM |

Q5 Are there any other comments about this candidate?

Answered: 10 Skipped: 2

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | In my role at the City, I have engaged with Mr. Whittaker on several occasions and have witnessed his work ethic and dedication to UCF's excellence. I continue to be impressed by Mr. Whittaker's leadership to propel UCF forward, from his role in the UCF Downtown campus, BRIDG, Florida Solar Energy Center, among many others. I think Mr. Whittaker would be a fantastic fifth President of the University of Central Florida to lead us into UCF 3.0. | 3/7/2018 11:03 PM |
| 2 | It would be easy to say "I like him because he is a known quantity," but I think he is eminently qualified and has a greater knowledge of our needs than any candidate. Dale Whitaker is a good fit and is ready for this job. | 3/7/2018 1:47 PM |
| 3 | Dale would not have to spend time learning about our University as would other candidates. | 3/7/2018 12:12 PM |
| 4 | Dr. Whittaker has a superb presence and interacts with people of all backgrounds with equal skill and compassion. He and his wife are engaged with the community (you often see them together at various UCF events) and I believe strength of family is important in such a demanding job. Dr. Whittaker would be a superb President for UCF. | 3/6/2018 5:27 PM |
| 5 | Dr. Whittaker will be a university president in the very near future. My hope that this will be at UCF. We have several critical projects currently underway, and Dr. Whittaker is best positioned among the candidates to bring each of them to successful fruition without delays. | 3/6/2018 3:31 PM |
| 6 | Sensitive to student needs, understands the infrastructure that is required at all levels. | 3/6/2018 12:01 PM |
| 7 | Good candidate | 3/6/2018 10:14 AM |
| 8 | Great ideas on how to move the University to the next level. Candidate is familiar with UCF and therefore there should be no surprises. | 3/6/2018 9:53 AM |
| 9 | Dale is a true "renaissance man" ... a living example of the value of higher education in achieving one's full human potential | 3/5/2018 5:11 PM |
| 10 | I think Dr. Whittaker is a STRONG candidate for the role of President. | 3/5/2018 11:05 AM |

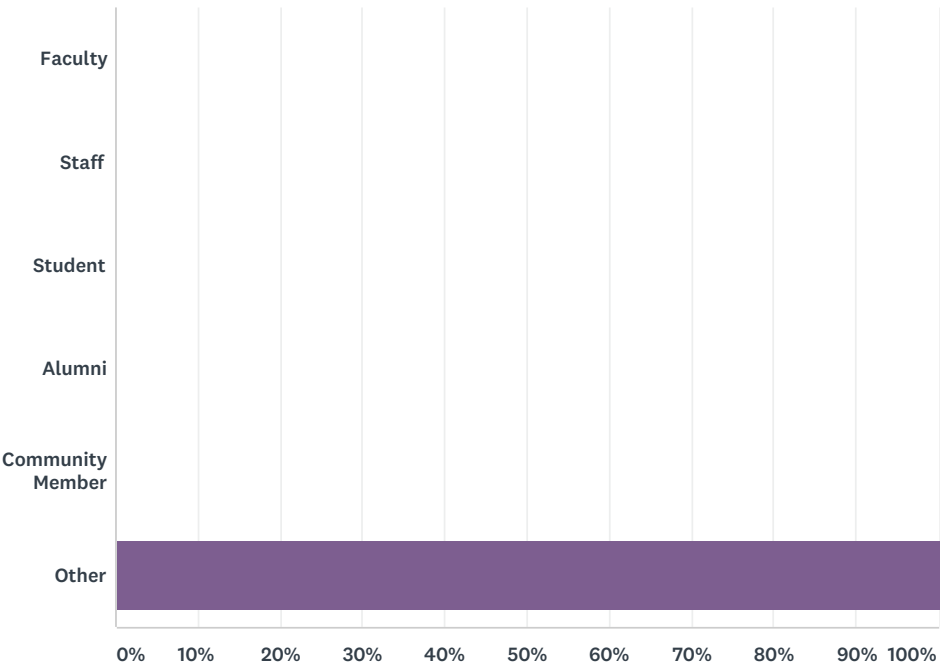
Q6 Your name (optional):

Answered: 4 Skipped: 8

| # | RESPONSES | DATE |
|---|--------------|-------------------|
| 1 | Chris Castro | 3/7/2018 11:03 PM |
| 2 | Mark Line | 3/6/2018 12:01 PM |
| 3 | Charlie Gray | 3/6/2018 10:14 AM |
| 4 | Don Fisher | 3/6/2018 9:53 AM |

Q1 Please identify your primary university role:

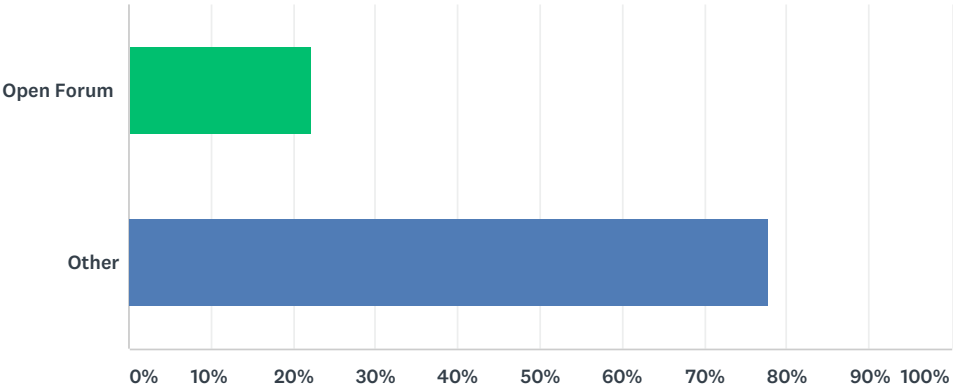
Answered: 9 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 100.00% | 9 |
| TOTAL | | 9 |

Q2 In what setting did you interact with this candidate?

Answered: 9 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Open Forum | 22.22% | 2 |
| Other | 77.78% | 7 |
| TOTAL | | 9 |

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 9 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | It seems this search was set up to favor Dale. The other candidates are unacceptable, even one seems to be connected to a white supremacy group. | 3/7/2018 1:34 PM |
| 2 | Dr. Whitaker was truly able to articulate the role of the president and how it differs from his current role. His intimate and extensive knowledge of UCF from the past 3.5 years of experience truly complement his skill set. He has shaped our current strategic plan and will continue to move the needle on our current initiatives. He knows UCF, knows the needs, and is embedded in the community. He is an outstanding candidate or practices based on outstanding values. | 3/6/2018 5:36 PM |
| 3 | He has a clear vision for the university and has already demonstrated he is able to get us there. He is already nationally recognized as an innovator and will continue our national recognition in that area. | 3/6/2018 3:54 PM |
| 4 | Great understanding of higher education, the role of the president, and UCF in particular. Highest integrity. Analytical, intelligent, driven, personable. | 3/6/2018 3:22 PM |
| 5 | Dr. Whittaker provided depth and insight throughout his presentation. He acknowledge the knowledge and experiences of others (i.e. several current presidents and mentors) who have implemented successful strategies in their respective institutions. In so doing, he demonstrates a willingness to connect and learn from others. He seems authentic, accessible, and well positioned to lead UCF. | 3/6/2018 12:43 PM |
| 6 | NA | 3/5/2018 3:37 PM |
| 7 | Dr. Whittaker has been a wonderful provost who is greatly responsible for the recent successes of UCF | 3/5/2018 11:11 AM |
| 8 | Articulate. A good vision of how Arts and Humanities could grow at UCF and not be in the shadow of Engineering. | 3/5/2018 10:55 AM |
| 9 | Dr. Whittaker will be a fantastic addition to the long line of successful President's that the university has had over the years. As a PLC member I took akin to speaking with Dr. Whittaker as he is a warm and compassionate individual that actually took the time to get to know my name and who I am. He displays vested interest in students and I can tell that he would be a strong leader to bring UCF into the future. | 2/26/2018 5:49 PM |

Q4 I have the following concerns about this candidate:

Answered: 8 Skipped: 1

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | The presidential candidate should be diverse to reflect the vast diversity of our student population. | 3/7/2018 1:34 PM |
| 2 | None. He is well qualified for the role and would represent UCF well internally and especially external. | 3/6/2018 5:36 PM |
| 3 | Who will the new provost be? That is more of a concern. | 3/6/2018 3:54 PM |
| 4 | None. | 3/6/2018 3:22 PM |
| 5 | His energy level seems a bit low, particularly when compared with the previous candidate, however, he seems sincere in his interactions with others. This would seem to allow him to build collaborative relationship within and outside the university. | 3/6/2018 12:43 PM |
| 6 | My concerns about this candidate is so title conscious about his pedigree and looks like he is not a people person just an opinion. | 3/5/2018 3:37 PM |
| 7 | Absolutely none | 3/5/2018 11:11 AM |
| 8 | No concerns. | 3/5/2018 10:55 AM |

Q5 Are there any other comments about this candidate?

Answered: 6 Skipped: 3

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Dr. Whitaker is uniquely qualified for the president's role. He has a wealth of experiences and deep knowledge that will take UCF upward on its next journey. EXCEPTIONAL CANDIDATE! | 3/6/2018 5:36 PM |
| 2 | If he is not UCF's president, he will become president at a major university elsewhere. | 3/6/2018 3:22 PM |
| 3 | Although he currently serves as Provost, Dr. Whittaker was intentional throughout his presentation to differentiate between the role of provost and that of president. As provost, I imagine that he was integral, although less visibly, in developing the strategic initiatives across campus. As president, he acknowledges that the change in role will enable him to reengage more directly with students and the broader community. | 3/6/2018 12:43 PM |
| 4 | NA | 3/5/2018 3:37 PM |
| 5 | He would be a terrific president | 3/5/2018 11:11 AM |
| 6 | Knows UCF well as the Provost. | 3/5/2018 10:55 AM |

Q6 Your name (optional):

Answered: 2 Skipped: 7

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Clarence Brown MD, former trustee | 3/5/2018 11:11 AM |
| 2 | Mike Davis, Board member of the Atlantic Center for the Arts. | 3/5/2018 10:55 AM |



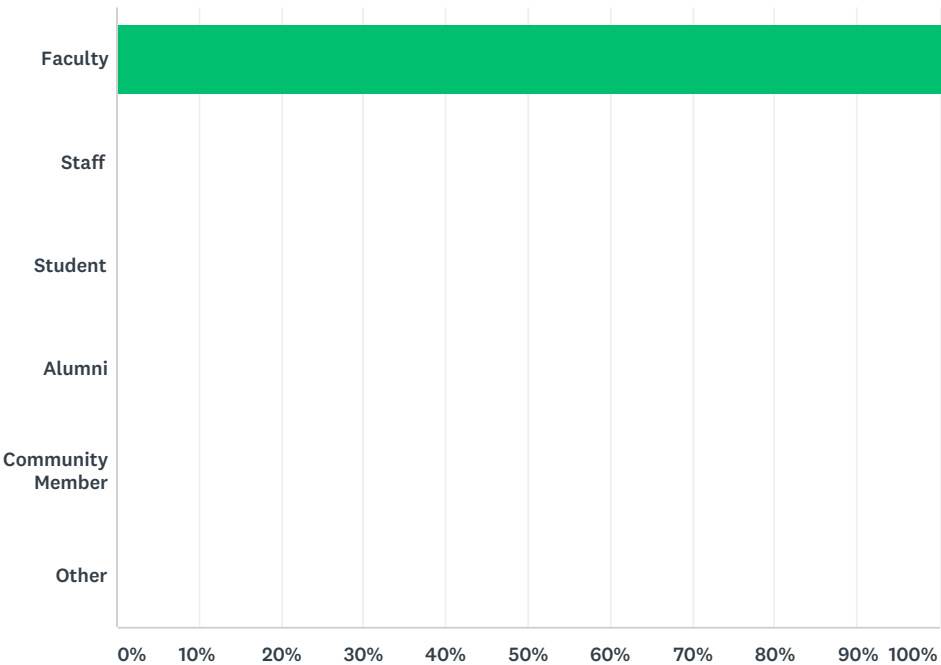
SECTION 13D | FEEDBACK RESPONSES

Matthew Wilson, J.D.

UNIVERSITY OF CENTRAL FLORIDA

Q1 Please identify your primary university role:

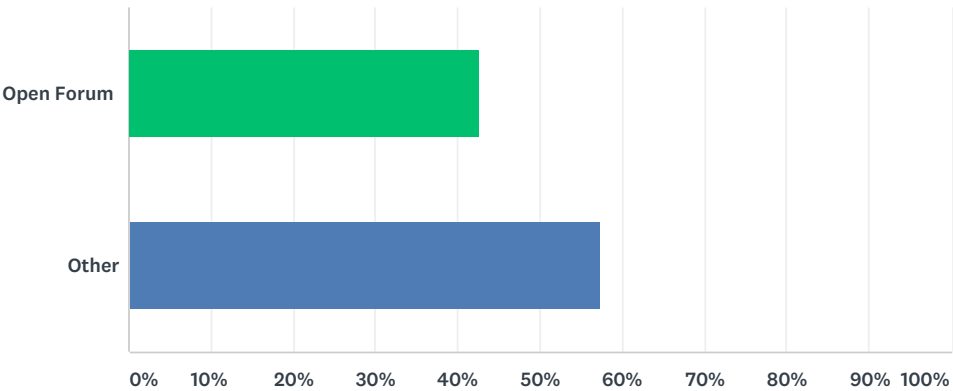
Answered: 69 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 100.00% | 69 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 69 |

Q2 In what setting did you interact with this candidate?

Answered: 68 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 42.65% | 29 |
| Other | 57.35% | 39 |
| TOTAL | | 68 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 64 Skipped: 5

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Personable, nice guy | 3/8/2018 10:49 AM |
| 2 | none | 3/7/2018 11:10 AM |
| 3 | Deep understanding (and experience) relating to the complexities of leadership of a major enterprise (UCF) | 3/7/2018 10:35 AM |
| 4 | Appears earnest and willing to try | 3/6/2018 4:39 PM |
| 5 | None. | 3/6/2018 12:45 AM |
| 6 | Very professional and polished candidate. Excellent response with great detail to all answers. Very strong in the area of global affairs, excellent ideas related to global partnerships particularly with use of technology/web based instruction. High energy individual with a great deal of passion and vision for UCF | 3/5/2018 10:33 PM |
| 7 | Prior experience as an attorney. Prior experience as a University President. He understands intellectual property law. | 3/5/2018 9:53 PM |
| 8 | Mr. Wilson was very personable, seems to be a very nice guy. Seems to be culturally aware. I felt he was committed to being back in the Central Florida area. Great life experiences (international). | 3/5/2018 4:03 PM |
| 9 | He seems to be high energy, ambitious, and engaging. He also seems to be student-centered. | 3/5/2018 3:06 PM |
| 10 | Extremely smart - quick on his feet and personable. Presidential. | 3/5/2018 2:33 PM |
| 11 | Passionate | 3/5/2018 2:32 PM |
| 12 | External candidate: a new perspective from outside UCF | 3/5/2018 2:30 PM |
| 13 | He appears to engage well with students. He has some good experience. | 3/5/2018 11:14 AM |
| 14 | Intelligent, articulate, organized, high energy, direct, international, vision Connects to students and faculty | 3/5/2018 10:30 AM |
| 15 | This candidate expressed an understanding and appreciation of the Arts in addition to research and science. He seemed enthusiastic about fundraising and projected a positive public image for the University. | 3/5/2018 12:14 AM |
| 16 | Currently a university president. | 3/4/2018 1:09 PM |
| 17 | Communication skills, personable | 3/4/2018 12:19 AM |
| 18 | Good communicator Very Energetic Highly Enthusiastic Well prepared for interview Personable International | 3/3/2018 12:26 PM |
| 19 | Seemingly genuine interest in the arts (and humanities?), friendly demeanor. He seems to be results-oriented as a fundraiser/business-person. | 3/3/2018 10:27 AM |
| 20 | His experience in Asia makes him a strong candidate because we need someone who truly understands the importance of creating a multi-lingual and multi-cultural community. Also, his background in law also makes him an ideal candidate. Education is, sadly, a service industry after all, and often times scholars with background in science or humanities do not have strength in that area. On the other hand, someone with a strong business background tend to be too dry. UCF got too big too quickly, we need someone who can view the currently situation with the objective point of view and make sound decision on what is enough or how to make it work better. This candidate should be able to handle stress well and stay neutral while choosing the right things for UCF. | 3/3/2018 10:02 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|--|-------------------|
| 21 | I thought that President Wilson's ability to represent the institution and speak articulately was amazing. I liked his connections to the area and desire to return to Orlando. I was thinking that it is ironic how President Wilson must be about the same age as President Hitt was when he took the helm of UCF. I welcome the enthusiasm. | 3/3/2018 9:06 AM |
| 22 | Strong leader. Able to inspire others. Enjoys working with people. Is very outgoing and has global connections. | 3/2/2018 10:48 PM |
| 23 | Would be a great spokesperson for the University, energetic, strong advocate, innovative, supportive of faculty, collaborative, brings everything to the table (students, faculty, alums, etc.). | 3/2/2018 9:37 PM |
| 24 | Openness, some new ideas. | 3/2/2018 5:59 PM |
| 25 | Some experience | 3/2/2018 5:19 PM |
| 26 | I found President Wilson to be an excellent candidate, and a breath of fresh (and young) air - something UCF has needed for quite some time, since Hitt has been essentially a doorstop for years. Very energetic, could implement many of his project at Akron here at UCF, and I'm not concerned that he is moving from a smaller school to a much larger school. Note that Akron is ranked higher than UCF overall (USNWR). He tackled the topic of "scope/scale x excellence = impact" very well in the open forum. I would like to see a far more hands-on president than what we've had in Hitt. I think Wilson will be excellent in this role. With his extensive background in law, I also see the possibility of a much-needed UCF School of Law! | 3/2/2018 5:03 PM |
| 27 | Creative thinker about funding, involved with the students and the community, good people skills, sincere | 3/2/2018 5:00 PM |
| 28 | Very articulate, captures the audience, involved with students, very involved at all levels of personnel | 3/2/2018 4:54 PM |
| 29 | good at public speaking, confident | 3/2/2018 3:45 PM |
| 30 | Good communication skills, story telling. | 3/2/2018 3:17 PM |
| 31 | Good speaker overall; enthusiasm; Answered most of the questions (as opposed to dodging them completely) | 3/2/2018 2:26 PM |
| 32 | Personable and engaging! | 3/2/2018 2:16 PM |
| 33 | He would be truly committed to our goal of internationalization. Recent efforts to carry forward this goal have been lackluster at best and our institution does more talking than walking. He's spent 15 years in Japan, speaks the language, and has engaged in multiple international efforts during his time at Temple. | 3/2/2018 1:54 PM |
| 34 | global citizen, truly exemplifies internationalization. student-centric strong affinity for the arts & humanities very approachable very knowledgeable in budget and other financial matters. | 3/2/2018 1:50 PM |
| 35 | High energy | 3/2/2018 1:34 PM |
| 36 | An outstanding communicator. Wilson brings a fresh approach to UCF. It seems like he would connect well with the central Florida business community and with the legislature. Also would bring a much more student-centered image of the upper administration. He answered questions quite well, staying on point. | 3/2/2018 1:16 PM |
| 37 | Currently a Univ Pres so he knows what the job involves plus international experience. Engaging, good speaker: he had a good frame for what he wanted to cover including some personal information. Expressed believable interested in students | 3/2/2018 12:51 PM |
| 38 | Young, articulate, energetic. Excellent public speaker. His international experience could serve us well. Probably will be good with politicians. | 3/2/2018 12:10 PM |
| 39 | His broad varied experience in and out of academia including extensive substantive work abroad. He has done the job, apparently well, elsewhere. He is articulate and has a great deal of energy. He seems to have Dr. Hitt's focus on the individual as well as the big picture and able to see future goals and move towards them. | 3/2/2018 12:05 PM |
| 40 | Servant leadership style. Involvement with students, faculty and staff. Not the untouchable or reachable status quo | 3/2/2018 12:05 PM |
| 41 | President Wilson was very student-focused, which is important in a university of UCF's size. He was also an excellent orator and given his public speaking skills, I believe that his success in obtaining donations at Akron would continue if he were hired at UCF. | 3/2/2018 11:41 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|---|-------------------|
| 42 | He has very strong international experience. He seems to understand the important roles of internal and external coalitions. | 3/2/2018 11:29 AM |
| 43 | international prominence. fundraiser. Social media user. fresh new vision for how to approach things. great ideas. communicator. approachable. | 3/2/2018 10:47 AM |
| 44 | Community Engagement, Open Direct Communication, Appreciation for the Arts | 3/2/2018 10:05 AM |
| 45 | Candidate showed a real commitment to and understanding of the value of arts, social sciences, and humanities. | 3/2/2018 9:58 AM |
| 46 | energy and enthusiasm | 3/2/2018 8:36 AM |
| 47 | Personable, eloquent speaker, enthusiastic, global presence/experience. Seems to have an open door policy for faculty. He also has lived in the area, so still has connections here. He continues to teach and research. Has vision. | 3/2/2018 6:26 AM |
| 48 | He was an engaging and energetic speaker who commanded the attention of the room. | 3/2/2018 12:02 AM |
| 49 | Broad cultural background and variety of interests. Seems very interested in student success. | 3/1/2018 11:25 PM |
| 50 | Very personable, experienced, committed to the arts, good public persona | 3/1/2018 10:31 PM |
| 51 | Great approach to future technology and integrated STEAM learning, I was particularly compelled by the example of his college's esports team, which is not something we typically hear about from administrators at this level. | 3/1/2018 8:50 PM |
| 52 | Effective communicator Clear vision for the future of the university Great metaphor of "family" to help students Lots of innovative practices Great storyteller, understands how stories resonate Understands diversity and inclusion, has biracial children, has taught all over the world Seeks creative solutions to resource problems Supports NTE faculty, recognizes them as equals Wants to have an open-door policy with faculty Wants create more synergies with downtown campus Is on the cutting edge with technology, e-sports, and spoke about his college's video game team, which impressed me immensely Strikes a great balance between confidence and humility (it's hard to argue how "great" you are without sounding arrogant, and he did a great job of doing that with us). Overall, he's the candidate to beat at this point for me... | 3/1/2018 8:37 PM |
| 53 | He had a lot of great ideas, and seemed to be focused on student success and providing faculty with support. He used the term "family" to describe the faculty/staff relationship and emphasized the importance of focusing on individual strengths. | 3/1/2018 6:21 PM |
| 54 | This candidate has experience and vision on how to advertise a university using social media as well as how to increase ratings of UCF. The candidate has vast international experience. The candidate expressed interest in loser communication with faculties at the deferment meetings. | 3/1/2018 6:09 PM |
| 55 | Knowledge of international academia and relationships, energizing and very personable. Great grasp of social media and the potential to use it to promote UCF. Promotes non tenure faculty as family and a important part of the university's goals. | 3/1/2018 5:50 PM |
| 56 | Strong understanding of the importance of the arts and humanities; student oriented; engages with faculty; high energy; has at least some capital campaign experience; brings a wide range of experience in terms of places and kinds of institutions. | 3/1/2018 5:45 PM |
| 57 | This candidate has an exceptional background that aligns with several of the university's strategic goals. For example, internationalization--he has a background where he has lived in Japan, has studied East Asian culture, etc. He effectively described his ability to be fiscally responsible and work with donations for capital projects (e.g., buildings) on campus and bring them in ahead of schedule and under budget. He had a strong answer when I asked him about how he would work with the humanities if he were the selected candidate. He has strengths in his abilities to bring together the arts and humanities, and the sciences and technological aspects of the university. STEAM is a model approach with which UCF should align strongly, and this candidate could lead us effectively in doing so. Less divisiveness and more inter/trans-disciplinary work should be a focus of the 21st-century university, and this candidate could help us envision such an approach. | 3/1/2018 4:53 PM |
| 58 | Ease in communicating with audience, constituents; international life/professional experience, familiarity/first-hand experience in arts and humanities | 3/1/2018 4:08 PM |
| 59 | Displayed a deep appreciation for the arts and humanities. Has a track record for capital campaign fund raising and completing building projects. Seems to relate well to students, faculty, and the general community. Very likable and seems easy to talk to. Strong candidate. | 3/1/2018 3:47 PM |
| 60 | Strong supporter of the arts, has managed large and successful capital campaigns | 3/1/2018 3:37 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|--|-------------------|
| 61 | His respect and appreciation for the Arts. He seemed genuinely nice and full of energy. | 3/1/2018 3:36 PM |
| 62 | Active and new energy | 3/1/2018 3:36 PM |
| 63 | Innovative and well-connected | 3/1/2018 2:38 PM |
| 64 | Incredible speaking ability, excellent engagement, solid positions supported by examples, extensive international experience, insightful research into UCF all align him strongly as the finalist. | 3/1/2018 12:57 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 65 Skipped: 4

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Poor communication skills. Lengthy responses unrelated to the questions asked | 3/8/2018 10:49 AM |
| 2 | He is fundamentally inappropriate to lead this university. He was not deliberate in his message misunderstanding the entire focus of the forum. His presentation showed a complete lack of understanding of the scale and achievements of UCF. He is not an academic and would not be able to promote the research profile of the university. He causally spoke of harassment he engaged in as a young man as foolish immaturity. He did not mention diversity even one time. I am proud of UCF as an inclusive and accessible institution. He does not understand our shared governance model or unions. As a tenured faculty member I would seriously consider leaving this institution if he is selected. | 3/7/2018 11:10 AM |
| 3 | My biggest concern is that I've consistently heard from many corners that there is already an (internal) candidate who has been "selected" and we're really just going through the motions by interviewing other candidates. If that's true, it's too bad... | 3/7/2018 10:35 AM |
| 4 | He did not address diversity or inclusion in his remarks. This was a major issue for me. While his international experience was part of his background, he did not discuss how that would enhance his ability to promote internationalization of programs at UCF. Very parochial approach. He used SCORE instead of SCALE X Excellence. Awkward. He did not appear to have realistic expectations about what he would be able to do at UCF. Very generic responses to questions | 3/6/2018 4:39 PM |
| 5 | This candidate is unacceptable. He is out of touch with issue of diversity and professionalism. I was offended by his use of a story of how he bullied a female student by ganging up on her with other male students! He used this story of how he harassed her as a positive example of team work among the guys! How horrifying! This is NOT an acceptable individual to lead UCF. | 3/6/2018 12:45 AM |
| 6 | Can the ideas / vision shared be scaled for such a large institution? | 3/5/2018 10:33 PM |
| 7 | None | 3/5/2018 9:53 PM |
| 8 | I felt that Mr. Wilson did not answer questions fully and was left wondering where he really stood on many things. While he had some great successes at his current university he never helped me to realize his benefit to UCF. I would have preferred he spoke to the whole room as opposed to just the person who asked him the question. He did not seem to understand the term HSI and instead of asking for clarification gave a non-answer, that made it look like he did not understand that UCF was on the verge of becoming a Hispanic Serving Institution. | 3/5/2018 4:03 PM |
| 9 | I am concerned that President Wilson has not demonstrated a commitment to the research enterprise of higher education. It also seems as though one of the significant research areas at his current institution is faltering under his leadership. A recent article in the local Akron paper suggests that the polymer college is crumbling, with one of its endowed chairs citing a lack of President Wilson's strategic competency as a significant factor in the college's and university's demise. It also appears as the college's dean submitting his resignation last week, with no apparent transition plan in place. This is alarming, particularly as we aim to raise the overall profile of UCF. https://www.ohio.com/akron/editorial/commentary/michael-douglas-as-the-polymer-college-shrinks-at-ua | 3/5/2018 3:06 PM |
| 10 | 22k students at Akron. UCF is three times larger. | 3/5/2018 2:33 PM |
| 11 | lack of appreciation of robust perceptions of diversity, lack of understanding of the scale of UCF, no substantive research background, inadequate academic qualifications | 3/5/2018 2:32 PM |
| 12 | No | 3/5/2018 2:30 PM |
| 13 | He kept saying "scope" instead of "scale." He did not seem presidential enough at times. He did not exhibit a strong understanding of diversity. He lacks a PhD or a strong research background. | 3/5/2018 11:14 AM |
| 14 | none | 3/5/2018 10:30 AM |
| 15 | NA | 3/5/2018 12:14 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|--|-------------------|
| 16 | This candidate is a lawyer, with a JD degree. A JD is not a research degree. This candidate does not have a PhD and is therefore unfit to lead a major research university. | 3/4/2018 1:09 PM |
| 17 | Looks a bit too young. He is more an idealist and I am not sure if he can be strong enough to fought with all Florida State level politics. | 3/4/2018 12:19 AM |
| 18 | Not only was Mr. Wilson's forum presentation unimpressive, he also gave the impression that the only reason he really wanted to come to UCF was to move back to Florida from Ohio. It was also very disturbing that, to prove one of his points, he told a story that promoted bullying. Mr. Wilson is an unacceptable candidate for President of UCF. | 3/3/2018 7:46 PM |
| 19 | Only a JD degree Research leadership | 3/3/2018 12:26 PM |
| 20 | I left this short presentation (with little opportunity for interaction with the candidate) with a favorable view of the candidate. My concerns are more about our own leadership's perspective on the nature and place of the humanities and research in the humanities within CAH. I worry the candidate left with this same failure of recognition. I also had significant reservations that this candidate does not have a Ph.D. While I understand the value of experience and of a J.D., I would feel more comfortable with leadership that reflects faculty leadership perspectives. | 3/3/2018 10:27 AM |
| 21 | None. He handled Q&A very well. | 3/3/2018 10:02 AM |
| 22 | Nothing that I observed. | 3/3/2018 9:06 AM |
| 23 | None | 3/2/2018 10:48 PM |
| 24 | None | 3/2/2018 9:37 PM |
| 25 | His talk at the forum seemed quite perfunctory—laced with a lot of general buzz phrases about the future, "take it to the next level," etc. He somehow totally mistook "scope" for "scale" in the strategic plan—I though perhaps he misspoke at first, but he focused heavily on the wrong word—scope. While this could be forgiven for various reasons, what really surprises me is that the university's strategic plan is readily available on line, and nowhere does it say "scope"—it is clearly "scale" and excellence. Did he not read the strategic plan? Even still, I would have thought "scope" would clearly seem odd to someone, which could have caused them to dig more, to discover it was the wrong word. Very surprising to me, and does not indicate the sort of institution-specific careful research and deep thinking that I would have expected. | 3/2/2018 5:59 PM |
| 26 | He did not understand the meaning of Scale x Excellence = Impact. Throughtout his entire speech he kept refering to Scope instead of Scale. This is a red flag for all of us members of UCF. | 3/2/2018 5:19 PM |
| 27 | doesn't know UCF's history or culture | 3/2/2018 5:00 PM |
| 28 | only 2 years at Akron and a much smaller school. He said he does not micromanage, but some examples may indicate otherwise. | 3/2/2018 4:54 PM |
| 29 | He kept saying scope instead of scale, wrong | 3/2/2018 3:45 PM |
| 30 | "Scope" is not "scale"...totally missed the assignment. What works at Akron (e.g, unloading students moving into housing) is not UCF's most pressing need from its CEO. UCF is not Akron. | 3/2/2018 3:17 PM |
| 31 | The level of depth of the answer in questions on things such as graduate education were too focused on marketing and how the university looks to others, and not enough about the true inner workings of a university, its faculty and its students. | 3/2/2018 2:26 PM |
| 32 | Candidate lacks the vision and capacity to lead UCF. Candidate failed to answer questions and had a tendency to be long winded without much substance. He often times played it safe by offering a justification for not answering a question. It is questionable whether the candidate can relate to a campus that is diverse as UCF. | 3/2/2018 2:16 PM |
| 33 | None noted. | 3/2/2018 1:54 PM |
| 34 | We are large compared to his current institution but he appears to be very adaptable as has been successful at other, and larger, institutions. | 3/2/2018 1:50 PM |
| 35 | He talked at length about Scope x Excellence = Impact and not Scale x Excellence = Impact. Is he trying to change the vision or was he confused? Did not hear much about how he would involve faculty and keep them motivated to attain excellence. | 3/2/2018 1:34 PM |
| 36 | He did not emphasize research and scholarship in his presentation as much as I would have liked. | 3/2/2018 1:16 PM |
| 37 | Did someone give the wrong word in the assignment, scope versus scale? | 3/2/2018 12:51 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|--|-------------------|
| 38 | Lots of general statements. Few details. Has read the UCF propaganda and was true to it. Little specifics about UCF other than size. Seems like lip service concerning excellence. Not one specific about research. My guess included in the mix to make the local candidate look good. | 3/2/2018 12:10 PM |
| 39 | May just want to do what worked at Akron. (But that may be a positive in some ways too.) | 3/2/2018 12:05 PM |
| 40 | None | 3/2/2018 12:05 PM |
| 41 | My primary concern is that President Wilson would be moving from an R2 university to a (very large) R1 university. Looking at his CV, I didn't really see any of his accomplishments at Akron that address research (most of his successes are related to students and donations) and hearing his open forum talk, I expected him to address this issue in detail. However, he did not. He barely discussed research in his talk and didn't really discuss any goals/initiatives that would be directed toward faculty growth/research growth (instead, most of his talk was about his own strengths, which are student-related). Stated differently, his approach appears appropriate for an R2 institution, not an R1 institution. | 3/2/2018 11:41 AM |
| 42 | He kept mentioning his teaching. this is a good concept for a President to remain connected with a department an students, however, it gave the impression that he may not grasp the difference in his small university and the enormity of being President at UCF. Though he said his strength was story telling, I found his responses to be rambling and circuitous. (The words were there, the content was not) This would concern me in terms of his speaking on UCF's behalf. | 3/2/2018 11:29 AM |
| 43 | He will need to learn to scale things up to a large institution. I think he could do it given time. | 3/2/2018 10:47 AM |
| 44 | Is he ready for the scale and scope of UCF? | 3/2/2018 10:05 AM |
| 45 | He seemed more focused on his past achievements than plans for UCF. | 3/2/2018 9:58 AM |
| 46 | Does not appear to understand the size and scope of UCF. Answers to questions were very vague. Seems very narrow in understanding of the complexity of this university beyond law school examples. | 3/2/2018 8:36 AM |
| 47 | Works 16-18 hour days; worry a little about expectations for faculty. Did not seem to have any experience with developing/running an Academic Health Science Center. | 3/2/2018 6:26 AM |
| 48 | He may not have the experience to become president of a university of our size. He seems eager and very supportive of music and theater. However, he seems to have a very narrow view of visual arts in higher education and within the contemporary art world. This seems problematic as this is a common obstacle artists face in society and with many administrators. I do not think the next president of UCF should have to be taught about the importance and validity of the visual arts as an academic and research discipline. | 3/2/2018 12:02 AM |
| 49 | Unsure about whether he can weather the political climate of university system in Florida and competitiveness of other State universities. | 3/1/2018 11:25 PM |
| 50 | Did not address fundraising experience | 3/1/2018 10:31 PM |
| 51 | My colleagues and I noticed a negative editorial in the Akron local newspaper. Have we asked the candidate about his process for strategic planning and faculty inclusion? | 3/1/2018 9:14 PM |
| 52 | I'm worried about how he would handle our scale: the open door policy he mentioned for faculty is fantastic on paper, but not feasible in practice here. | 3/1/2018 8:50 PM |
| 53 | None. I think he would adapt well to our university, bring a new vision, and empower us with his energy and enthusiasm. | 3/1/2018 8:37 PM |
| 54 | UCF is big...will his great ideas and hands on approach translate well here? | 3/1/2018 6:21 PM |
| 55 | University of Akron is very different than UCF in terms of size and growth potential. Can his ideas scale up properly? | 3/1/2018 5:50 PM |
| 56 | As a JD and not a PhD, I wonder about his ability to connect as effectively with faculty members at UCF in tenure-stream positions, the majority of whom will hold a doctoral degree. | 3/1/2018 4:53 PM |
| 57 | None | 3/1/2018 4:08 PM |
| 58 | He seems to have moved around and changed jobs often (only in his second year as President at Akron). It is important to me that if we are able to find the right candidate, this person is committed for the long term. | 3/1/2018 3:47 PM |
| 59 | Seems young, his school is only 22,000 | 3/1/2018 3:37 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|--|-------------------|
| 60 | I assume he is qualified since he made it into the top 4, so I have no concerns. | 3/1/2018 3:36 PM |
| 61 | none | 3/1/2018 3:36 PM |
| 62 | Lack of experience in academia | 3/1/2018 2:38 PM |
| 63 | I was part of a small panel that asked him questions. He rarely answered the question that was asked. It was very frustrating. | 3/1/2018 1:14 PM |
| 64 | None. | 3/1/2018 12:57 PM |
| 65 | CV is weak | 2/27/2018 8:47 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 38 Skipped: 31

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Not presidential Unacceptable | 3/8/2018 10:49 AM |
| 2 | Kennedy will make an excellent president and steward of UCF and the Central Florida Community. | 3/7/2018 10:35 AM |
| 3 | He did not present himself as an academic or institutional leader. However, he certainly has leadership skills and was impressive enough to bring him in for an interview. He just didn't seem to have much depth. | 3/6/2018 4:39 PM |
| 4 | His answers to questions were evasive and did not address the concerns expressed in questions. Moreover, his lack of a PhD raises questions about his ability to understand the issues we deal with in educating PhD students in research and careers. We need a president who will be able to relate to what the faculty needs to grow our research programs and the quality of the student body, especially at the doctoral level. | 3/6/2018 12:45 AM |
| 5 | Very personable and approachable. | 3/5/2018 10:33 PM |
| 6 | He seemed very energetic, and focused. He clearly is motivated to help UCF grow in all areas of research. | 3/5/2018 9:53 PM |
| 7 | I felt Mr. Wilson only wanted the position to bring his wife back to the Orlando area. His repeated stating of this fact distracted from his purpose of being here, to potentially be the next UCF President. I would have liked to have heard him speak more to the campus community building cohesion rather than his continued overuse of the terms diversity and inclusion. By virtue of him meeting with diverse faculty and staff it was already a given. He utilized the term frequently and it started to lose weight. I do not feel that he was a particularly strong candidate based on the limited interaction I had with him. He failed to make me believe his goal for the university. Being a good spokesperson was not a winning approach. He was extremely longwinded as well and that negatively affected his interview given that his long answers did not necessarily answer the proposed questions. | 3/5/2018 4:03 PM |
| 8 | Given the tenure of his predecessor it seems as though he was hired to improve the relationship with students and the community. It would also seem as though the level of expectations may have been low given the tumultuous years of his predecessor. His analogy of "turning over rocks" seemed a bit inappropriate, and signaled that much of his reputation rests on having been better than the last guy. We need a strategic leader who will advance the opportunities here at UCF. Although he's credited with "righting the ship" it seems as though significant financial challenges remain, and the results of his accomplishments are unclear. | 3/5/2018 3:06 PM |
| 9 | I was very impressed - I could see someone like this leading UCF. Has character (read up on his negotiations at Akron). Student-focused, young, energetic. I liked him a lot. | 3/5/2018 2:33 PM |
| 10 | a strong candidate who has demonstrate his ability as a president. | 3/5/2018 2:30 PM |
| 11 | I think Dr. Wilson would be a great UCF president! | 3/5/2018 10:30 AM |
| 12 | He loves arts and Asian culture. He loves and plays music, which is a change. He gives very fresh impressions. He would eventually be a president of a good school if not here. He seems a bit too young for this job. | 3/4/2018 12:19 AM |
| 13 | I think Dr. Wilson understands how to elevate the brand awareness of a university and he would bring UCF to the next level of brand recognition nationally and internationally. | 3/3/2018 12:26 PM |
| 14 | Him having four children, probably about the age of our students, helps him make decisions with clearer conscience and being politically correct all the time. He is very good with conveying ideas and projecting good images. He is good with words, comfortable giving a speech, and he knows how to sell himself tactfully. I can imagine he would do a great job being the face of UCF. | 3/3/2018 10:02 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|---|-------------------|
| 15 | President Wilson's creativity in how he constructed his remarks impressed me. He talked about impact, excellence and scale but then flipped the "idea of scale" into the "concept of scope." Scope more accurately describes what we want to be at UC -- capacity for action; a wide range of views and outlooks; and really a grand tableau pursuant to which one can tell a big story, but also do world building. UCF needs to go beyond simply talking about how BIG it can be. Rather, follow President Wilson's lead in expanding in scope, range, and trust. He would be a great hire. | 3/3/2018 9:06 AM |
| 16 | Impressive student recruiting and management of financial resources background. I would hire him -- we could use an infusion of energy here to help boost faculty morale. | 3/2/2018 9:37 PM |
| 17 | His multiple comments about "Return to Florida" etc. were intended in one spirit I'm sure, but I got a little bit of a feeling of "I'm going to retire in this job" which is not the sort of energy I want to see, etc. I could be wrong, but I thought he used the word "Entrepreneuric" at one point—not a word (I did my best to spell). | 3/2/2018 5:59 PM |
| 18 | His examples and stories where a little too cheesy for the occasion. | 3/2/2018 5:19 PM |
| 19 | I think it is extremely important to hire a current president of a higher ranked university - someone like President Wilson, who has turned Akron around at all levels within his university. What I want to emphasize is that we should NOT hire from within UCF. We must expand our horizons. We hire externally for almost all of our tenure-track faculty, so it reasons we should do the same for UCF's president. We will not enhance UCF through backroom deals and inbreeding. | 3/2/2018 5:03 PM |
| 20 | I am somewhat concerned about commitment to diversity, especially with regards to GLBT inclusiveness. His answer to the question regarding Hispanic serving institution was somewhat vague. Lastly, I don't know if he intentionally used Scope instead of Scale for the example or not. But it did change the context of the question. | 3/2/2018 4:54 PM |
| 21 | Personable; polite | 3/2/2018 2:26 PM |
| 22 | This candidate is not a good fit for UCF. I don't think he can take UCF to the next level. His operational vision is small scale. Speaks more about student engagement and fails to recognize the complexity of an organization this size. | 3/2/2018 2:16 PM |
| 23 | His commitment to wife and family is laudable. | 3/2/2018 1:54 PM |
| 24 | I find him a viable candidate for the president's position. He would bring a vibrancy and accessibility we currently lack in upper administration. | 3/2/2018 1:50 PM |
| 25 | I feel it is not correct to ask all the candidates to speak in the open forum on a subject (scale x excellence = impact) which is strongly associated with the internal candidate. I am sure it was not intended, but I worry that this could create the impression that the search is biased toward the internal candidate. Having said that, candidate Wilson did a decent job of speaking on this subject. | 3/2/2018 1:16 PM |
| 26 | He would be good with the local community, the state politicians, and in entertaining the students. Having a lawyer as president could turn the whole place in to a law firm, after all a quarter of the top floor of MH is already! Or maybe he would address the sham of having the spouse of the university Chief Council be the Chief Council for the UCF Foundation...which pays a large fraction of the president's salary. And the funds to do this comes from renting space to the university, sometimes at above market rates. Meanwhile partnerships that our faculty try to form are stalled due to never ending review of the simplest agreements. | 3/2/2018 12:10 PM |
| 27 | Very impressed. A lot of it reflected his long and detailed cover letter. | 3/2/2018 12:05 PM |
| 28 | He was friendly and approachable in demeanor. He seems (as higher level administrators do) to have jumped from opportunity to opportunity advancing his own career with little lasting legacy created at the institutions he left. | 3/2/2018 11:29 AM |
| 29 | I was impressed by his eagerness to meet the students, faculty, and staff involved in the programming. | 3/2/2018 12:02 AM |
| 30 | Viable candidate. | 3/1/2018 11:25 PM |
| 31 | While I have yet to see the other candidates, I truly appreciated Matt's candor, his extremely specific answers to our questions, his side bars, stories, and honesty in trying to provide examples that related to our institution. His broad range of experiences allowed him to answer questions with remarkable specificity, drawing from problems he faced at other colleges and demonstrating steps he took to address them. He's a lawyer (we'll forgive him for that) and yet that may be his greatest strength: he knows how to argue well and would do so on our behalf, all for the benefit of our institution. Check out this great article about how he didn't even want perks: http://www.cleveland.com/metro/index.ssf/2017/10/university_of_akron_president_9.html | 3/1/2018 8:37 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

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|----|---|-------------------|
| 32 | Very good. I had positive views about this candidate. | 3/1/2018 5:50 PM |
| 33 | I interacted with the candidate at the Arts and Culture session. | 3/1/2018 5:45 PM |
| 34 | I like his energy, his passion, and his ability to engage with the audience. I think he could bring effective changes to the university. He already serves in a presidential role, and that is a plus. I really liked what I saw in this morning's session, and I urge the committee to take his candidacy seriously. | 3/1/2018 4:53 PM |
| 35 | Hire this candidate | 3/1/2018 3:36 PM |
| 36 | I do not believe that this candidate has the vision that we need at UCF. | 3/1/2018 1:14 PM |
| 37 | Matthew was a breath of fresh air. He has the energy we need to accomplish the many challenges that face us and would make an excellent president of UCF. | 3/1/2018 12:57 PM |
| 38 | Doesn't have a PhD. | 2/27/2018 8:47 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q6 Your name (optional):

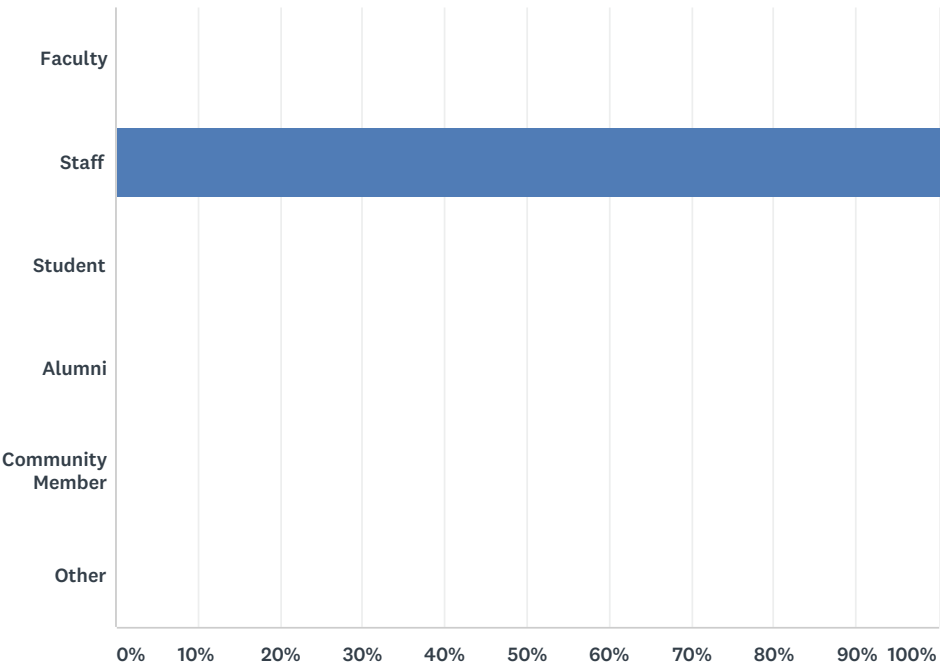
Answered: 7 Skipped: 62

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Joanna Mishtal, PhD Associate Professor, Dept of Anthropology | 3/6/2018 12:45 AM |
| 2 | Prof. Greg Welch (CON, CS, IST) | 3/2/2018 5:59 PM |
| 3 | David Hagan | 3/2/2018 1:16 PM |
| 4 | Professor Emerita, UCF Alumna of UCF | 3/2/2018 12:05 PM |
| 5 | Thomas Cox | 3/2/2018 11:29 AM |
| 6 | Kristine Shrauger | 3/2/2018 10:47 AM |
| 7 | Peter Telep, Associate Instructor, English Dept | 3/1/2018 8:37 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q1 Please identify your primary university role:

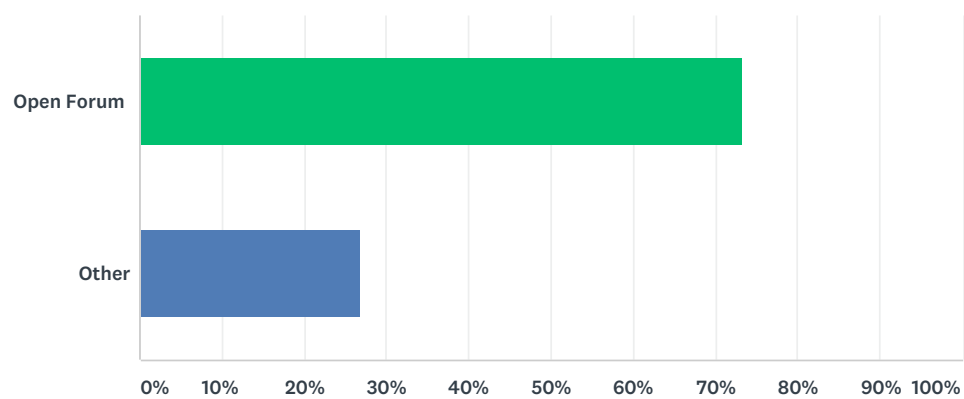
Answered: 67 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 100.00% | 67 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 67 |

Q2 In what setting did you interact with this candidate?

Answered: 67 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 73.13% | 49 |
| Other | 26.87% | 18 |
| TOTAL | | 67 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 64 Skipped: 3

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | The candidate demonstrated the following strengths: Diverse background Approachable Engaging | 3/7/2018 10:10 AM |
| 2 | previous administrative experience | 3/7/2018 8:23 AM |
| 3 | President Wilson is a good speaker and had some interesting ideas about moving the UCF campus forward. | 3/6/2018 1:57 PM |
| 4 | -ability to connect with students - proven leadership - ability to increase international awareness | 3/6/2018 1:33 PM |
| 5 | He has great ideas about being more open, personable, and accessible to students. | 3/6/2018 1:27 PM |
| 6 | High energy, very student focused, would work well in the community and with faculty | 3/6/2018 12:47 PM |
| 7 | Strong student focused; shared concrete ideas about how to improve retention and graduation; currently interacts successfully with legislative and business leaders. | 3/6/2018 12:34 PM |
| 8 | He is passionate, energy driven, with a great focus on students which should be the priority of any institution. I love his international and sustainability focus. I love that he had practical examples of work he had done at other institutions. I think he could get donors and legislators excited about UCF and that is a big role for the president. | 3/6/2018 12:31 PM |
| 9 | very positive, very accessible | 3/6/2018 12:20 PM |
| 10 | international experience | 3/6/2018 11:10 AM |
| 11 | Loved the presentation! He's younger than Hitt and is full of energy and enthusiasm, and seems interested in working closely with students, faculty and departments. I don't know if he will have the time, but he is willing to do it. His focus and goals are similar to UCF's focus on students, diversity, globalization and community relations and more. Wilson may fit in more than we know. | 3/5/2018 3:26 PM |
| 12 | Energy and creativity. Student focused. | 3/5/2018 1:27 PM |
| 13 | He is certainly self confident. | 3/5/2018 9:30 AM |
| 14 | Articulate, quick thinker, advocate for the arts. | 3/4/2018 10:34 PM |
| 15 | So energetic and inspirational. I am very worried about the Provost. We need someone like President Wilson who is dynamic, personable, and relatable. His understanding of operations and finances is unparalleled. His track record is incredible, yet he is so down to earth. I would love to work with him. | 3/4/2018 9:55 PM |
| 16 | Multi-cultural, communication, creative solutions, automatic answer is not "no" but rather how can we find a solution together, servant leader, emphasizes family, exceptional wife, interracial marriage/bi-racial children, integrity, and transparency. Can really relate to him. | 3/4/2018 7:56 PM |
| 17 | High energy. Student-focused. Personable. Strong family values. Decency. | 3/3/2018 8:24 AM |
| 18 | Youthful, mature, enthusiastic, variety of experiences. Student oriented (proven). | 3/3/2018 3:44 AM |
| 19 | None. | 3/2/2018 7:55 PM |
| 20 | Great speaking ability and strong, charismatic presence. His background is impressive and could greatly contribute to UCF moving toward a more modern, global, and attractive university. | 3/2/2018 7:39 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|--|------------------|
| 21 | I just got done watching the forum on youtube, and President Wilson was amazing! At UA, he has been an incredibly positive, instrumental part, to The University of Akron's short-term, and long-term visions. I talk very highly of you (and your staff) whenever I talk about The University of Akron. I tell people how well Akron has been doing with you as our President (in just a short period of time) and how I would really hate to see you leave us. However, I too have a family (my husband and 3 children-Madeline 10, Lauren 8 and Andrew 7), and that is where your situation pulls at my heartstrings. Knowing that you have family in Orlando, and that you have talked about eventually finding yourselves back in that area.....this is a perfect opportunity for you, your family and UCF to obtain such an incredible leader. | 3/2/2018 6:49 PM |
| 22 | Service-oriented leader; global perspective; student-focused; willingness to get out into the campus and community; sustainability mindset; experience with government leaders. | 3/2/2018 6:05 PM |
| 23 | The candidate strongly believes in student engagement and has a strong believe in diversity and inclusion | 3/2/2018 5:02 PM |
| 24 | I believe that the candidate is a very student-focused, enthusiastic individual with a diverse background. I think that each of these features will contribute to his leadership. | 3/2/2018 4:55 PM |
| 25 | International experience, in terms of working and living abroad; current sitting president. Worked his way up the academic and administrative hierarchy; seemed to be friendly, cordial, and affable. | 3/2/2018 3:49 PM |
| 26 | President Matthew Wilson greatly respects the past, present and future of UCF. I liked his reverse approach of expressing "Scope x Excellence = Impact." A well-organized and engaging presenter, Wilson offers an approachable presence that produces buy-in from others. Also, I appreciate how he applies his experience and background in Law as an advocate and in the tone of an advocate - confident, looking for the "win-win," seeking collaboration in research and decisions, and yet humble. I liked his use of a tablet for his notes which communicates some comfort with technology. I'm deeply appreciative of his broad international experience throughout the US, Asia and beyond. I especially liked his S (Students) C (Champion) O (Opportunities in Orlando) P (People, Personal) E (Energy, Entrepreneurship) associations. His answers to forum questions were detailed, personal and thoughtful. His current successful experience as a new university president after following a contentious administrative leadership at Univ. of Akron well-supports his candidacy for UCF President, as this will not be a simple job to take on. He presents a genuine presence with agility, depth, and wisdom to well tackle what he must address as a university president. His youthful energy and desire to be personable would be a welcome change in the top level administration of UCF. I would strongly and enthusiastically welcome him to be our next UCF President. | 3/2/2018 3:47 PM |
| 27 | He has a passion for the arts and would likely prioritize much-needed performing arts facilities. He was gracious to everyone and effusive in his recognition of students. | 3/2/2018 3:47 PM |
| 28 | engaging, energetic, business and leadership experience | 3/2/2018 3:30 PM |
| 29 | Passionate, seemed very student focused | 3/2/2018 3:26 PM |
| 30 | Thoughtful decision-making. Significant breadth of experience and internationalization background. Prepared to advocate on behalf of and lobby for UCF, fundraise, and engage the full university community. Energy and enthusiasm for UCF. | 3/2/2018 3:11 PM |
| 31 | Seems very down to earth and I'm impressed with the way he interacts with students. Having someone who cares about students would make a huge positive impact on the university. | 3/2/2018 3:01 PM |
| 32 | - Focus on inclusion - Brings an international higher education perspective to UCF, this vision could help grow UCF more internationally, help recruit more international students to UCF, or potentially expand UCF to international locations. - Has big goals to grow UCF, but not sacrifice excellence - Focused on adding a personal touch - Focused on being accessible to students, I think that his ability to connect with students on the ground level will be incredibly important. He plans to have visibility during big events on campus, such as housing move-in and other events. This will help him connect with students. - UCF Branding, wants to make sure UCF has national and international recognition. - Focused on innovation that brings success to our students - Focused on making ucf students global citizens - Value alignment between candidate and UCF | 3/2/2018 2:55 PM |
| 33 | He has energy and drive. He has travelled extensively and has an international focus that he wants to bring to UCF. He expressed commitment to a sense of community, sustainability and student support. He promises to be accessible and engaged. | 3/2/2018 2:28 PM |
| 34 | Understanding the demands of the 21st century students. Passion for and working with students. Visionary approach to efforts of fundraising, retention and state performance metrics. | 3/2/2018 2:21 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|--|-------------------|
| 35 | Great experience living and working internationally. Very student focused and it seems like he understands the needs of this generation, including innovation, the need for change and for community. | 3/2/2018 2:15 PM |
| 36 | I appreciate how involved in campus activities he is. I like how he set up active shooter drills for the residents. | 3/2/2018 1:39 PM |
| 37 | He had some very good ideas and seemed very approachable and energetic. | 3/2/2018 1:32 PM |
| 38 | Listening Skills, and Inclusion | 3/2/2018 1:19 PM |
| 39 | Honestly, none. | 3/2/2018 1:12 PM |
| 40 | Mr. Wilson related many instances when he went out into the student body, the community, and governing bodies to engage them personally in their native environment. | 3/2/2018 1:09 PM |
| 41 | A youthful vibe that would help relate and bridge the gap between the student body and executive leadership. Exceptional international experience which will help UCF as it continues to grow and build partnerships across the globe. I particularly liked he was from Oviedo and already familiar with our local community | 3/2/2018 12:57 PM |
| 42 | I am impressed with Mr. Wilson's involvement with students, faculty and staff. I think this is an attribute of strong leadership and is something that the university could benefit from. I think that his familiarity with the Orlando area as well as the area immediately surrounding the university is an asset. | 3/2/2018 12:49 PM |
| 43 | Very energetic and comfortable as a public speaker. Seems to engage with students and faculty with great success. I feel like he would be a good fit with our campus and give us the leader that could take us into the future. I love the fact that he plays basketball with students, I can't imagine another administrator at UCF doing this. | 3/2/2018 12:35 PM |
| 44 | Strong presentation skills, international perspective, personable demeanor | 3/2/2018 12:34 PM |
| 45 | I loved how he broke down the letters in the word Scope as it relates to his vision for the University. It reminded me of Dr. Hitt's 5 goals that he established when he was hired. He brings a unique perspective with his international education experience. In addition, his experience is multifaceted. He's been in the classroom as a professor. He's been a provost so he has academic experience. His legal & business background fits well also. He understands the importance of building relationships with the students, faculty, staff, community leadership and government representatives. | 3/2/2018 12:26 PM |
| 46 | very personable and would be well liked by our student body. Has had many international experiences that he could bring to the table in order to help UCF grow in the international arena. | 3/2/2018 12:26 PM |
| 47 | International experience which could help UCF build a more global reputation and brand. | 3/2/2018 12:20 PM |
| 48 | I believed this candidate has very strong diversity and inclusion background/experience that he could bring to UCF; he talked a lot about services students, faculty and staff which I believe to be important | 3/2/2018 12:19 PM |
| 49 | love that he has local ties to Orlando community and has worked with UCF on occasion, excellent fundraising and university experience as well as international relations | 3/2/2018 12:16 PM |
| 50 | Energy, sincerity, openness, willingness to get involved and do whatever is needed | 3/2/2018 12:08 PM |
| 51 | President Wilson was an energetic and engaging speaker. He seems to be very engaging with his current study body and faculty. Since he lived in Orlando, I feel he is aware of the political environment UCF operates in and I assume he still has contacts within the Orlando area that could benefit the university. | 3/2/2018 12:06 PM |
| 52 | Came across as someone that would be very involved with the faculty, staff and students. A president of the people. | 3/2/2018 12:06 PM |
| 53 | Very student and faculty oriented. Has a global perspective that could really help UCF make a world impact, beyond Orlando and even the nation. | 3/2/2018 12:02 PM |
| 54 | The student interaction is a plus. This is a really good candidate. Concerns are genuine and a definitely a forward-thinker. | 3/2/2018 12:01 PM |
| 55 | -Global focus -Student centered approach -Open communication | 3/2/2018 12:01 PM |
| 56 | International leadership experience | 3/2/2018 12:01 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|--|-------------------|
| 57 | I love that he gets involved with students on campus. Seems very progressive. | 3/2/2018 12:00 PM |
| 58 | high creativity and global experience | 3/2/2018 11:33 AM |
| 59 | Well spoken, engaging, driven, thinks outside the box, diverse education/employment background. | 3/2/2018 9:28 AM |
| 60 | Warmth, authenticity, candor, patience, curiosity | 3/1/2018 10:49 PM |
| 61 | Matthew Wilson was very candid and used personal stories to convey his answers in response to a variety of inquiries (which I found to be particularly refreshing). His openness and willingness to engage with everyone in the room is a quality that an institution as large as UCF would greatly benefit from having in its key leadership role. Our next president should have a very visible presence and impact to not just the university but with the city of Orlando and the surrounding Central Florida communities. Matthew Wilson appears to be uniquely capable of meet that goal. I also appreciate that he has clear interests outside of his own discipline that included the both the arts and sciences. It is critical that this university continues to train and educate the next generation of creative thinkers. | 3/1/2018 4:58 PM |
| 62 | Very approachable, confident (with a background to justify), ambitious. Seems like he would take on any challenge, no matter how big (coming from a college of 22,000 to one of 66,000). Very mindful of students. Loved how he made the effort to shake the student singer's hand. | 3/1/2018 4:47 PM |
| 63 | Knowledge about university business; excellent public speaker; was engaging by relating his own personal to university/educational matters | 3/1/2018 12:34 PM |
| 64 | I like that Mr. Wilson was able to speak from honest personal experiences. | 3/1/2018 12:30 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 60 Skipped: 7

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | His approach to the forum question addressed Scope X Excellence = Impact rather than Scale X Excellence = Impact. While the oversight may have been unintentional, the impact I observed from the audience was significant enough to cause concern. | 3/7/2018 10:10 AM |
| 2 | doesn't seem to understand complexity of UCF; didn't seem to give his team any credit for his success; did he use "scope" instead of "scale" for many of his comments discussing UCF's strategic plan? | 3/7/2018 8:23 AM |
| 3 | He would speak way too long for the question asked...almost like he was trying to fill as much superfluous information in as possible. I'm not sure if he is the right fit coming from a smaller University in Ohio. | 3/6/2018 1:57 PM |
| 4 | - does not know what an HSI is | 3/6/2018 1:33 PM |
| 5 | He did his entire presentation about the wrong thing. We are SCALE x Excellence = Impact. Not scope. When asked about the feasibility of his ideas he did not really provide any evidence that he has thought about it.... | 3/6/2018 1:27 PM |
| 6 | He has a limited amount of university-wide leadership experience. | 3/6/2018 12:34 PM |
| 7 | I know he made an error of scope vs scale which is a big oversight. However, aside from that mistake I feel he is a strong candidate. | 3/6/2018 12:31 PM |
| 8 | he might not understand the true needs of our campus and students | 3/6/2018 12:20 PM |
| 9 | spoke with Temple Japan and they do not recommend him | 3/6/2018 11:15 AM |
| 10 | focused too much on himself, and offered nothing specific as to his vision for UCF. Seemed to not have experience that appreciated the scale of UCF. | 3/6/2018 11:10 AM |
| 11 | none | 3/5/2018 3:26 PM |
| 12 | Had some trouble with the details. | 3/5/2018 1:27 PM |
| 13 | Not sure he has any real idea of how big this job is in terms of time and multiple responsibilities. My biggest concern is his lack of experience scaling up to UCF and doing so in innovative ways to push us forward. | 3/5/2018 9:30 AM |
| 14 | Concerned that meteoric rise in various positions did not allow him to stay anywhere very long; concerned that size of UCF will initially be a challenge to which he could rise, but performance may not be sustainable at the speed on which he feeds. | 3/4/2018 10:34 PM |
| 15 | Absolutely not. | 3/4/2018 9:55 PM |
| 16 | Very focused on himself and his talents. Almost no mention of a team. "I" and "me" dominated his conversation. No "we" or "us" which is concerning considering UCF's partnership model. He also did not seem to read social cues about his often lengthy and sometimes meandering monologues. | 3/3/2018 8:24 AM |
| 17 | Kind of like a politician. | 3/3/2018 3:44 AM |
| 18 | Brings nothing new or innovative to the table. Does not appear to be a confident leader. Open Forum talk was a disaster, filled with cliches and empty, hollow speech. Lots of words to express absolutely nothing. | 3/2/2018 7:55 PM |
| 19 | I struggled with him saying scope when it should be scale..... | 3/2/2018 7:39 PM |
| 20 | None | 3/2/2018 6:05 PM |
| 21 | 1) The candidate has been a college president for less than two years and is already looking to vacate the position for a better opportunity. He hasn't been in his current role long enough to have strong proven results. 2) The candidate does not have much experience in Sr. Leadership positions. 3) The institution the candidate is coming from only has 22K students. | 3/2/2018 5:02 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|---|-------------------|
| 22 | My main concern is if the strength of the candidate's previous experience is strong enough to be successfully translated to our community. We, UCF, are always on the cusp of something BIG. We are growing in complexity, size, and prominence every year. This will be only amplified by the development of Lake Nona Health Sciences Campus, UCF Downtown and cluster program growth. I did not feel confident in the candidate's ability to lead these endeavors due to his limited experience in an organization as large and as complex as UCF. | 3/2/2018 4:55 PM |
| 23 | The candidate made some critical errors in his presentation relative to Scale not Scope! So, he was unaware or misinformed about the topic. Secondly, the candidate did not have clarity about our designation as a HIS institution. Thirdly, I am very much concerned about his view or understanding of servant-leadership at a large, complex university. A president just cannot be involved and engaged in all aspects of the university operation! That is called working or being in the "weeds" or micromanaging. The faculty, staff, and administration need to do their work without a president trying to work alongside or interfering. | 3/2/2018 3:49 PM |
| 24 | No concerns at this time. | 3/2/2018 3:47 PM |
| 25 | While he had some good responses to questions, there were several questions in our session that he never answered. He talked around some of the questions that should have been easy. For instance, instead of answering the question: what is the role of the arts at a research university, he discussed how much he and his family like the arts. It made me nervous about his ability to speak off script. | 3/2/2018 3:47 PM |
| 26 | Is he detail oriented? He used Scope instead of Scale throughout his presentation. | 3/2/2018 3:30 PM |
| 27 | I'm not sure that his understanding of UCF's size and scale align with the campus's wants/needs | 3/2/2018 3:26 PM |
| 28 | Academic credentials don't match up well with UCF. | 3/2/2018 3:11 PM |
| 29 | None. | 3/2/2018 3:01 PM |
| 30 | - regularly discusses race and gender for inclusion, how does he include or work with students from other marginalized identities? - Continually stated HIS when referring to Hispanic Serving Institutions. What does this say about his understanding of serving hispanic students? | 3/2/2018 2:55 PM |
| 31 | His not having a PhD and lack of research credentials made me wonder if he had the experience to take UC to a research one organization. I was looking for specifics on how he plans to execute the vision he expressed, but did not get a sense of any specific plans or ideas | 3/2/2018 2:28 PM |
| 32 | This candidate seemed genuine and student success focused, but I felt this would be a big step and learning curve for this candidate. He was a good speaker, but I felt he did not always fully answer the questions or explain his position, especially when he was using the concept of SCOPE (I felt he missed explaining the E) | 3/2/2018 2:21 PM |
| 33 | Not enough solid experience in Higher Education Administration. | 3/2/2018 2:15 PM |
| 34 | In his speech, he told a story about teamwork. About how in high school he and his friends teased a little girl and one day they moved her car so she couldn't leave. I am not upset that this occurred. Things were different back then. I am worried that he doesn't see that in today's world we call that bullying and it has no place on a campus and no place as a story in a job interview. | 3/2/2018 1:39 PM |
| 35 | I think his goals may be unrealistic since he is at a University with 25k students and we are more than double in size. | 3/2/2018 1:32 PM |
| 36 | He was not able to address the idea of how to harness scale. | 3/2/2018 1:19 PM |
| 37 | Oh, and by the way, the formula is SCALE X Excellence = Impact. If you substitute variables, you get a different solution. | 3/2/2018 1:13 PM |
| 38 | We are arrogant and so out of touch with reality. And he didn't even get Cynthia's equation right. It is SCALE not SCOPE. | 3/2/2018 1:12 PM |
| 39 | Mr. Wilson talks a lot, and mostly in generalities. I came away from his search committee interview and his public forum presentation with little idea of his agenda for UCF, and where he would take the university if he were at its helm. His most-often stated reason for wanting the job was so that he could return to Florida. Lots of people want to be in Florida, but few have what it takes to be an effective president of this institution. | 3/2/2018 1:09 PM |
| 40 | Great plans and ideas, but when scaled up to the size of the University and finding the budget to support those ideas could be a particular challenge. | 3/2/2018 12:57 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|---|-------------------|
| 41 | Throughout the presentation he referred to scope x excellence = impact. However, the presentation topic and the branding is scale x excellence = impact. I'm concerned that this shows a lack of attention to detail. | 3/2/2018 12:49 PM |
| 42 | I mean, I am sure everyone will say that he botched SCALE vs. SCOPE. That was pretty cringeworthy and would be ok if he just misspoke, but it was part of his prepared mnemonic. Now I generally don't believe that minor mistakes are indicative of what type of person and leader he would be, but I would hate to be him when (if?) he finds out his mistake. I was actually most concerned that as a current university president, he did not seem to fully understand what an HSI was and addressed that question too vaguely. | 3/2/2018 12:35 PM |
| 43 | Wilson has lofty goals, but seems to lack strategy and detailed vision. Some of his answers left something to be desired. While "the student's president" is endearing, I am unsure that he possesses the (for lack of a better word) weight to take on this very critical role. | 3/2/2018 12:34 PM |
| 44 | Adaptability is my biggest concern. By this I mean coming from a much smaller school to one as large as UCF. Can the ideas & vision he has translate to success on a much larger scale. However, his openness to study the feasibility of ideas might just make it happen successfully. | 3/2/2018 12:26 PM |
| 45 | Although he had the right idea, he didn't read his topic carefully and confused SCOPE with SCALE. Also, identifying each letter of SCOPE with something was a little outdated and not very academic. | 3/2/2018 12:26 PM |
| 46 | Lack of empathy - did not offer condolences to student who identified herself as being from Marjory Stoneman Douglas HS Referred to current Akron constituents as "my faculty" and "my students" | 3/2/2018 12:20 PM |
| 47 | None really come to mind; | 3/2/2018 12:19 PM |
| 48 | lots of great "think outside the box" ideas but can they be implemented at UCF with current culture and university/state level policies in place? | 3/2/2018 12:16 PM |
| 49 | Since he is coming from Akron, which is significantly smaller than UCF, I'm concerned that he can't have the same hands on effect that he's had at Akron. | 3/2/2018 12:06 PM |
| 50 | It was unclear as to his experience with partnerships, particularly in a 2+2 system such as ours. Our state partners and transfer students are a critical part of UCF's success. | 3/2/2018 12:02 PM |
| 51 | none | 3/2/2018 12:01 PM |
| 52 | This candidate comes from a rather small community and I worry that his hopes and plans for UCF will not fit with out 66,000 students. | 3/2/2018 12:01 PM |
| 53 | not sure where diversity fits in his vision for UCF | 3/2/2018 11:33 AM |
| 54 | No info mentioned at meeting about experience with data security, campus security, following along with established strategic plan. Hopefully covered at upper level meetings. | 3/2/2018 9:28 AM |
| 55 | I have no concerns regarding President Wilson; I very much enjoyed meeting him on Thursday. | 3/1/2018 10:49 PM |
| 56 | As Wilson has only served in a central leadership role for a limited time, its hard to accurately gauge how prepared he will be to take on challenges this significantly larger institution will pose compared to his current position. | 3/1/2018 4:58 PM |
| 57 | Can't think of any at this moment. | 3/1/2018 4:47 PM |
| 58 | None | 3/1/2018 12:34 PM |
| 59 | I like that Mr. Wilson has a strong background in music, but I'm concerned that he doesn't have as much interest in the overall visual arts. | 3/1/2018 12:30 PM |
| 60 | A J.D. is not appropriate level of education for the next President of UCF | 2/27/2018 8:47 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 41 Skipped: 26

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | NA | 3/7/2018 10:10 AM |
| 2 | surprised this candidate was a finalist; not acceptable choice | 3/7/2018 8:23 AM |
| 3 | Is clearly interested in diversity and seems committed to the idea. | 3/6/2018 1:57 PM |
| 4 | He is not a good fit for the position at UCF. | 3/6/2018 1:27 PM |
| 5 | it would be good to bring in someone with new ideas from outside UCF | 3/6/2018 12:47 PM |
| 6 | He would bring a fresh voice and perspective, and new ideas about achieving success and what success means. | 3/6/2018 12:34 PM |
| 7 | UCF is big. Very big. And I think we need a person that cares about the people (students, faculty, and staff) inside the university otherwise processes will become the priority and that hurts organizations in the long term. I think he will be a good president. | 3/6/2018 12:31 PM |
| 8 | n/a | 3/6/2018 12:20 PM |
| 9 | I would not recommend him. | 3/6/2018 11:10 AM |
| 10 | One of the complaints that I have heard over the years is that our president is not present on campus for a lot of things, not involved and you don't get to talk to him and get to know him. Wilson will be just the opposite, and may be a good choice for student votes. It would be nice to see more interaction with our president. Still, I love what President Hitt did for UCF, and think he did a great job! More involvement around campus would have been nice though. | 3/5/2018 3:26 PM |
| 11 | He's not as polished as I would imagine a president should be given his interaction with internal and external partners. For example, he compared research at UCF as going to a dinner for dinner. He also compared himself to Steve Jobs, who is known to have been difficult to work with and he compared his ability to partner by telling a story from high school when he and his friends were in love with the same girl. Really, that's the most relevant example? | 3/5/2018 9:30 AM |
| 12 | There's a slight missionary zeal to him that could be off-putting to some. | 3/4/2018 10:34 PM |
| 13 | Let's bring him on board now!!! | 3/4/2018 9:55 PM |
| 14 | My recommendation would be to hire him. | 3/4/2018 7:56 PM |
| 15 | What works at smaller institutions (playing basketball with students, hanging out with faculty) may not translate to a larger institution. Would he be interested in the non-student responsibilities the UCF president has? | 3/3/2018 8:24 AM |
| 16 | Could easily last 26 years. | 3/3/2018 3:44 AM |
| 17 | We are in such a good place at the University of Akron, with much more room to grow. However, from where we were, and where we are now since President Wilson became our leader, I do not want to lose that momentum. However, I did want to let you know that he will completely transform UCF in such a positive way. | 3/2/2018 6:49 PM |
| 18 | This candidate would be a fantastic selection in moving UCF toward the future and would bring a global perspective to our approach. | 3/2/2018 6:05 PM |
| 19 | The candidate's decision to change the prompt from the open forum to scope x excellence = impact was strange. I do not believe this was appropriate especially since the candidate did not explain his rationale for the change. | 3/2/2018 4:55 PM |
| 20 | This candidate may have some transitional issues coming from a much smaller university, and finally, he does not have a terminal degree that the faculty will respect. | 3/2/2018 3:49 PM |
| 21 | Not sure what his specific thoughts are about online learning and teaching, a significant and rapidly growing portion of UCF's enrollment, but he appeared to be generally supportive. | 3/2/2018 3:47 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|--|-------------------|
| 22 | Was quick on his feet, addressing a wide variety of questions during the open forum. The confusion of Scope vs. Scale was interesting, but there was obviously a communication breakdown in that he truly believed that Scope was the correct word. | 3/2/2018 3:11 PM |
| 23 | UCF needs a president that will push the UCF brand nation-wide, invested in faculty, staff and community. He is passionate about the UCF community and the Orlando Community. | 3/2/2018 2:55 PM |
| 24 | I liked his personality and openness | 3/2/2018 2:28 PM |
| 25 | At this point, I look forward to seeing what the other candidate's have to say because I do not think Mr. Wilson is the best choice for the next president of UCF. | 3/2/2018 1:39 PM |
| 26 | Just don't feel he is the right fit. We need someone who has experience in a larger University setting. | 3/2/2018 1:32 PM |
| 27 | All he did was talk about how wonderful this experiences are to him (living in Japan and the island he mentioned) like wow ok, I am so happy for you but none of this is actually relevant experience to UCF. I like the things he has done in Akron to be more personable but didn't he realize that isn't necessarily done now because Dr. Hitt is too busy running one of the largest universities? I don't need someone to park my car, I need a president to run the university. I will not support this candidate as president of this university. | 3/2/2018 1:12 PM |
| 28 | I want to emphasize his age once more - being young enables him to establish a tenure for himself, as well as the items he mentioned such as helping on move-in day, playing basketball with students, etc. I understand these are not the priorities of a president, but the ability to engage and connect with the students they aim to serve ensures their interests are in alignment. | 3/2/2018 12:57 PM |
| 29 | Nice guy, solid candidate. | 3/2/2018 12:35 PM |
| 30 | Based on his presentation and responses to forum questions, it appears that he will appreciate the legacy that Dr. Hitt has built at UCF. He seems to have a similar vision that he can expand upon UCF's accomplishments. Yet, it sounds that he can bring his own uniqueness and footprint to the university and region. | 3/2/2018 12:26 PM |
| 31 | Misinterpreted the assignment for the forum - it's Scale X Excellence = Impact! Not Scope. Clearly he did not read the strategic plan or spend much time reviewing the materials provided. His remarks reveal a level of arrogance and/or lack of attention to detail which should eliminate him as a candidate. | 3/2/2018 12:20 PM |
| 32 | I think he brings a lot of worldly experience to UCF and seems to really want to make an impact here; I believe he is an exceptional candidate for president of UCF | 3/2/2018 12:19 PM |
| 33 | love his energy, enthusiasm and interest in UCF | 3/2/2018 12:16 PM |
| 34 | I think he is the kind of president UCF needs - someone who will connect with the students and be part of their lives | 3/2/2018 12:08 PM |
| 35 | I feel he did a great job answering the questions during the open forum. | 3/2/2018 12:06 PM |
| 36 | Very sharp, answered questions extremely well with specific examples. | 3/2/2018 12:02 PM |
| 37 | I believe it's really important that a university president be with and hear the people. This candidate wants to be a part of the university community. | 3/2/2018 12:01 PM |
| 38 | He seems passionate and his ties to the community obviously run deep. I think he would bring a new, invigorating approach to how the university is run if he can work with a team that has experience in such a large community. | 3/2/2018 12:01 PM |
| 39 | Would have liked to have asked what field or specialty of law he studied/practiced in. | 3/2/2018 9:28 AM |
| 40 | Strong Arts & Humanities background. His fundraising history is very impressive. Could prove helpful getting our Performing Arts Center built. | 3/1/2018 4:47 PM |
| 41 | None | 3/1/2018 12:34 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q6 Your name (optional):

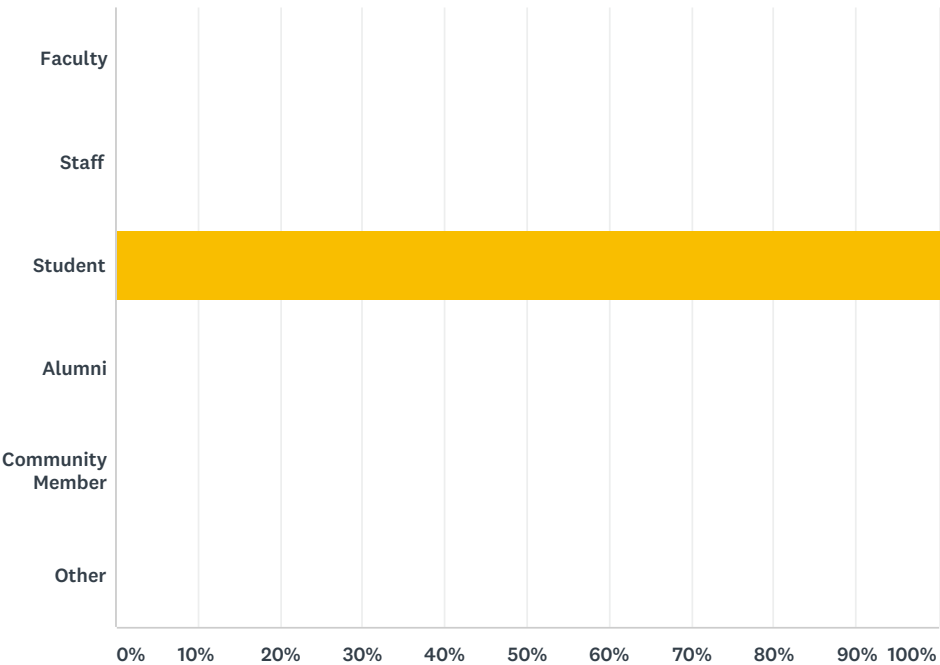
Answered: 7 Skipped: 60

| # | RESPONSES | DATE |
|---|-------------------|-------------------|
| 1 | Hope Wade | 3/6/2018 1:27 PM |
| 2 | Patty Hurter | 3/4/2018 10:34 PM |
| 3 | Liz Sheutt | 3/2/2018 6:49 PM |
| 4 | A. J. Range | 3/2/2018 3:49 PM |
| 5 | Varsha Das | 3/2/2018 2:28 PM |
| 6 | Stephen O'Connell | 3/2/2018 2:21 PM |
| 7 | Eileen Ryan | 3/1/2018 4:47 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q1 Please identify your primary university role:

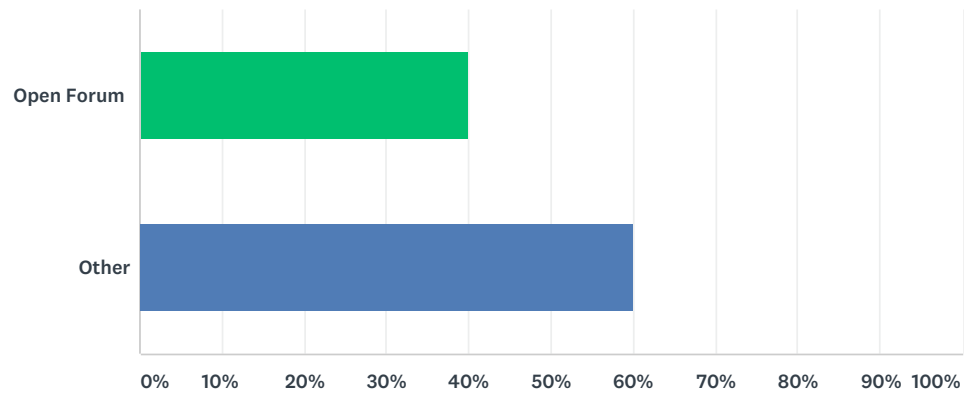
Answered: 20 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 100.00% | 20 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 20 |

Q2 In what setting did you interact with this candidate?

Answered: 20 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 40.00% | 8 |
| Other | 60.00% | 12 |
| TOTAL | | 20 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 20 Skipped: 0

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | He was extremely personable despite race, age, and other differences. He knew how to speak and enchant all those in the room. | 3/6/2018 4:46 PM |
| 2 | I believe Mr. Wilson has many strengths and good qualities for this position. Given his young age, I believe he will have an easier time connecting to the students, he is also very informed when it comes to understanding different cultures. I also think his experience with the law field is very important as it can be a possibility for UCF in the future. | 3/6/2018 4:20 PM |
| 3 | He is extremely personable and wants to do work for students and be with students. He seems like the type of person that is innovative and has a range of diverse ideas to grow this community. | 3/6/2018 11:06 AM |
| 4 | Matthew Wilson was extremely personable, knowledgeable, and respectful of the cultural diversity of our university. He was creative, energetic, and would bring a new energy to UCF. | 3/6/2018 9:39 AM |
| 5 | President Wilson has a calm demeanor about him that would allow him to socialize with students easily and work well with different populations. He isn't scared of admitting when he's wrong and doesn't know things in regards to multicultural issues, which can lead to stark growth. | 3/6/2018 9:31 AM |
| 6 | The candidate has an extensive background in a variety of disciplines, making him well-versed, experienced, and sympathetic to many different academic areas. The candidate expressed a passion and desire for engaging with the students and the faculty of the various colleges. The candidate has experience leading a project to create a new building/facility and doing so under the time limit and under budget, which is incredibly promising as the President would be leading the way on the Phase 2 of the arts and innovation center. Was very personable and expressed great appreciation for the arts he sampled. Was able to speak on the humanities as well as the arts- did not favor one aspect of the CAH more than the other. Has experience as a University president. Did not try to justify the importance of the arts with how they can help other disciplines- expressed a value of art for the sake of art. | 3/5/2018 10:39 AM |
| 7 | He is passionate about engaging with students, and sees value in many different areas of education including the arts. His background is really varied, and because of this he has experience and opinions regarding a variety of topics, which I think is very important as a president. He also has experience spearheading a large project for a university, similar to the Performing Arts Center project that UCF is looking to complete. He was able to complete a large renovation under time, under budget, and using donor money or money that already existed. | 3/5/2018 10:30 AM |
| 8 | He has UCF relations, which shows that he personally is interested in UCF's success. Also he is the president of a (no-name) university currently, so he possibly has experience. He's incredibly well-spoken and likeable. | 3/4/2018 11:23 PM |
| 9 | It seems that he leads with academic excellence everywhere he goes and seems to be actively involved with all disciplines across the university campus, which is of utmost importance. | 3/4/2018 7:51 PM |
| 10 | I have attended all of the search committee interviews and now President Wilson's open forum. He has been awesome! He is very charismatic and UCF would be lucky to have him as their next president. His local connections in industry and desire to finish his career here are great. | 3/3/2018 10:35 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

| | | |
|----|---|--------------------|
| 11 | I am a senior at the University of Akron. Almost my entire college career was in the hands of Matthew. Akron had experienced quick turnover in presidents that resulted in budget cuts for student activities and less class offerings. From the moment Mr. Wilson was named president, changes started happening. Not only did he make it a point to walk the campus on foot and interact with students, but he made it a habit. I always ran into Matthew at school events such as fundraisers, sports events, and even events hosting by the president himself. While I cannot attest to his strengths inside the office, I can speak to his student relations strengths. I had never met any prior president before Mr. Wilson. I had the opportunity to shake Matthew's hand multiple times and he always made time to engage in conversation. Mr. Wilson truly cared about the student experience and wellbeing. Feeling that care has inspired me and stimulated long lasting motivation to do better. | 3/3/2018 9:11 AM |
| 12 | He connects well with the students and wants to be involved with the student body. He identifies where growth can happen at UCF! His background is diverse and he is extremely knowledgeable about multiple areas of the education system! | 3/2/2018 8:36 PM |
| 13 | I want to applaud President Wilson on his speaking points and goals for this university. I am a second year student, and I am also a university employee. Additionally, I dream to become a lawyer one day - after I graduate UCF and attend FAMU law in downtown Orlando. I was so inspired by President Wilson's speech and how much he has accomplished in your academic and professional career. What an inspiring figure for the entire campus! Since UCF released the candidate list, I was always drawn to his list of achievements. Listening to President Wilson speak today solidified what I already knew - that he is a great candidate for this role. He has such a passion for students, and I believe he would fit right in here at UCF and make this place his home. | 3/2/2018 6:44 PM |
| 14 | I thought Mr. Wilson was so incredibly passionate about what he wants - and what he wants is to lead UCF. He is willing to make connections with students, which, as a student, is something I would love in a president. He is progressive and forward thinking. He knows what he wants to achieve and he looks toward his staff to help him achieve those goals. | 3/2/2018 3:16 PM |
| 15 | The candidates showed strengths in leadership, cultural competence and academic excellence. | 3/2/2018 3:12 PM |
| 16 | Strong community inclusiveness Vision for UCF is feasible and aims to address issues as well as successes | 3/2/2018 12:49 PM |
| 17 | President Wilson is a good listener and speaker. He really pointed out that he is a President for students and uses past experiences to enhance the universities he works for. One of his largest strengths seems to be that he leads by example and is concerned with every aspect of the university rather than being athletic-focused or faculty-driven. Finally, he is determined to expand the University's reputation, nationally and internationally, to aid students in future endeavors. | 3/2/2018 12:03 PM |
| 18 | He stressed his focus on students. He's very enthusiastic about what he has to say and he seems sincere and genuine about his stances on excellence, action, and example. He's not just a bureaucrat, he's a people person. He speaks with passion, with the same amount of 'leaps and bounds' that he sees UCF going through as a school. I feel as if Matthew Wilson would be effective through the community, student-body, and faculty alike. | 3/2/2018 11:34 AM |
| 19 | Wilson really has the students and education growth in the best interest that UCF needs to continue to have | 3/2/2018 11:21 AM |
| 20 | nothing | 2/27/2018 12:39 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 16 Skipped: 4

| # | RESPONSES | DATE |
|----|---|--------------------|
| 1 | He seemed uneducated about the ways of UCF and he wasn't exactly prepared to answer questions about inclusion and diversity despite not missing a step. | 3/6/2018 4:46 PM |
| 2 | I am curious to see his sense of boundaries. Moving from a medium institution to a larger institution might be a challenge, especially with his sense of giving his phone number and participating in events. If we was President it might be possible, but it's hard to imagine. | 3/6/2018 11:06 AM |
| 3 | I have no concerns with this candidate. | 3/6/2018 9:39 AM |
| 4 | In saying that; his multicultural competence seems to be lacking. When asked directly about his experiences with multiculturalism he did not fully answer the question and that concerns me with UCF quickly becoming an HSI and MSI. | 3/6/2018 9:31 AM |
| 5 | Based on resume, has not spent more than 6 years in any one place or job | 3/5/2018 10:39 AM |
| 6 | The only concern I have is that in the past, he hasn't really spent more than five or six years in any position, and I would worry that he might leave to pursue a different opportunity after a short time at UCF. | 3/5/2018 10:30 AM |
| 7 | This goon was told the topic of his speech was UCF's motto of "Scale x Excellence = Impact" yet he used the phrase "Scope x Excellence = Impact" throughout his presentation. Also he's way too into law-stuff, which (in my opinion) is not a important part of UCF. He lacks authenticity, as the first question asked about "HSI" funding and he made up something about "HIS". | 3/4/2018 11:23 PM |
| 8 | My only concern is that he seems to have bounced around quite a bit, although he does have Orlando roots seeing as his children were born here. | 3/4/2018 7:51 PM |
| 9 | None. | 3/3/2018 10:35 PM |
| 10 | NONE | 3/2/2018 6:44 PM |
| 11 | My only concern is - if he becomes president, how long does he intend to stay? He just recently became president of U of Akron, and yet is coming to UCF. Would he stay here for a long time? Or is this just leverage to reach a more prestigious role? Otherwise, I have no concerns. He was an amazing speaker and I hope he is a strong consideration as president. | 3/2/2018 3:16 PM |
| 12 | n/a | 3/2/2018 3:12 PM |
| 13 | If he will be able to take UCF to the next level. Seems to have the ability to manage things how they are but I'm concerned about whether he can take something and make it better. | 3/2/2018 12:49 PM |
| 14 | N/A | 3/2/2018 12:03 PM |
| 15 | I disliked his "Five-Star Strategy" which would - in his words - make school Mondays through Thursdays with Fridays off. This school is larger than the University of Akron, Ohio, and knocking a day off of the schedule would just make the school more cluttered and unbalanced in terms of the population and parking difficulties. On top of that, think of the scheduling chaos. Classes already disrupt each other during registration - imagine just how cramped the course lists would be. I know Wilson won't do anything to alleviate the parking issue at UCF, but I do not believe any of the candidates would do anything to alleviate the parking issue. | 3/2/2018 11:34 AM |
| 16 | PLEASE do not pick this guy | 2/27/2018 12:39 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 16 Skipped: 4

| # | RESPONSES | DATE |
|----|--|--------------------|
| 1 | He seemed very optimistic of his possible role and it made those in the room follow suit. He needs a lot of training but he has a lot of potential. | 3/6/2018 4:46 PM |
| 2 | I made a mention of Scale x Excellence = Impact, he still used the word "scope." I feel like he purposefully was using that word instead of scale, but he never explained that. I think the fact he said it again right after I said "scale" is something to note. | 3/6/2018 11:06 AM |
| 3 | His experience as a current University President would bring a new perspective to UCF taking us on a unique path for our future. | 3/6/2018 9:39 AM |
| 4 | He's able to direct a room well and can lead conversations with ease. A natural leader and his ability to be casual while still maintaining an air of professionalism was impressive. | 3/6/2018 9:31 AM |
| 5 | He was very nice and it was awesome to have a candidate as sympathetic to the music, arts, and humanities as he was. Made many of us very hopeful for the CAH at a school where engineering and technology so often take precedence. | 3/5/2018 10:39 AM |
| 6 | As a student of the arts, I feel that this candidate would represent us well, and would be a great representative of UCF as a whole. | 3/5/2018 10:30 AM |
| 7 | His presentation was an embarrassment. That being said, he seems like a well-qualified candidate who I'd appreciate seeing around campus. | 3/4/2018 11:23 PM |
| 8 | I felt like he was quite personable and it's hard to fake that. | 3/4/2018 7:51 PM |
| 9 | Please hire him. We need more than the old guard. I loved his creative approaches, energy, and expanded definition of scale. He started by emphasizing impact, quality, and BIG (scale), but shifted to a broader scope. This was so much better in terms of depth, inclusiveness, opportunities, and personal touch. | 3/3/2018 10:35 PM |
| 10 | He seems to care about us as students and wants to connect with us! He gave out his business card so if I had any questions about wanting to become a lawyer I could ask him! | 3/2/2018 8:36 PM |
| 11 | President Wilson brought so many new ideas to the table that can change UCF completely. From his creativity in scholarships, to the increase of enrollment at UA, to everything in between, President Wilson has proven that you are not only fit for this role, but rather that he is the perfect candidate by all measures. Just by being here and speaking to students and staff, President Wilson is already contributing to the vast history UCF has. He can definitely help shape the future of UCF and what we may become. Hire him please! | 3/2/2018 6:44 PM |
| 12 | He was GREAT!!! | 3/2/2018 3:16 PM |
| 13 | Dr. Wilson is innovated leader and I believe after my observation that he will be a perfect fit for the president. | 3/2/2018 3:12 PM |
| 14 | Great presentation and speaking skills | 3/2/2018 12:49 PM |
| 15 | It is clear that Wilson cares about the community around the university rather than the position itself. From his open forum, Wilson appears enthusiastic and positive about the prospects of him being our fifth president. From how and what he spoke about, he is not the status quo. "Students come first" stuck with me. We shouldn't be building more buildings and leaving them to fall apart or raising administration wages before considering the needs and desires of students and faculty alike; the school is here for the education and excellence of students. The impact from the largest university in the country turning its attention to serving the students would be a great change for our school. I really liked his "20/7" concept of responsiveness and engagement. I feel like this man would be good for both the humanities and the STEM field rather than just the latter, most in part to his academic history. | 3/2/2018 11:34 AM |
| 16 | no | 2/27/2018 12:39 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

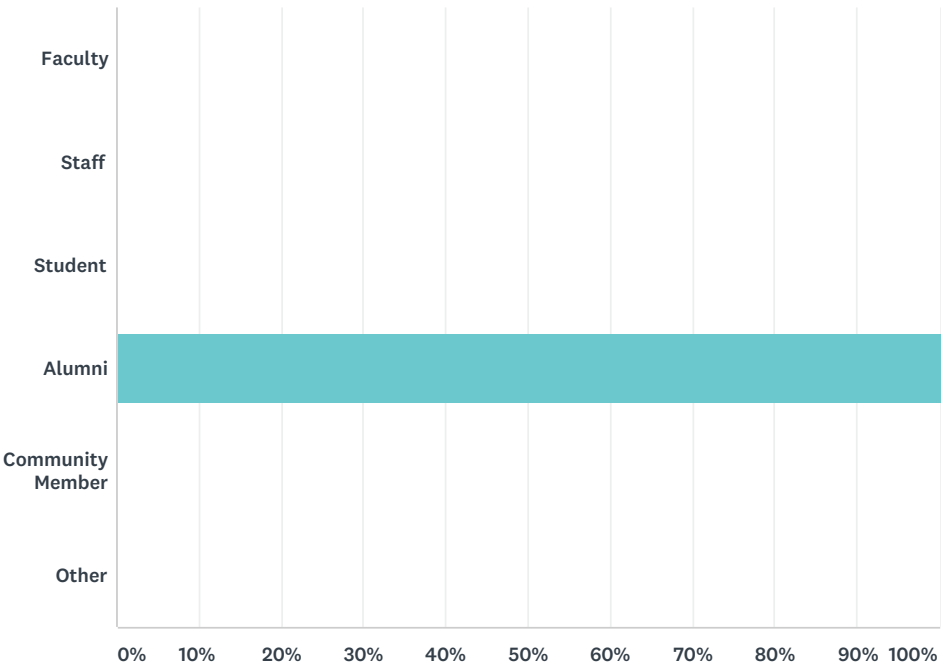
Q6 Your name (optional):

Answered: 10 Skipped: 10

| # | RESPONSES | DATE |
|----|--------------------------------|-------------------|
| 1 | Angelo Baldado | 3/6/2018 11:06 AM |
| 2 | Michael Nunes | 3/6/2018 9:31 AM |
| 3 | Madison Schafer | 3/5/2018 10:39 AM |
| 4 | Theodore Jackson Music student | 3/4/2018 7:51 PM |
| 5 | Daniel | 3/3/2018 10:35 PM |
| 6 | Rachel Davis | 3/3/2018 9:11 AM |
| 7 | C.K. | 3/2/2018 6:44 PM |
| 8 | Catarina Kaltenhauser | 3/2/2018 3:16 PM |
| 9 | UCF | 3/2/2018 3:12 PM |
| 10 | Joe | 3/2/2018 11:34 AM |

Q1 Please identify your primary university role:

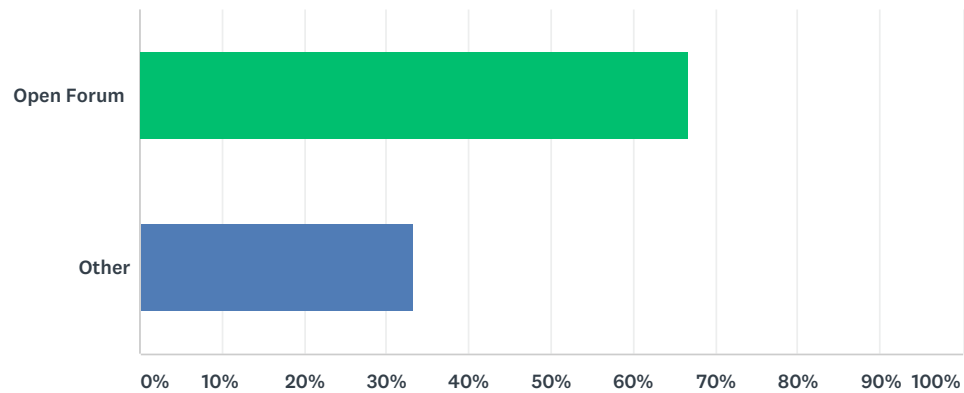
Answered: 12 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 100.00% | 12 |
| Community Member | 0.00% | 0 |
| Other | 0.00% | 0 |
| TOTAL | | 12 |

Q2 In what setting did you interact with this candidate?

Answered: 12 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 66.67% | 8 |
| Other | 33.33% | 4 |
| TOTAL | | 12 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 12 Skipped: 0

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Globalization | 3/4/2018 10:19 PM |
| 2 | Very likable, enthusiastic and has the right record to lead the university at this stage in its growth. I think he would be fantastic in connecting with students and fundraising. UCF's endowment is embarrassing. | 3/2/2018 10:09 PM |
| 3 | He seems to have a focus on connecting with students. | 3/2/2018 9:13 PM |
| 4 | He lived up to his reputation for being energetic. | 3/2/2018 8:37 PM |
| 5 | Tremendous ability to lead. | 3/2/2018 5:33 PM |
| 6 | I see his youth and energy as a plus, and he clearly establishes a rapport with his students. | 3/2/2018 3:56 PM |
| 7 | Very personable, answered questions with ease and his wife was very social/nice. | 3/2/2018 1:50 PM |
| 8 | - He has a down to earth feeling that is not pretentious - Seems approachable - He has a good diverse background - Current president - Diverse, Global Background - Has a scrappy mentality - He has lived in Orlando before, showing that he has some connection to the region | 3/2/2018 11:52 AM |
| 9 | I found Matt Wilson to be very engaging with the audience in attendance at last night's reception. His energy and enthusiasm would be a strong asset when dealing with the public, corporate partners and potential donors. I also found him and his wife to be very personable when we engaged in direct conversation at the reception. I appreciated his comments and examples of being student focused and working to create corporate and community partnerships in his current role at Akron. | 3/2/2018 9:55 AM |
| 10 | Energy, innovative thinking | 3/2/2018 8:23 AM |
| 11 | We need engineering leader for a engineering school. | 3/1/2018 9:02 PM |
| 12 | I thought Matthew Wilson was well spoken and seemed truly excited about the opportunity. As an attorney I feel he would be a good negotiator for UCF as we expand our list of partners. I also appreciated that he treats his current university as family. | 3/1/2018 11:42 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 12 Skipped: 0

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | No concerns. | 3/4/2018 10:19 PM |
| 2 | None. | 3/2/2018 10:09 PM |
| 3 | He mentioned on several occasions expanding internationally and increasing UCF's perception internationally. In my opinion, UCF needs to continue working on improving its national perception. International perception should only be addressed once the university's perception nationally improves to reality. I'm also concerned that an international focus would take away from focusing on the needs of Central Florida and the State of Florida, which have been hallmarks of UCF throughout its history. | 3/2/2018 9:13 PM |
| 4 | At the Open Forum, he came across as rather gimmicky and cliché (e.g. the rock on the desk, Covey platitudes). I liked the first impression he made, but his manner/attitude quickly grated on me. | 3/2/2018 8:37 PM |
| 5 | None. | 3/2/2018 5:33 PM |
| 6 | He spoke at length about himself, using terms like "I" and "me," and struck me as being someone who has quite an ego, which would be a drastic change from the humble leadership of John Hitt. He also made disparaging comments about "provosts becoming president," which struck me as an indirect attack on his competitors for the job. | 3/2/2018 3:56 PM |
| 7 | Although he lived in Orlando 15 years ago, not sure if he realizes all the changes that UCF has gone through and future needs of our University/community. | 3/2/2018 1:50 PM |
| 8 | - Will he leave after two years to go to another university if a better opportunity arises? He has only been president at the University of Akron for two years. UCF has been successful because President Hitt was committed to the university for the long run, allowing the school to achieve a vision. I'm not sure if you can change a university as president in only 2 years. From his cover letter: "Three months later, UA appointed me as president through mid-2019. Several months ago, it extended my appointment until 2023." Will this happen to UCF? - Not sure if he will carry a gravitas similar to Hitt - No research experience and commitment to expanding that area (did not touch on that topic in depth) - Initiatives at Akron seemed lower-level (not what I would expect from a President). I think that is a result of only being at the school for two years | 3/2/2018 11:52 AM |
| 9 | Making a strong impression on the room is one thing, but UCF will need a strategic leader to execute and continue to build on the work that has been led by Dr. Hitt. This is something that the search committee and the search firm will have to vet to make sure Dr. Wilson meets this criteria. https://www.ohio.com/akron/editorial/commentary/michael-douglas-as-the-polymer-college-shrinks-at-ua | 3/2/2018 9:55 AM |
| 10 | Ability right now to run an institution as large and complex as UCF | 3/2/2018 8:23 AM |
| 11 | No | 3/1/2018 9:02 PM |
| 12 | My concern is the same for all candidates: I do not want a president that will make drastic changes that would steer UCF off of its current strategy. I understand that some change will take place but I don't want to see UCF stall in it's current path of growth and improvement academically, athletically or as a Central Florida community member. | 3/1/2018 11:42 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 8 Skipped: 4

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | I like the fact that he's young and has a lot of international ties. | 3/4/2018 10:19 PM |
| 2 | This is a rising star in academia that truly loves Orlando. Please do not blow this hire, UCF. He's innovative and entrepreneurial just like UCF. | 3/2/2018 10:09 PM |
| 3 | Honestly, he didn't seem to "get" UCF. This presentation could have been given at any large state university, UCF's entrepreneurial and partnership driven focus is unique. I'm not sure he gets that. | 3/2/2018 9:13 PM |
| 4 | Overall, I was very impressed with his speech. I appreciate that he expressed how important relationships are. Whether with students, staff or the community. How important it is to lead by example. He seemed like a very humble guy. I'm impressed. | 3/2/2018 5:33 PM |
| 5 | His comments about relationship with the press were a negative to me. While a president should not shy from speaking with the press, neither should he or she actively seek press coverage for themselves. | 3/2/2018 3:56 PM |
| 6 | - Did not hear enough specific initiatives and creative solutions. For example, what made Hitt great was his transformative, bold initiatives (UCF Medical School, American Athletic Conference, etc.). I did not hear anything around this, his UCF comments were lower level and stereotypical (parking, student life, etc.) -Of all the candidates (after reviewing their background and cover letters, I would place Mr. Wilson at a ranking 2 of 4. | 3/2/2018 11:52 AM |
| 7 | President Wilson is impressive and it is easy to see he will succeed in higher education - but he's not the right fit for UCF at this time. | 3/2/2018 8:23 AM |
| 8 | I want president that will get a law school at UCF. | 3/1/2018 9:02 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q6 Your name (optional):

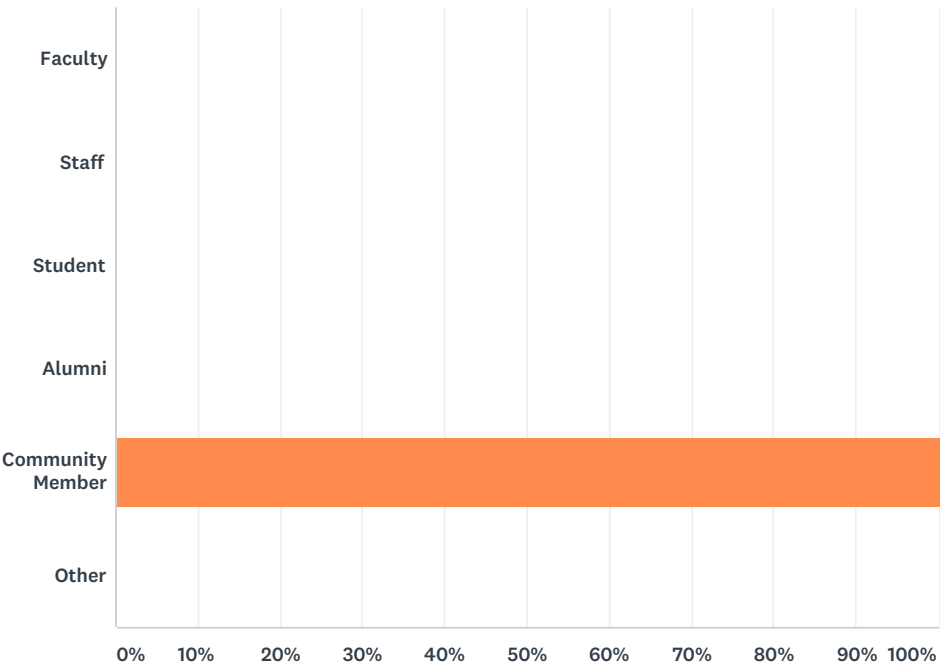
Answered: 4 Skipped: 8

| # | RESPONSES | DATE |
|---|----------------------------|-------------------|
| 1 | Robert Turnbull | 3/2/2018 9:13 PM |
| 2 | Shelley Pynn | 3/2/2018 1:50 PM |
| 3 | Former UCF Student Senator | 3/2/2018 11:52 AM |
| 4 | Peter-John Crawford | 3/1/2018 9:02 PM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q1 Please identify your primary university role:

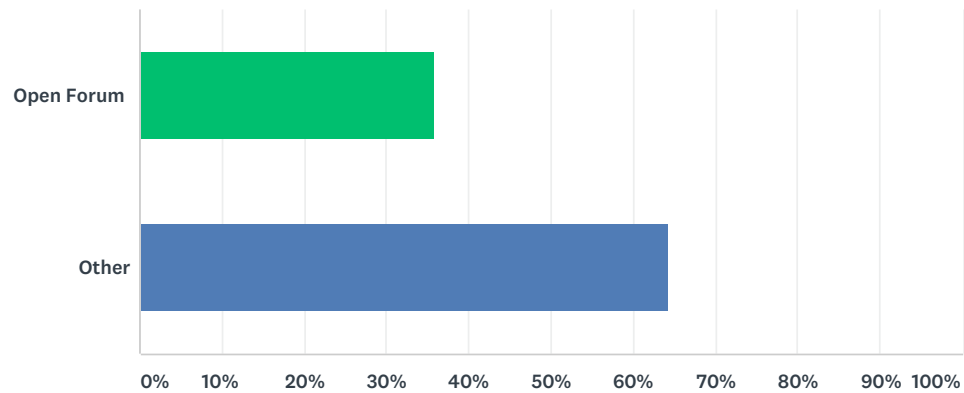
Answered: 14 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|----|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 100.00% | 14 |
| Other | 0.00% | 0 |
| TOTAL | | 14 |

Q2 In what setting did you interact with this candidate?

Answered: 14 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|----|
| Open Forum | 35.71% | 5 |
| Other | 64.29% | 9 |
| TOTAL | | 14 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 14 Skipped: 0

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | Very impressive with his past experiences and loves his students. | 3/7/2018 12:21 PM |
| 2 | I'm writing to share some thoughts about Matt Wilson, who worked with me at the Akerman law firm in Orlando for several years about 20 years ago (before taking his career path into academia). By combining his creative, practical and detailed approach to legal issues with a sensitivity to the different cultural perspectives of foreign clients, he quickly became a sought after and reliable resource for our international team. A later-hired lawyer at Akerman who participated (before joining us) as an intern in the Tokyo legal educational program coordinated by Matt, shared uncompromisingly favorable reports of Matt's leadership there. Any time I have reached out to Matt over the years for advice - often after many years of silence from me - he has always responded with friendly and helpful guidance. | 3/4/2018 2:41 PM |
| 3 | My personal experience with Matt is that he is highly intelligent, very diligent, and efficient in getting things done. He also has an engaging personality and is a pleasure to work with. His steady advance in career positions attests to his leadership and organizational qualities. | 3/4/2018 2:39 PM |
| 4 | My personal experience with Matt is that he is highly intelligent, very diligent, and efficient in getting things done. He also has an engaging personality and is a pleasure to work with. His steady advance in career positions attests to his leadership and organizational qualities. | 3/4/2018 2:38 PM |
| 5 | - Experience in academia in diverse roles, including general counsel, law school dean, tenured professor, provost, and now as the President of University of Akron - Innovative approach to education and encouragement for students to gain experiential learning and research opportunities (ex. 5-star Friday's) - Background in industry and connections with UCF partners, such as Siemens and Lockheed Martin - Background in research and development, focused on corrosion and biomimicry from the examples he shared. - Has a "No is not good enough" mentality | 3/3/2018 1:03 AM |
| 6 | I perceived President Wilson as very student oriented and energetic. He handles himself well in a gathering and is an effective communicator (although with far too many "I's" and "me's" in his comments). | 3/2/2018 6:54 PM |
| 7 | Student first philosophy is so important; new set of eyes on the institution would be a game changer; non-traditional approaches are amazing; creative; incredibly engaging, invaluable experience as President; business and financial experience; global background is outstanding. | 3/2/2018 6:39 PM |
| 8 | Energy, passion, connection to students | 3/2/2018 10:03 AM |
| 9 | He is a good speaker. | 3/1/2018 8:20 PM |
| 10 | Articulate; Confident; broad international experience; personable; intuitive: Broad educational experience; intelligent; Good listener: energetic Background as an Orlando resident and attorney could have a positive effect on his networking ability, shortening the orientation period | 3/1/2018 6:10 PM |
| 11 | Lots of energy, creativity and a great speaker. Very good with people. Impressive gentleman with great ideas. Interesting background which I think will bring some good diversity of ideas to the University. | 3/1/2018 5:58 PM |
| 12 | He is very student focused. Will likely do well in public interactions. | 3/1/2018 4:57 PM |
| 13 | Approachable, relatable, international experience, excellent communicator | 3/1/2018 4:32 PM |
| 14 | Nothing stands out, however very nice couple. | 3/1/2018 10:22 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 11 Skipped: 3

| # | RESPONSES | DATE |
|----|---|-------------------|
| 1 | His youth and ambitions. | 3/7/2018 12:21 PM |
| 2 | - Did not have a strong understanding of the importance of environmental stewardship and accelerating sustainability programs, energy and water conservation/efficiency initiatives, fuel switching for University fleet, and other forms of climate action to achieve carbon neutrality by 2050. Answered thinking we just needed to recycle and compost. - Did not answer everyone's questions directly - Did not express the importance of a strong partnership with the City an community that the University is in. - Lack of full understanding of current UCF operations, strategic plan, faculty, staff, and overall culture. | 3/3/2018 1:03 AM |
| 3 | Given the positions in which he has served and his rather limited experience in a broad university role, I do not believe that he would be well suited to the scope and standing of UCF. | 3/2/2018 6:54 PM |
| 4 | NONE -- except, I hope that you don't let him get away. Move away from the traditional academic ONLY candidate and go for this well rounded candidate. | 3/2/2018 6:39 PM |
| 5 | Didn't talk about his team | 3/2/2018 10:03 AM |
| 6 | I am concerned about his academic depth and his ability to lead in our collaborative environment. | 3/1/2018 8:20 PM |
| 7 | Micromanaging style (as expressed in his very hands on approach to a building design & campaign in Akron) which could be a detriment and a limitation for him at UCF; controlled conversation very smoothly... but left some listeners feeling somewhat manipulated and cautious; | 3/1/2018 6:10 PM |
| 8 | None. He is a solid guy from every angle and his wife is delightful. | 3/1/2018 5:58 PM |
| 9 | Limited experience in a University wide position or at a university either a peer or an aspirant . Seldom used words "we" or "us" or " the team" . Seemed very focused on I and mine. | 3/1/2018 4:57 PM |
| 10 | Is he connected enough with Florida's politics? How quickly can he assimilate to Florida's influential community? | 3/1/2018 4:32 PM |
| 11 | He is a little self centered. Doesn't have the presence. | 3/1/2018 10:22 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 11 Skipped: 3

| # | RESPONSES | DATE |
|----|--|-------------------|
| 1 | Definitely a qualified candidate | 3/7/2018 12:21 PM |
| 2 | Matt's talents and perspective could further facilitate our global efforts and he would build bridges among the many cultures we welcome to our community. | 3/4/2018 2:41 PM |
| 3 | He would make an excellent President for the University. I hope that you will consider him favorably. | 3/4/2018 2:39 PM |
| 4 | He would make an excellent President for the University. I hope that you will consider him favorably. | 3/4/2018 2:38 PM |
| 5 | - Overall, I thought Dr. Wilson was a good candidate, but I'm unsure he is fit for the President of UCF. | 3/3/2018 1:03 AM |
| 6 | Hire him now. He is so personable and experienced. His youth would be an asset too. | 3/2/2018 6:39 PM |
| 7 | Didn't express how he has engaged outside the university in the community | 3/2/2018 10:03 AM |
| 8 | He is passionate about the student ... our top priority. | 3/1/2018 8:20 PM |
| 9 | Admirable record in previous positions. Stellar accomplishments in his family, as well | 3/1/2018 6:10 PM |
| 10 | He has great passion and enthusiasm and will energize the students, faculty and the community. | 3/1/2018 5:58 PM |
| 11 | Fine person but we can do better | 3/1/2018 10:22 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q6 Your name (optional):

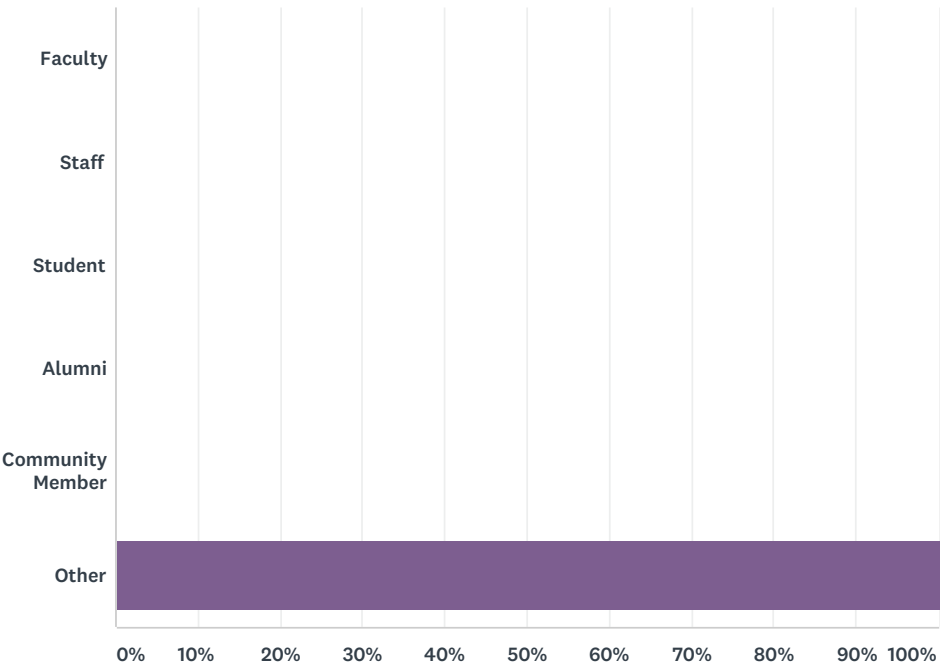
Answered: 7 Skipped: 7

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | T. Raleigh | 3/4/2018 2:41 PM |
| 2 | J. Cohen | 3/4/2018 2:39 PM |
| 3 | J. Cohen | 3/4/2018 2:38 PM |
| 4 | Chris Castro, City of Orlando | 3/3/2018 1:03 AM |
| 5 | Roger Pynn | 3/1/2018 8:20 PM |
| 6 | Ron and Julie Cartwright 35 year Booster, Season Ticket Holder and Donor | 3/1/2018 5:58 PM |
| 7 | Charlie Gray | 3/1/2018 10:22 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q1 Please identify your primary university role:

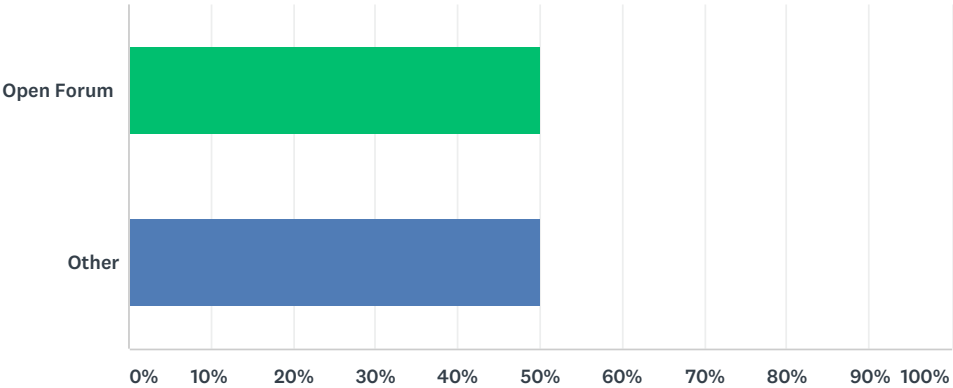
Answered: 6 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------|-----------|---|
| Faculty | 0.00% | 0 |
| Staff | 0.00% | 0 |
| Student | 0.00% | 0 |
| Alumni | 0.00% | 0 |
| Community Member | 0.00% | 0 |
| Other | 100.00% | 6 |
| TOTAL | | 6 |

Q2 In what setting did you interact with this candidate?

Answered: 6 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| Open Forum | 50.00% | 3 |
| Other | 50.00% | 3 |
| TOTAL | | 6 |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q3 I observed the following strengths that would contribute to the candidate's effectiveness as President of the University of Central Florida:

Answered: 6 Skipped: 0

| # | RESPONSES | DATE |
|---|--|-------------------|
| 1 | Very few. He has a lot of energy and is willing to work hard. | 3/5/2018 9:37 AM |
| 2 | He seemed energetic and creative. He also seems to be student-centered based on the information he shared. | 3/3/2018 10:16 AM |
| 3 | He seems to engage well with students and demonstrates enthusiasm. | 3/2/2018 6:44 PM |
| 4 | Energy, previous successes and experience as a President. Experience to help draw in International Students and develop outreach programs to this potential enrollment base. | 3/2/2018 12:18 PM |
| 5 | He has succeeded at Akron. | 3/2/2018 10:58 AM |
| 6 | energy | 3/1/2018 11:10 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q4 I have the following concerns about this candidate:

Answered: 6 Skipped: 0

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | His conversation was replete with "I" and "me." He rarely answered questions asked of him; rather it appeared as if he had decided upon a few stories to tell, and these were repeated in virtually all contexts, regardless of the questions being posed. He does not appear to be a team player. | 3/5/2018 9:37 AM |
| 2 | He spoke often from the first person; rarely did he acknowledge the efforts or achievements of others on his leadership team. The examples that he chose were interesting, at best. The best example of teamwork pertained to a high school prank of several boys (including himself) who were attracted to the same girl and worked together to move her car? It is also unclear as to how he has collaborated with other leaders, both internal and external to his previous institutions. Perhaps the search committee will gather this info from on and off list reference checks. He seemed to allude to having served as provost (he listed various roles that he'd held and included provost), however that role does not appear on his CV. The Temple Japan law program enrolls 67 students. While he served as dean and legal counsel, it seems disingenuous to infer that he'd served as provost. https://www.tuj.ac.jp/about/japan-campus/facts.html . He did not seem versed on the University's accomplishments or strengths. It's a bit disconcerting that he framed his entire presentation around the wrong construct: SCOPE rather than SCALE. This would seem to indicate the limited research that he has conducted on UCF, our mission, and our goals. He also did not reference any significant commitments to research, which is a bit concerning considering our goals. He also seemed to lack an understanding of Hispanic Serving Institutions, as he spoke in generalities and referenced HSIs as HISs each time he made mention of them. This is significant given our student demographics. He didn't address why he would like to lead UCF beyond a promise that he'd made to his wife to return to Florida 15 years ago. He identifies as being a global leader, yet most of his references and experience pertain to Japan, with a reference to South Korea. He seems to have demonstrated little experience in other world regions, including Latin America, which is concerning given our locale and demographic. It was also a bit peculiar that he shared an example of not having been qualified for a job. Is this an inference as to how he feels about this opportunity at UCF? He mentioned the 5 Star Friday program. Has that begun? How many students have participated? What have been the outcomes? He has presented ideas, but he did not address the effectiveness of the initiatives. | 3/3/2018 10:16 AM |
| 3 | He didn't present a clear vision as it relates to UCF strengths. He spoke frequently about anecdotal experiences in Japan, but it was difficult to get a clear understanding of his ability to develop strategy and lead. He did not reference his leaders or acknowledge how he works with them in order to accomplish goals. He did not provide specific answers to questions that were directed to him (e.g. HSI funding, how he works with his team), nor did he provide specifics about collaborations that he has developed as president of his current institution. His ideas, or strategies that he presented (e-gaming, "Five Star Fridays", seemed nascent and not fully developed. He also did not speak with depth about the university's research mission and how he would lead it to further greatness. | 3/2/2018 6:44 PM |
| 4 | None | 3/2/2018 12:18 PM |
| 5 | He was surprisingly naive about higher education, demonstrating no recognition of national trends and what they mean for UCF. He focused on operational matters - how he interacts with students, say - rather than demonstrating an understanding of the big picture. | 3/2/2018 10:58 AM |
| 6 | Talked too much. Too much "me" and "I" in stories. Not right fit for UCF | 3/1/2018 11:10 AM |

University of Central Florida Presidential Search Feedback - Matthew Wilson, JD

Q5 Are there any other comments about this candidate?

Answered: 4 Skipped: 2

| # | RESPONSES | DATE |
|---|---|-------------------|
| 1 | Although he has served as president of a university in crisis over the past year, he does not seem ready to lead UCF into our next level of greatness. It seems as though he has launched several quick initiatives that lack strategy or cohesiveness, and it does not seem as though they (nor he) have had enough time to prove their effectiveness. | 3/3/2018 10:16 AM |
| 2 | He seemed to reference himself and his wife's desire to return to Orlando, but it is difficult to know precisely why he would like to serve as UCF president. | 3/2/2018 6:44 PM |
| 3 | He appears to be a great President with boundless energy and would help guide the University on it's next chapter. | 3/2/2018 12:18 PM |
| 4 | Very nice, but not our guy. Thanks for inviting me to the reception | 3/1/2018 11:10 AM |

Q6 Your name (optional):

Answered: 0 Skipped: 6

| # | RESPONSES | DATE |
|---|-------------------------|------|
| | There are no responses. | |



SECTION 14

President-elect Dale Whittaker Announcement

UNIVERSITY OF CENTRAL FLORIDA



SECTION 14A | ANNOUNCEMENT

Press Release

UNIVERSITY OF CENTRAL FLORIDA

Dale Whittaker Named UCF's President-Elect



The University of Central Florida Board of Trustees named UCF Provost Dale Whittaker the university's president-elect Friday after a nationwide search.

Whittaker, who currently serves as UCF's provost and executive vice president, would become president July 1 if his selection is confirmed later this month by the Florida Board of Governors. He would replace John C. Hitt, who is retiring from the presidency on June 30.

"What excites me most about UCF is the opportunity that it creates for so many to become so much through innovation; through a youthful, high-energy spirit; through resourcefulness; and through this aspiration to be the best it can be," Whittaker said.

"What excites me most about UCF is the opportunity that it creates for so many to become so much through innovation; through a youthful, high-energy spirit; through resourcefulness; and through this aspiration to be the best it can be," Whittaker said.

Marcos Marchena, chairman of UCF's Board of Trustees, introduced Whittaker as UCF's president-elect and his wife, Mary, for the first time at a news conference on Friday.

“Dale brings to his new role a deep understanding of UCF's culture and strategic goals, which he has been responsible for advancing during the past 3½ years,” Marchena said.

“Dale brings to his new role a deep understanding of UCF's culture and strategic goals, which he has been responsible for advancing during the past 3½ years,” Marchena said. “He has helped to lead UCF's commitment to transforming lives and livelihoods through learning, discovery and partnerships.”

Whittaker's selection is not final. The Florida Board of Governors, which oversees the 12-member State University System, is scheduled to interview him and hold a confirmation vote on March 29.



Whittaker has served as UCF's provost since fall 2014. He holds a master's degree and Ph.D. in agricultural engineering from Purdue and a bachelor's in the same field from Texas A&M University. (Photo by Nick Leyva '15)

Whittaker brings to the presidency extensive experience as a faculty member, university leader and strong supporter of student success.

He has served as UCF's provost since fall 2014, and was promoted to executive vice president in 2015. As provost, he provides academic leadership for UCF's 13 colleges, multiple campuses and research centers and institutes. Whittaker also oversees academic support services and is responsible for curriculum, academic planning, faculty appointments, faculty development and promotion and tenure decisions.

Before coming to UCF, Whittaker served in multiple faculty and leadership positions at Purdue and Texas A&M universities.

Before coming to UCF, Whittaker served in multiple faculty and leadership positions at Purdue and Texas A&M universities.

At UCF, Whittaker has led efforts to reorganize Academic Affairs, recruit and hire more than 200 new faculty members and develop a [UCF Downtown campus](#). He also launched a new initiative to establish [faculty clusters that bring together researchers from different disciplines](#), such as sustainable coastal systems; disability, aging and technology; and genomics and bioinformatics.

Whittaker holds a master's degree and Ph.D. in agricultural engineering from Purdue and a bachelor's in the same field from Texas A&M University. He is a professor of agricultural and biological engineering, with an equal passion for the arts.

Whittaker and his wife have two adult children.

In announcing Whittaker's selection, Marchena thanked members of the [Presidential Search Committee](#) for conducting a comprehensive, transparent and inclusive search. Search committee members represented students, faculty, staff, alumni, parents, trustees, community leaders and the Florida Board of Governors. The panel hosted four listening sessions to solicit feedback and conducted an online survey that generated more than 1,400 responses.



During the interview process, Whittaker met with UCF researchers at Limbitless Solutions, a nonprofit started by an alumnus that provides affordable 3D-printed bionic limbs for children. (Photo by Nick Leyva '15)

The search committee interviewed eight semifinalists and invited four finalists back to UCF for two-day visits. Whittaker and the other finalists met with students, faculty, alumni, donors and community partners, and they gave presentations and answered questions at an open forum. Candidate visits also featured sessions focused on diversity and inclusion, research and entrepreneurship, educational and community partnerships, the arts and athletics, as well as a campus tour.

The Board of Trustees interviewed each finalist before selecting Whittaker.

Hitt has served as UCF's president for more than 26 years, leading the university's growth in quality and size from 21,000 students in 1992 to more than 66,000 today.

[In a letter to Whittaker, Hitt offered congratulations to his successor.](#)

“Since your arrival in 2014, I have relied upon your intellect, counsel and friendship. You are a trusted and tested leader, and placing UCF in your hands inspires confidence in our future,” Hitt wrote. “As you will soon know, the UCF presidency is a challenging job. But it’s also the most rewarding you’ll ever have.”

Hitt will work with Whittaker over the coming months to ensure a smooth transition.

[View the press release here.](#)



SECTION 14B | ANNOUNCEMENT

Press Conference

UNIVERSITY OF CENTRAL FLORIDA

[View the press conference here.](#)



**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Confirmation of President for the University of North Florida

PROPOSED BOARD ACTION

Confirm appointment of Dr. David Szymanski as the president of the University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties; Section 7, Article IX, Florida Constitution.

BACKGROUND INFORMATION

On February 20, 2018, the Board of Trustees of the University of North Florida selected Dr. David Szymanski to serve as the sixth president of the university. University of North Florida Board of Trustees Chair Kevin Hyde requested confirmation of the appointment by the Board of Governors and provided a written description of the selection process and search criteria, the Curriculum Vitae of Dr. Szymanski, and the proposed Employment Agreement.

Supporting Documentation Included:

1. Letter from University of North Florida Board of Trustees Chair Kevin Hyde
2. Selection Process and Search Criteria
3. Curriculum Vitae of Dr. Szymanski
4. Proposed Employment Agreement

Facilitators/Presenters:

Chair Ned C. Lautenbach
Mr. Kevin Hyde, Chair, University of North Florida Board of Trustees

**State University System of Florida
Board of Governors**

University of North Florida

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BOARD OF TRUSTEES

UNIVERSITY *of*
NORTH FLORIDA

March 5, 2018

The Honorable Ned C. Lautenbach, Chairman
Florida Board of Governors
325 West Gaines Street
Tallahassee, Florida 32399

Re: Confirmation of University of North Florida President-Elect

Dear Chairman Lautenbach:

I am pleased to request the Board of Governor's final confirmation of David M. Szymanski, Ph.D. as the President of the University of North Florida, as required by BOG Regulation 1.001(5)(c). In submitting this request, and as the chair of the Board of Trustees, I thank you for your advice and support during the search, and thank Board of Governors member, Wendy Link, for serving as an active member of the University of North Florida Presidential Search Committee.

In our search, the University of North Florida Board of Trustees and Presidential Search Committee sought to recruit a proven leader of excellence and integrity who would possess strong academic credentials sufficient to engender the respect of the University's students, the Academy, alumni and the community at large; demonstrate an unwavering commitment to scholarship, learning and discovery; possess extensive senior-level executive experience and higher education, business, government and political acumen; show a strong record of accomplishment; and possess both the ability to work within complex, multifaceted systems and the vision to deal with the dramatic challenges of the ongoing transformation of higher education. We are confident that we have selected a new president who fully reflects these characteristics.

Chairman Lautenbach
March 5, 2018
Page 2

As chair of the Board of Trustees of the University of North Florida, I respectfully request confirmation of Dr. Szymanski at your March 29, 2018 meeting. Attached is the additional information required by the Board of Governors. I hope you and the Board of Governors General Counsel, Vikki Shirley, will feel free to contact me with any comments, questions or concerns. Dr. Szymanski and I look forward to seeing you March 29.

Thank you,



Kevin Hyde, Chair

University of North Florida Board of Trustees

cc: Dr. Szymanski
Vikki Shirley, Esq.
Karen Stone, Esq.

Attachments:

Attachment 1: Presidential Search Committee
Attachment 2: Search Timeline
Attachment 3: Presidential Search Prospectus
Attachment 4: Position Advertisement
Attachment 5: Letter of Application and CV of Dr. Szymanski
Attachment 6: Key Contract Terms

University of North Florida Presidential Search Committee Members



Kevin Hyde is chair of the UNF Board of Trustees and is a managing partner and employment lawyer with Foley & Lardner LLP in Jacksonville, Florida. He is Board Certified by the Florida Bar in Labor and Employment matters. Kevin has been recognized by the highest performance rating in Martindale-Hubbell's peer review rating system as AV® Preeminent™. He has also been recognized as a leading lawyer in various publications, including *TheBest Lawyers in America*; *Who's Who Legal USA* - Management Labor & Employment; *Chambers USA: America's Leading Business Lawyers*; Florida's Legal Elite™ by *Florida Trend* magazine; and *Florida Super Lawyers®*. Kevin is active in civic and community matters. He was an elected member and past president of the Jacksonville City Council. Additionally, he served as chair of the Board of Directors for WJCT Public Broadcasting; the Jacksonville Public Education Fund; Jacksonville Community Council, Inc.; the Jacksonville Civic Council; and the Youth Crisis Center. Kevin is a graduate of the University of Florida College of Law (J.D., with honors, 1988); and the University of South Florida (B.A., magna cum laude, 1984).



Dr. Andrés Gallo is Professor and Richard deRaismes Kip fellow at the Department of Economics and Geography and co-director of the Flagship program in International Business at the Coggin College of Business, University of North Florida. Andrés received his Ph.D. in Economics at the University of Illinois at Urbana-Champaign. He received his Licentiate degree in Economics from the Universidad Nacional de La Plata, La Plata, Argentina. He also received a graduate Diploma in Economics from the Instituto Torcuato Di Tella, Buenos Aires, Argentina, and a Master of Science from the University of Illinois at Urbana-Champaign.



Isabella Genta is originally from Sarasota, Florida where she graduated from Pine View School in 2014. She is currently a senior at UNF, majoring in Interdisciplinary Studies and minoring in Biology and International Business. During her time at UNF, she has been an active student in the Hicks Honors College, a sister of Delta Gamma, served as a research assistant, and completed two study abroad programs. Bella plans to graduate in Spring of 2018 and continue her education by pursuing a master's degree in Environmental Policy and Sustainable Development. She hopes to one day work for a subset of the United Nations Environmental Programme.



Ann Hicks is a former member of the UNF Board of Trustees and very active in the community. She is a 1994 graduate of UNF and she and her husband, David, are supporters of the university. Both the Hicks Honors College and Hicks Hall are named after the couple. They also established the Gray Scholarship Program and created the Pathways to Success Scholarship program. Ann is a civic leader providing guidance to the Bolles School, the Jacksonville Public Library Foundation, the Jacksonville Area Planning Board, the Daniel Memorial Home, HabiJax, the Cummer Museum of Arts and Gardens, the Junior League of Jacksonville, and the Jacksonville Public Library.



Mac Holley serves on the UNF Financing Corporation and is on the Executive Committee of the UNF Foundation Board. Mac is a Principal with Heritage Capital Group, and works with owners of mid-sized companies to create value through strategic planning, mergers and acquisitions, and comprehensive exit strategy design and implementation. Mac serves as a board member for the Northeast Florida Council of the Boy Scouts of America where he is the president. He is a past chair of the Baptist Health Foundation Board, a former member of the YMCA of Florida's First Coast Metro Board and is a graduate of Leadership Jacksonville's Class of 2002. Mac served as chair of Jacksonville Chamber of Commerce's economic development organization, Cornerstone, in 2003. He was appointed in 2003 by Jacksonville Mayor John Peyton to chair the Blue Ribbon Commission (the mayor's transition subcommittee for financing efficiency) and was appointed in 2002 by Jacksonville Mayor Delaney to chair the Preservation Project, an initiative to purchase and protect green space for public access in Duval County. Mac holds a B.S. in Corporate Finance from the University of Alabama.



Debbie Johnson served on the UNF Alumni Association board for more than 25 years in various positions, including former president. She has also served on the Student Affairs Community Council and on the Coggin College of Business Alumni Chapter. Debbie helped establish the On-Campus Transition (OCT) program at UNF. Debbie is active in the community, including involvement with The Arc Jacksonville, the Kiwanis Club of Jacksonville Beaches, the United Way of Northeast Florida, Leadership Jacksonville, Lifework Leadership Jacksonville, and Switzerland Community Church. She also serves as a member of two ministry boards: Grace for Glory Ministries and Compass-finances God's Way.



Wendy Link is a member of the Florida Board of Governors. She is also a founding partner and serves as Managing Partner of Ackerman Link & Sartory and concentrates her legal practice in the areas of commercial real estate, asset-based financing, and general corporate law. Wendy serves as secretary/treasurer of the Florida Colleges Trustee Commission, a designated division of the Association of Florida Colleges, and as immediate past chair of the District Board of Trustees for Palm Beach State College. In 2011, Wendy was honored by the Florida Association of Community Colleges with its Trustee of the Year Award. She is chair of Florida Healthy Kids Corporation. She currently serves as a member of the Boards of Directors of the Economic Council of Palm Beach County, WPBT Channel 2, the United Way, the Forum Club of the Palm Beaches, BizPac, and a member of the Board of Supervisors for CityPlace Community Development District. She has served on the Community Forum on Ethics for Leadership Palm Beach County, is a member of Leadership West Palm Beach Steering Committee, and the SunFest Special Needs committee. As a past chair of the Dwyer Awards, she still serves as a committee member. Wendy received her bachelor degree from the University of North Carolina and her law degree from Duke University School of Law.



Rad Lovett has given his time and talents to both the UNF Board of Trustees and the UNF Foundation. In addition, he served as co-chairman of UNF's The Power of Transformation campaign. Rad is the Managing director and co-founding partner of Lovett Miller & Co., a Florida-based venture capital and growth equity firm that invests in privately held companies primarily in the Southeastern United States; also founder, chairman and chief executive officer of two growth companies, TowerCom Development, LP, developers of wireless communication infrastructure, and TowerCom Limited, a developer of broadcast communication towers; has served as a director of more than 20 private companies. He is active in the community, volunteering his expertise to the Jacksonville Zoo & Gardens, the Youth Crisis Center and the Jacksonville Jaguars Honor Rows Program. Rad earned an A.B. degree from Harvard College.



Dr. Anne Lufrano serves on the UNF Student Affairs Council. She is a retired counseling psychologist. In 2009, she and her husband, Robert, retired chairman and CEO of Florida Blue, established the Lufrano Intercultural Gallery, located in UNF's Student Union. The not-for-profit gallery features traveling art shows and offers educational opportunities for students, faculty and staff. The Lufranos have been dedicated university supporters over the years, making generous gifts to the UNF Parents Association Endowed Scholarships, First Generation Scholarships, Student Affairs Community Council, Music Flagship Program and the MOCA Jacksonville, a cultural institute of UNF. Additionally, Anne is significantly involved in the community, serving as a volunteer for the Jacksonville Symphony Orchestra and The Arc Jacksonville. Anne received a B.A. in Psychology from Queens College, CUNY, and a Ph.D. in Child and Family Psychopathology from Cornell University.



Paul McElroy is a member of the UNF Board of Trustees and is Managing Director and Chief Executive Officer of JEA – Jacksonville, Florida's municipally owned electric, water and wastewater utility. Paul currently serves on the boards of The Energy Authority, Inc. ("TEA"), Florida Reliability Coordinating Council, Northeast Florida Safety Council, Inc., and the Jacksonville Chamber of Commerce. Paul is a member of the American Public Power Association Board's Executive Committee and serves as Treasurer, as well as Chair of the Finance and Audit Committee and Chair of the Retirement Committee. He is also a member of the Large Public Power Council CEO Roundtable. He holds a Bachelor of Science in accounting from St. Joseph's College in Rensselaer, Indiana and a certificate from the Advanced Management Program of the Wharton School of the University of Pennsylvania and pursued graduate-level studies at the University of Bridgeport and the University of New Haven in Connecticut.



Dr. Karen Patterson is the Associate Vice President for Faculty Resources and Dean of Undergraduate Studies, overseeing UNF's Hicks Honors College, first-year academic advising, student academic success services, and undergraduate research. Dr. Patterson received her Ph.D. in Special Education from Kent State University. Her professional experiences have included teaching students with emotional and behavior disorders, and autism. Her research has a focus on improving practices for under-served students, college students with disabilities, collaborative partnerships, and parental involvement for students at risk for failure. Karen co-sponsored UNF's student chapter of the special education national organization, Council for Exceptional Children (CEC), and is an Outstanding Undergraduate Teaching Award recipient. She served as Department Chair (Exceptional, Deaf, & Interpreter Education) from 2010-2016.



Dr. Radha Pyati is Professor and Chair of the UNF Department of Chemistry and President of the UNF Faculty Association. She serves as the faculty representative on UNF's Board of Trustees. She has been at UNF since 2008 and served as Director of the UNF Environmental Center from 2008 to 2013. Before that, Dr. Pyati was on the faculty of the University of Colorado at Colorado Springs, from 1997 to 2008. She earned her Ph.D. in analytical chemistry at the University of North Carolina at Chapel Hill in 1995.

She is an analytical and environmental chemist active in research with undergraduates, and she has led the scientist team writing the State of the Lower St. Johns River Basin Report since 2008.



Dr. Judith Rodriguez is a Registered Dietitian/Nutritionist and is chair of, and professor in, the Department of Nutrition & Dietetics at UNF. She has many peer-reviewed and consumer publications, including the Latino Food Lover's Glossary, and The Diet Selector. Dr. Rodriguez, a past president of, and Medallion recipient from, the Academy of Nutrition and Dietetics and a UNF Distinguished Professor (2013). She has numerous other recognitions. Dr. Rodriguez has been active in education, service and research,

done media interviews and served on international projects and a national study of U.S. Hispanics. She has collaborated on study abroad and community-based experiences for students. She received a Ph.D. in Anthropology from Rutgers and a M.A. in Nutrition and Higher Education and a B.S. in Nutrition and Dietetics from NYU.



Dr. Bruce Taylor has been a supporter of UNF for many years. He previously served as chair of the UNF Board of Trustees and currently serves on the UNF Foundation. Dr. Taylor is chief executive officer and chairman of Taylor Engineering, Inc. The Taylor Engineering Research Institute and the Taylor Leadership Institute at UNF are both named in his honor. Dr. Taylor is the recipient of a number of honors and recognitions for his leadership roles, including the Distinguished Alumnus at the

University of Florida and Baltimore Polytechnic Institute, Florida Engineer of the Year and the nation's highest honor given to a professional engineer: the National Society of Professional Engineer's Award. Dr. Taylor served as an officer in the U.S. Navy Nuclear Submarine Service, receiving his Bachelor of Science (with distinction) from the U.S. Naval Academy in 1964. He subsequently earned his Master of Science in Oceanographic Engineering from the University of Miami in 1971 and his Ph.D. in Civil and Coastal Engineering from the University of Florida in 1974.



Sharon Wamble-King is a member of the UNF Board of Trustees and works in corporate communications, providing executive leadership for reputation management, external communication, internal and executive communications. Throughout her career, Sharon has held leadership positions for large, complex and global organizations. Sharon has been active in community and professional organizations including Florida Memorial University in Miami, the APEC Board in Orlando, WJCT, Public Broadcasting in Jacksonville, the Cultural Council of Greater Jacksonville, and the Regional Advisory Council for Leadership Florida. She is a member of the Arthur Page Society, Council for Communications Management, Public Relations Society of America, Society for Human Resource Management and the International Association of Business Communicators (IABC). She has served as an international executive board member for IABC and trustee of the IABC Research Foundation. Sharon holds a B.S. in communication arts and sociology from the University of the Pacific and a Master of Science in Mass Communication from the California State University, San Diego.

University of North Florida Presidential Search Timeline

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| April 1, 2017 | The Presidential Search Committee was announced. |
| April 3, 2017 | A Request for Quotation (RFQ) for a compensation consultant went out. |
| April 10, 2017 | The Presidential Search Committee met to: <ul style="list-style-type: none"> • Introduce committee members • Charge the committee • Provide search guidelines • Provide the committee organization |
| April 11, 2017 | Sub-Committees were appointed. |
| April 14, 2017 | Presidential Search Committee Chair, Position Announcement Sub-Committee Chair and members of the UNF Board of Trustees met to discuss upcoming meetings and events related to the presidential search. |
| April 21, 2017 | The Executive Search Firm Sub-Committee met to: <ul style="list-style-type: none"> • Review proposed RFQs for an executive search firm solicitation • Approve an RFQ for a solicitation announcement |
| April 24, 2017 | A Request for Quotation (RFQ) for an Executive Search Firm went out. |
| April 26, 2017 | A faculty Open Forum was held, facilitated by Chair Hyde and Sub-Committee Chair McElroy. |
| April 27, 2017 | The Position Announcement Sub-Committee met to discuss: <ul style="list-style-type: none"> • Committee responsibilities • A timeline for completion of work • How to solicit input from key constituents • Key elements of leadership |
| April 28, 2017 | Committee Chair Hyde selected a compensation consultant. |
| May 2, 2017 | The on-line survey was launched. |
| May 9, 2017 | The Presidential Search Committee Chair and Sub-Committee Chairs met with UNF Board of Trustees Chair Korman to discuss upcoming meetings and events related to the presidential search. |
| May 16, 2017 | The Executive Search Firm Sub-Committee met to: <ul style="list-style-type: none"> • Review responses to RFQ. • Decide which firms to invite for in-person presentations to the Executive Search Firm Sub-Committee. |
| May 18, 2017 | Committee Chair Hyde met with the Administrative & Professional Association during the spring assembly to provide a brief overview of the presidential search process. |
| May 22, 2017 | Vice President Sharon Ashton met with the University Support Personnel Association during the spring assembly to provide a brief overview of the presidential search process. |
| May 22-23, 2017 | The Executive Search Firm Sub-Committee met to: <ul style="list-style-type: none"> • Conduct interviews of finalists. |

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| | <ul style="list-style-type: none"> • Make a recommendation of a search firm to the Presidential Search Committee. |
| May 23, 2017 | The Presidential Search Committee met to approve the recommendation of the Executive Search Firm Sub-Committee. |
| May 24, 2017 | <p>The UNF Board of Trustees met.</p> <ul style="list-style-type: none"> • Committee Chair Hyde updated the UNF Board of Trustees on the search process. • <i>ACTION ITEM: the UNF Board of Trustees approved the Presidential Search Committee's recommendation regarding the selection of an executive search firm.</i> • The Compensation Consultant provided an update to the UNF Board of Trustees on the compensation analysis for the UNF presidency. |
| June 1, 2017 | Vice President Karen Stone met with the MOCA Board of Trustees to provide a brief overview of the presidential search process. |
| June 1, 2017 | Dr. Radha Pyati, president of the UNF Faculty Association, met with the UNF Alumni Association to provide a brief overview of the presidential search process. |
| June 6, 2017 | Vice President Stone met with the UNF Continuing Education Dean's Advisory Council to provide a brief overview of the presidential search process. |
| June 6, 2017 | Committee Chair Hyde met with the UNF Foundation Board to provide a brief overview of the presidential search process. |
| June 7, 2017 | <p>The Position Announcement Sub-Committee met to:</p> <ul style="list-style-type: none"> • Discuss feedback from the faculty Open Forum and the on-line survey • Discuss emerging themes from feedback received to date and next steps |
| June 8, 2017 | Members of the Presidential Search Committee met for an Open Forum with the University Support Personnel Association and the Administrative & Professional Association. |
| June 16, 2017 | Members of the Presidential Search Committee met for an Open Forum with the University Support Personnel Association and the Administrative & Professional Association. |
| June 16, 2017 | Parker Executive Search met with the UNF Board of Trustees to discuss search process and expectations of qualified candidates. |
| June 16, 2017 | Parker Executive Search met with the Presidential Search Committee to discuss the search process, expectation of qualified candidates, as well as position requirements, timeline, and advertising. |
| August 18, 2017 | Presidential Search Committee Chair Kevin Hyde and Board of Trustees member Adam Hollingsworth met to discuss the presidential search process. |
| August 24, 2017 | Vice President Stone met with the UNF Student Affairs Community Council to provide an update on the presidential search. |
| August 28, 2017 | The UNF Board of Trustees and the Compensation Consultant met to discuss the draft compensation study. |

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| August 31, 2017 | Members of the Presidential Search Committee held a faculty Open Forum. |
| September 5, 2017 | Parker Executive Search facilitated campus and community Listening Sessions to discuss the process and expectations of qualified candidates with vice presidents, deans, faculty, staff, students, volunteers and supporters, and volunteer leadership. |
| September 6, 2017 | Parker Executive Search facilitated campus and community Listening Sessions to discuss the process and expectations of qualified candidates with business and community leaders, associate deans, department chairs, faculty, student leaders, and staff. |
| September 6, 2017 | The on-line survey closed. |
| September 7, 2017 | Committee Chair Hyde met with the UNF Faculty Association to provide an update on the presidential search. |
| September 7, 2017 | Members of the Presidential Search Committee met with the UNF Foundation Board to provide a Listening Session to collect input for the presidential search. |
| September 13, 2017 | The Position Announcement Sub-Committee met to further discuss feedback from Open Forums, survey questionnaires, and conversations with key constituents. The sub-committee also discussed a proposed position announcement. |
| September 18, 2017 | The Presidential Search Position Announcement Sub-Committee met to review and recommend a Draft Position Announcement, to be presented to the full Presidential Search Committee for consideration. |
| September 18, 2017 | The Presidential Search Committee met to review and approve a Draft Position Announcement, for consideration by the full Board of Trustees. |
| September 23, 2017 | The UNF Board of Trustees met to review the final draft of the Presidential Compensation Assessment, to approve a range of compensation that will guide recruitment and contract negotiations, and to consider the Presidential Search Committee's recommendation of a Position Announcement for the for the Presidential Search. |
| October 2017 | Advertisements announcing the position appeared appear in the following: <ul style="list-style-type: none"> • Chronicle of Higher Education • Diverse Issues in Higher Education • Asians in Higher Education • Women in Higher Education • Hispanic Outlook • Other publications as directed by UNF officials • University of North Florida website • Parker Executive Search website |
| October 12, 2017 | The first search update from Parker Executive Search was provided to the Presidential Search Committee. |
| October 24, 2017 | The UNF Board of Trustees met and Committee Chair Hyde provided an update on the work of the Presidential Search Committee. |
| November 16, 2017 | The second search update from Parker Executive Search was provided to the Presidential Search Committee. |

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| November 17, 2017 | Committee Chair Hyde hosted a conference call to update the Foundation Board on the presidential search process. |
| December 7, 2017 | The third search update from Parker Executive Search was provided to the Presidential Search Committee. |
| December 13, 2017 | Committee Chair Hyde hosted a conference call to update members of the search committee on the presidential search. |
| January-February, 2018 | Candidate identification proceeded through campus nominations, advertising, and direct recruiting by the Presidential Search Committee and Parker Executive Search to identify qualified candidates interested in the position. |
| January 18, 2018 | The Presidential Search Committee met to receive the fourth search update from Parker Executive Search. Immediately following, the search committee discussed the search process and interview questions. |
| January 18, 2018 | Committee Chair Hyde hosted a conference call to update the Foundation Board on the presidential search. |
| January 30, 2018 | Members of the Presidential Search Committee met to discuss finalist presentations, feedback from the on-line survey, and draft interview questions. |
| February, 2018 | Packets of materials for finalist candidates were available at Brooks College of Health, Building 39, Room 3031; Coggin College of Business, Building 42, Room 2010; College of Arts and Sciences, Building 51, Room 3301; College of Computing, Engineering & Construction, Building 4, Room 4201; College of Education & Human Services, Building 57, Room 3600; Hicks Honors College, Building 1, Room 1600; Thomas G. Carpenter Library, Building 12, Room 2402; Faculty Association, Building 16, Room 3100; Office of the President, Building 1, Room 2800; Alumni Hall, Building 60, Room 2106. |
| February 1, 2018 | The Presidential Search Committee met to review candidate materials submitted for consideration. The Presidential Search Committee identified 12 candidates to schedule for initial interviews. |
| February 1, 2018 | Committee Chair Hyde hosted a conference call to update the Foundation Board on the presidential search. |
| February 6, 2018 | The Presidential Search Committee interviewed semi-finalist candidates. |
| February 7, 2018 | The Presidential Search Committee interviewed semi-finalist candidates and, after a public comment session, made a recommendation to the UNF Board of Trustees of five (5) unranked finalists for campus interviews, however one candidate removed himself from consideration. A list of finalists was located on the Presidential Search website. |
| February 12-15, 2018 | Parker Executive Search conducted extensive background investigations on final candidates, including Federal and U.S. criminal checks (10 years), credit history and motor vehicle checks, degree verification (all degrees), and a sex offender search. Parker Executive Search also conducted media reviews to identify potential controversial areas of concern, and obtained various signed |

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| | authorizations regarding the accuracy of the candidate's CV/resume and any other information provided to Parker Executive search, on behalf of the client. After selected candidates were notified and approval was received from candidates, on-list and off-list referencing was done by the UNF Board of Trustees and Parker Executive Search. |
| February 12, 2018 | Kevin Carman, Ph.D., Executive Vice President and Provost, University of Nevada, Reno, met with the UNF Foundation Board, MOCA Jacksonville Board, OneJax Board, UNF Alumni Board, UNF Osprey Club Board, Jacksonville Business Leaders, and UNF Advisory Councils. Dr. Carman held forums with associate deans, department chairs, faculty, staff, and students. And, the UNF Board of Trustees held their formal interview with Dr. Carman. |
| February 13, 2018 | John Floros, Ph.D., Dean, College of Agriculture and Director of K-State Research and Extension, College of Agriculture, Kansas State University, met with the UNF Foundation Board, MOCA Jacksonville Board, OneJax Board, UNF Alumni Board, UNF Osprey Club Board, Jacksonville Business Leaders, and UNF Advisory Councils. Dr. Floros held forums with associate deans, department chairs, faculty, staff, and students. And, the UNF Board of Trustees held their formal interview with Dr. Floros. |
| February 15, 2018 | Rhonda Phillips, Ph.D., FAICP, Dean, Honors College, Purdue University, met with the UNF Foundation Board, MOCA Jacksonville Board, OneJax Board, UNF Alumni Board, UNF Osprey Club Board, Jacksonville Business Leaders, and UNF Advisory Councils. Dr. Phillips held forums with associate deans, department chairs, faculty, staff, and students. And, the UNF Board of Trustees held their formal interview with Dr. Phillips. |
| February 16, 2018 | David Szymanski, Ph.D., Dean, Carl H. Lindner College of Business, Professor of Marketing, University of Cincinnati, met with the UNF Foundation Board, MOCA Jacksonville Board, OneJax Board, UNF Alumni Board, UNF Osprey Club Board, Jacksonville Business Leaders, and UNF Advisory Councils. Dr. Szymanski held forums with associate deans, department chairs, faculty, staff, and students. And, the UNF Board of Trustees held their formal interview with Dr. Szymanski. |
| February 20, 2018 | The UNF Board of Trustees selected the President-elect. |
| March 7, 2018 | The UNF Board of Trustees submitted required materials to the Florida Board of Governors related to confirmation of the President-elect. |
| March 28-29, 2018 | The President-elect will attend the meeting of the Florida Board of Governors and the Florida Board of Governors will confirm the President-elect. |
| May 31, 2018 | The new President will assume responsibilities at the University of North Florida. |

University of North Florida Presidential Search Prospectus

Located just miles from the Atlantic Ocean in Jacksonville, the University of North Florida is a nationally ranked metropolitan university with a wide range of academic offerings. The University serves 16,500 students, more than 13,000 of whom are undergraduates. More than 50 undergraduate programs, many designed for the working student and almost a dozen that are fully online, provide advanced academic and professional education to over 1,900 students.

A public university and member institution of the State University System of Florida, the University of North Florida first opened its doors to 2,027 juniors in the fall of 1972. The University was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS) in 1974, and is currently accredited by SACS to award baccalaureate, masters and doctoral degrees.

UNF began admitting freshmen in 1984. Today, UNF offers 55 undergraduate degree programs, 30 graduate degree programs, and five doctoral degrees. The UNF Board of Trustees was established in Florida's Constitution in 2001. Each university in the State University System has a 13-member board — six members appointed by the Governor and five appointed by the Florida Board of Governors. The remaining two members are the president of the Faculty Association and the president of Student Government. The Florida Board of Governors has constitutional authority for the entire State University System.

Hallmarks of a UNF Education

- UNF has a strong reputation for small class sizes and individualized attention. With an average student-to-faculty ratio of 19-to-1 and an average class size of 34 students, UNF prides itself on having engaged professors who know their students, care about their futures, and mentor them toward success. Less than 1 percent of classes are taught by graduate assistants.
- UNF is known for Transformational Learning Opportunities, or TLOs as they are called on campus. These life-changing experiences outside the classroom include unprecedented undergraduate and graduate research opportunities, professional internships, study-abroad programs across the globe, community projects, meaningful civic engagement and more.
- UNF provides students with professionally relevant learning experiences that prepare them for the workplace. An estimated 77 percent of students take part in internships and other real-world experiences in their fields before they graduate. Because of this, UNF tops the state when it comes to graduates being gainfully employed in Florida.
- Since UNF students take part in study abroad at twice the national average, UNF graduates have a worldly perspective and a competitive edge in the global marketplace.

UNF received the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching, recognizing the University's commitment to community and civic engagement. At UNF, students and faculty engage in mutually beneficial community-based research and learning, and take pride in working together to make their community stronger.

Academics

UNF is organized into six colleges:

The Brooks College of Health

The Brooks College of Health prepares students to enter a variety of fields through specialized programming enhanced by partnerships with area healthcare organizations. Brooks graduates consistently excel on licensure exams, and its programs boast many accolades: The Physical Therapy graduate program was ranked No. 1 of the Top 25 programs in the nation; the School of Nursing was ranked one of the Top 50 nursing schools in the Southeast; and the online Master of Science in Nutrition and Dietetics was ranked No. 9 in the country. With an emphasis on hands-on learning in clinical settings and research in laboratories with cutting-edge technologies, nearly 3,000 students each year work toward degrees in health administration, health science, nursing, nutrition and dietetics, and athletic training. Both nursing and nutrition and dietetics are UNF Flagship Programs, two of six such programs on campus.

The Coggin College of Business

The accomplished professors of the Coggin College of Business, in partnership with area business professionals, provide classroom and real-world training that offers graduates an employment advantage. As a testament to the quality of the College's programs, The Princeton Review has named Coggin a Best Business School every year for the past decade. Students develop valuable knowledge and experience through internships and working with business mentors, while also gaining a global perspective through study abroad. The Coggin College of Business curriculum is designed around several academic areas: accounting, economics, finance, marketing, management and logistics. Coggin is also home to two Flagship Programs: international business and transportation and logistics.

The College of Arts and Sciences

The College of Arts and Sciences is the largest of UNF's six colleges with more than 6,300 students studying across an expansive array of undergraduate majors and a growing number of graduate programs. The College's School of Music, a Flagship Program, is one of the most recognized performance-based music programs in the country with faculty members who are renowned artists and established practitioners in their fields. The Coastal Biology program, another Flagship Program, provides high-quality learning experiences in an area rich in waterways. The College designs programs to allow students to engage and respond to the local community through unique and relevant opportunities — providing transformational learning that can significantly impact a student's thinking and their future. The College consists of 15 academic departments, and also houses a variety of unique programs and centers including the Public Opinion Research Laboratory.

The College of Computing, Engineering and Construction

The College is composed of three academic units: the School of Computing, the School of Engineering and the Department of Construction Management. One of the College's hallmarks is the high level of interaction between faculty and students on innovative research projects. In addition, the College teams up with corporations to provide students with real-world academic challenges,

paid internships and rewarding partnerships with professionals who serve as mentors. Many seniors spend their final year solving problems posed by area businesses as part of their capstone project. Through this combination of classroom, hands-on and workplace learning, the College promotes academic fundamentals and skills in leadership, problem-solving and communication, and its graduates have an almost 100 percent employment rate within six months of receiving a UNF degree. In addition, UNF ranks in the Top 50 nationwide and No. 2 in the state for return on investment on computing education degrees.

The College of Education and Human Services

Partnerships are a key to the success of UNF's education programs. Students gain clinical learning opportunities through the Urban Professional Development Program, a two-time national award-winning program created in collaboration with Duval County Public Schools, as well as the Jacksonville Teacher Residency Program. As a result of these and other joint efforts, UNF's education students gain significant classroom experience and graduates now comprise more than 25 percent of the newly hired teachers in area schools. In addition to its K-12 programs, the College offers training for positions in higher education and administration, sport management and American Sign Language/English Interpreting. Many of the College's 1,400 students participate in study-abroad experiences through a 30-year-long partnership established with the University of Belize and the country's Ministry of Education.

Hicks Honors College

UNF's honors program was elevated to the Hicks Honors College in 2015. In fall 2016, the exceptional students entering Hicks had an average GPA of 4.43 and an average of 30 college credits. The College provides these high-achieving students with challenging curriculum including unique courses in leadership, innovation and critical thinking. Hicks students also have the opportunity to study abroad at an affordable price through scholarship funding available through the College.

The Thomas G. Carpenter Library

The Thomas G. Carpenter Library on campus combines beauty with function. An architecturally unique structure, the Library provides students with easy access to a wealth of information resources and learning services. Named after UNF's founding president, Thomas G. Carpenter, the campus Library was built in 1980 and renovated and expanded in 2005. Within four floors and 199,000 square feet, the Carpenter Library offers students access to more than 360 computers and laptops, 860,000 volumes, 300,000 e-books, 38,000 electronic journals, 260 databases and 66,000 streaming videos. The Carpenter Library Learning Commons offers students a flexible academic environment with state-of-the-art technology, research consultations, instruction, study rooms and online resources. Through its Art in the Library program, the Library has added 130 pieces of art donated by artists and collectors.

Centers and Institutes

The University has 17 centers and institutes that support research activities including the Environmental Center, the Taylor Engineering Research Institute, Northeast Florida Center for Community Initiatives, and the Florida Institute for Education, to name a few. There are also several centers and institutes with a primary function outside of research, such as the Taylor Leadership

Institute, which is an initiative of Student Affairs. The Institute emphasizes the encouragement, promotion and rewarding of personal, civic and community engagement with a concentration on values and leadership constructs. The leadership minor offers an in-depth study of leadership from a theoretical perspective balanced with practical application. The Taylor Leadership Institute works closely with the Hicks Honors College.

Flagship Programs

UNF has designated six Flagship Programs based on excellence in faculty accomplishments, the potential to produce exceptional educational outcomes for students, and the power to link quality education to a range of community needs. With this status, Flagship Programs receive additional budgetary funds to hire accomplished faculty and staff, support related and auxiliary programs and facilities, recruit top students, and develop community partnerships. Since announcing the initiative in 2004, the University has designated the following Flagship Programs: the School of Nursing, Coastal Biology, International Business, Transportation and Logistics, the School of Music, and Nutrition and Dietetics.

School of Nursing

The School of Nursing was selected as UNF's first Flagship Program in 2005. It offers a wide choice of undergraduate and graduate programs tailored to meet community needs and adapt to changes in healthcare delivery trends. The primary goal of the program is to prepare nurses to practice effectively in a variety of settings and administer care that promotes, maintains and restores health to individuals, families and communities.

Transportation and Logistics

UNF selected Transportation and Logistics as a Flagship Program in 2006. Students complete courses in information systems, quantitative methods, transportation, warehouse management, distribution, international logistics, logistics management and a capstone in supply chain management. Students are encouraged to complete an internship to provide practical experience. The UNF curriculum emphasizes the perspective of logistics as an integrated part of supply chain management.

International Business

The International Business Flagship Program offers students the choice of an international business major or minor to help prepare them to compete in the global marketplace. A number of double-degree programs, including the graduate-level GlobalMBA, gives students the opportunity to combine intensive classroom study with residential experiences in overseas countries. The program trains students to understand international business, from free-trade areas to global competition to currency crises and foreign investment opportunities.

Coastal Biology

The Department of Biology's Coastal and Marine Biology Program was awarded Flagship Program status in 2006, establishing it as a center for excellence. Students pursuing degrees in the program have the benefit of working directly with accomplished faculty members conducting research on a broad range of topics. With UNF's proximity to the Atlantic Ocean, the St. Johns River and the

Intracoastal Waterway, students have the opportunity to take field-intensive courses and gain hands-on experience. Last year, more than 1,000 acres of wetlands just minutes from campus were donated to the University for use as a Coastal Research Station.

School of Music

The renowned music program at UNF has grown from its earliest offerings in piano and voice to a full range of performance concentrations that now include strings, woodwinds, brass, percussion, music technology, music education and jazz studies. The designation as a Flagship Program in 2011 provided the needed resources to expand offerings and allow the department to emerge in 2016 as the School of Music. With dedicated faculty members who are recognized artists in their fields, the School of Music and its graduates continue to receive national accolades and awards, and perform in some of the world's most respected orchestras, ensembles and venues.

Nutrition and Dietetics

The Nutrition and Dietetics Flagship Program engages and transforms students into effective nutrition and health professionals who work in a wide variety of settings including hospitals, schools, nursing homes, wellness centers and food service companies. Students at all levels are engaged in transformational learning including research, study abroad and community projects. In addition to providing accredited bachelor and master programs, the Department of Nutrition and Dietetics offers an online Doctorate in Clinical Nutrition. DCN students are trained to provide leadership in dietary prevention, intervention and treatment of chronic disease at both the individual and population levels.

MOCA Jacksonville

The Museum of Contemporary Art Jacksonville became a cultural institute of UNF in 2009. As a result, the Museum works closely with the University to expand learning opportunities for students while providing professional enrichment for faculty and staff. On a programmatic level, MOCA hosts faculty-curated exhibitions in the UNF Gallery, as well as classes in its classrooms and auditorium. Moreover, the partnership enables students and faculty to collaborate with visiting artists and scholars, as well as to work directly with objects from the Museum's permanent collection. MOCA serves the community through exhibitions, collections, educational programs and publications designed to enhance an understanding and appreciation of modern and contemporary art.

Research

The University of North Florida offers an innovative model for the role of research in a metropolitan comprehensive university. High-quality scholarship is expected from every tenure-track faculty member, and the essential role of scholarship in faculty lives and identities is described in the Scholarship Statement. The University accordingly features an enviable portfolio of basic, applied and translational research activity that in many disciplines enjoys an international reputation. And yet, as a public master's university, the University also emphasizes the engagement of undergraduates in the vibrant research enterprise. Many students who receive a bachelor's degree at UNF graduate having been directly involved in faculty-mentored research — and often as collaborators with faculty on conference papers and published articles.

A metropolitan university with a mission that includes serving the region of Northeast Florida, the University of North Florida is increasingly investing in faculty and student research activity that is responsive to a wide range of community partners — research that meets local needs and opportunities while contributing solutions to global challenges. This includes interdisciplinary research on topics such as transportation and logistics, coastal sciences, advanced manufacturing, applied health and advanced data analytics. Supporting these efforts are 17 centers and institutes and dedicated administrative units that proactively help faculty and students secure the resources they need to conduct impactful research.

The University of North Florida's research standing is improving rapidly. In the past few years, the University has moved up 39 places in the international University Rankings of Academic Performance report, and institutional citation rates are routinely double that of peer institutions when scaled for faculty size. Since 2013-14 alone, the value of external funding awards made to the University has increased by more than 40 percent, to almost \$13 million. This includes numerous competitive grants from the National Science Foundation, National Institutes of Health, the National Oceanic and Atmospheric Administration, the U.S. Department of Education and the Small Business Administration, among other federal and state agencies. Partnerships with industry account for more than 20 percent of externally funded research, anchored by major collaborative agreements with companies such as Johnson & Johnson, Florida Blue and Mayo Clinic. The University also has a small but valuable portfolio of inventions that is actively moving towards commercialization, mostly through licensing agreements with local companies.

Research at the University of North Florida is increasingly dynamic — for students, for regional partners and for solving larger challenges — and meaningful research opportunities continue to grow.

UNF Students

UNF currently enrolls more than 13,000 undergraduate students, as well as nearly 2,000 graduate and nearly 1,000 post-baccalaureate and nondegree-seeking students.

The academic profile of incoming freshman has continued to rise over the last few years. In the fall of 2017, the incoming freshman class has a high school GPA of 4.27, an average SAT of 1271.40 and an average ACT of 26.43. These are elite figures that put UNF toward the top of the Florida State University System in terms of academic profile.

Nearly 4,000 students live on campus in six residence halls, one of which was ranked the second most luxurious in the country.

Nearly 40 percent of UNF's students come from the Jacksonville area. Almost 54 percent come from other parts of Florida.

Slightly more than 67 percent of UNF students are white, 10 percent are black or African-American and 10 percent are Hispanic. UNF students come from 60 different countries.

About 57 percent of students are female.

The Student Government Association focuses on the allocation of the Activity and Service fee, and reviews the allocation of the Athletic and Health fees. The president of the University consults with the Student Government president for the allocation and expenditure of the Capital Improvement Trust Fund fee, and any other non-instructional fees beyond matriculation. The Student Government also focuses on the evaluation and establishment of student programs, student activities, clubs and organizations, and other activities.

Decisions reached by the Student Government regarding these matters are forwarded to the vice president for Student and International Affairs, who forwards them, with recommendations, to the president of the University. Upon approval by the president, these decisions become the policies, practices and regulations of the University.

Employees

The University currently employs more than 500 full-time faculty members — 435 of which have a Ph.D. or appropriate terminal degree. Less than 1 percent of classes at UNF are taught by graduate assistants.

The UNF Constitution established the Faculty Association, independent of the bargaining process, for the development and implementation of recommendations in areas of traditional faculty concern. Within the shared system of academic governance, the Faculty Association focuses on faculty appointment, retention, promotion and development; academic programs, organization and standards; academic services and continuing education; and instruction, service and research programs.

Decisions reached by the Faculty Association are forwarded to the vice president for Academic Affairs and then to the president. When approved by the president of the University, the decisions become the policies, practices and regulations of the University.

In addition, faculty members are represented by the United Faculty of Florida UNF chapter, which serves as the bargaining agent of the faculty. UFF-UNF represents all UNF tenure-line faculty, instructors and lecturers, and visiting professors on all labor-related contract negotiations. With the exception of faculty currently holding administrative posts and adjuncts, all UNF faculty are considered in unit and are covered under the collective bargaining agreement, negotiated by the chapter and university administration. Only active members of the Union, however, have access to the resources noted above or receive additional Union-related benefits, including Union representation in the grievance/arbitration processes.

UNF employs more than 1,000 staff. These employees fall into two groups: the Administrative and Professional Association (A&P) and the University Support Personnel Association (USPA).

Division I Athletics

The University has been NCAA Division I since 2009-10. All athletic teams are known as the North Florida Ospreys.

All 19 intercollegiate sports compete in the Atlantic Sun Conference except for swimming and diving, which competes in the Coastal Collegiate Swimming Association. UNF teams include baseball, men's

and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, softball, women's swimming, men's and women's tennis, men's and women's indoor track, and women's outdoor track, and women's beach and indoor volleyball.

Campus Environment

The 1,380-acre core campus is just 12 miles from the Atlantic Ocean, between the St. Johns River and the Intracoastal Waterway. The nature-rich campus includes freshwater lakes, five miles of hiking trails and a nature preserve filled with abundant wildlife.

Ten recently constructed or renovated campus buildings have been LEED® certified, demonstrating UNF's commitment to green construction and environmental sustainability.

Last year, UNF received a donation of 1,050 acres of pristine saltmarsh wetlands located along the Intracoastal Waterway in Jacksonville. The \$8.8 million gift created the William C. Webb Coastal Research Station, expanding hands-on learning and research opportunities for students and faculty, particularly those in the coastal sciences.

Campus Life

Students get involved on campus through more than 200 clubs and organizations and 26 fraternities and sororities.

The UNF campus also has new facilities designed to promote a vibrant campus life. The 150,000-square-foot Student Union was recently ranked among "25 Best Student Union Centers" in the nation, one of only two Florida institutions to make the list. The \$40.1 million facility, completed in 2009, hosts approximately 6,500 events annually and provides space for a variety of student activities and programs, dining facilities, Student Government offices and the Division of Student and International Affairs.

The \$19.5 million Student Wellness Complex is a state-of-the-art, comprehensive wellness facility and LEED® Gold-certified building that houses the largest fitness center in Northeast Florida at 27,000 square feet, a 34-foot climbing wall, a 1/8-mile indoor track and several group fitness rooms. The unique building has received several awards since its completion from chapters of the American Institute of Architecture, including Outstanding Design for an Athletic Facility and an Excellence in Design Award.

Budget

The University of North Florida has a projected Education & General (E&G) budget for Fiscal Year 2017-18 of \$160 million. Approximately \$94 million comes from state general revenue and lottery appropriations. Tuition accounts for \$66 million or 41 percent of the operating budget. The University's total budget is \$279 million of which \$160 million is the E&G budget, \$74 million is auxiliary funds and student fees, \$8 million is Contract and Grants and \$37 million is Financial Aid.

Fundraising and Endowment

The UNF endowment includes approximately 365 separate endowed funds including scholarships, fellowships, professorships and center/program support funds. As of June 30, 2017 the endowed portfolio was valued at just over \$105 million. During fiscal year 2017, more than \$30 million was raised in private support.

UNF's last campaign, The Power of Transformation, was the most successful campaign in UNF's history, raising \$130 million. The campaign was publicly launched in 2009, with a goal of \$110 million, but exceeded expectations, thanks to 25 donations of more than \$1 million each. Over 27,000 donors contributed to the campaign, including alums, corporations, foundations and friends.

UNF's previous successful campaign, Access to Excellence, fulfilled its promises to students who are now outstanding alumni in vital careers. That campaign, from 1997 to 2003, raised more than \$100 million.

UNF Foundation

The UNF Foundation is a nonprofit, tax-exempt entity that provides financial support and counsel to the University and enables it to achieve critical elements of its mission. The Foundation's dynamic and distinguished Board provides leadership in obtaining and managing private funding for the First Coast's only public university. Gifts to the Foundation enable UNF to fund innovative new programs and enhance existing ones far beyond what are possible using state allocations alone. The UNF Foundation Board includes 48 members who manage the UNF Foundation assets and maintain fiduciary responsibility. In addition to sharing their financial skills sets, all the Board members make gifts to the University.

Alumni

Of UNF's 83,000 alumni, roughly 80 percent live in Florida, with 60 percent living in Duval County or one of the four surrounding counties (Baker, Clay, Nassau or St. Johns). The remaining alumni live throughout the rest of Florida (20 percent) or out of state (20 percent). Outside of Northeast Florida, UNF's largest alumni populations are in Tampa, South Florida and Atlanta, and the most active UNF regional area is Washington D.C.

The Alumni Association began in 1975 as an Alumni Advisory Council, with the first official Alumni Association meeting in 1976 with 10 Board members. Today, UNF has an active Alumni Association Board with 30 members.

Board of Trustees

The president of the University reports to the Board of Trustees. Six citizens are appointed by the Governor and five citizens are appointed by the Board of Governors. These appointees must be confirmed by the Florida Senate. The remaining two members are the president of the Faculty Association and the president of Student Government. The Board is responsible for cost-effective policy, implementing and maintaining high-quality education programs consistent with the University's mission, performance evaluation, meeting state policy, budgeting, and education standards.

Board of Governors

The Board of Governors is comprised of 17 members, 14 of whom are appointed by the Florida Governor and confirmed by the Florida Senate for a term of seven years. The remaining members include the chair of the Advisory Council of Faculty Senates, the Commissioner of Education and the chair of the Florida Student Association. The Board oversees the operation and management of the Florida public university system's 12 institutions.

Diversity and Inclusion

UNF is committed to diversity in all its forms and is a place where different cultures and perspectives are welcomed, appreciated and incorporated into the fabric of university life. The University of North Florida strives to be an environment rich and fluent in the exchanges of ideas, experiences and outlooks — a place where students and faculty learn from one another and value our differences.

UNF is proud to be an Equal Opportunity/Equal Access/Affirmative Action Institution. The University received the Higher Education Excellence in Diversity (HEED) award three times, recognizing its commitment to diversity and inclusion.

Mission Statement

The University of North Florida's academically talented students receive individualized attention and opportunities to engage in transformational learning: e.g., community engagement, internships, international study, and research. Dedicated faculty and staff create a rich learning environment on a beautiful campus that provides an inspiring setting for our diverse community. Together, we enhance the economic and cultural development of our growing metropolitan region.

Vision Statement

The University of North Florida will be an institution of choice, nationally recognized for high-caliber students, faculty, and staff. We will be known for engaging students with experiential learning grounded in critical thinking, effective communication, and analytical skills. We will expand our reach and relevance through innovative programs and research that drive the economy, build upon our extensive partnerships, and position our students for lifelong success. Students will develop the global perspectives and cultural understanding needed to address future challenges.

Constitution

The UNF Constitution includes a section on the president:

The president shall be the chief executive officer of the University and shall be responsible for the entire administration and supervision of the University, subject to the Florida Statutes. The president shall lead in fostering and promoting education, research, and service as the primary aims of the University. The president shall enforce the rules and regulations of the Florida Board of Education, Board of Governors, and the University Board of Trustees and shall interpret the proposals and actions of the University to those boards.

Values

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities and societies. We value:

1. The pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom
2. Ethical conduct
3. Community engagement
4. Diversity
5. Responsibility to the natural environment, and
6. Mutual respect and civility

Brand Promise

UNF, a nationally ranked university located on an environmentally beautiful campus, offers students who are dedicated to enriching the lives of others the opportunity to build their own futures through a well-rounded education.

Tagline

No one like you. No place like this.

Recognitions and Rankings

Nationally, the University of North Florida is being recognized by some very elite organizations and is showing up on nearly every national college ranking. More and more, UNF is being seen among elite institutions as a high-caliber education destination and a great place to study, live and thrive.

- Princeton Review Names UNF 'Best in the Southeast' College
- College Factual Ranks UNF Among 2018 'Best Colleges'
- U.S. News & World Report Names UNF Best Regional University
- UNF Receives 2017 Higher Education in Diversity Award
- Affordable Colleges Online Recognizes UNF for Distance Learning Excellence
- UNF's Student Union Ranked Among '25 Best Student Union Centers' in the Nation
- U.S. News & World Report Names UNF 'Best Online Bachelor's' Program in the Nation
- Kiplinger's Personal Finance Names UNF 2017 Best College Value
- UNF Ranks Top 20 Nationally for Online Master's in Nutrition Program
- UNF Listed in National Rankings for Study Abroad Participation
- UNF Recognized 'Top School' by Military Advanced Education and Transition
- UNF Named Military Friendly School for Eighth Consecutive Year
- UNF Ranks Top 10 Among Top Online Colleges for 2017
- Princeton Review Names Coggin College 'Best Business' School for a Decade
- UNF Ranks Top 10 Among 50 Most Affordable In-State Public Universities
- University of North Florida Among '26 Healthiest Colleges of 2016'

Jacksonville, Florida

UNF is located in Jacksonville. At 840 square miles, it is the largest city, in terms of land area, in the contiguous United States.

More than 1.6 million people live in Northeast Florida, home to the NFL's Jacksonville Jaguars and the headquarters for three Fortune 500 companies. With a median age of 38, Jacksonville is the youngest major city in Florida and was recently recognized by Time Magazine as a top destination for millennials.

Northeast Florida has seen tremendous growth in the financial services industries as 20 major banks, insurance and investment services firms on the Forbes Global 500 list have operation centers here. The Jacksonville area is a leader in healthcare with more than 20 hospitals – including one of only three Mayo Clinics in the country and one of just six MD Anderson Cancer Center partnerships.

More than 50,000 active duty military personnel are stationed in Northeast Florida and more than 3,000 retired military choose to stay in Jacksonville every year, providing a skilled, reliable workforce for local businesses.

Jacksonville — or Jax, as it is known to locals — has more than 80,000 acres of parkland including two national parks, seven state parks and more than 400 city parks. In fact, Jacksonville, the City of Parks, boasts the largest urban park system in the U.S.

University of North Florida Presidential Position Advertisement

The president of the University of North Florida will be a leader on campus, in the Northeast Florida region and in the state of Florida. The University of North Florida seeks an innovative and results-oriented thought leader who possesses integrity and honesty, and exhibits the highest ethical standards. UNF encourages candidates from all professional backgrounds. The University president should possess the academic credentials needed to secure the respect of faculty, staff, and all the stakeholders UNF serves. The successful candidate must be a proven strategic thinker who, in conjunction with the Board of Trustees, will collaboratively develop, articulate and execute a vision for the future of UNF and its role in the region with the student experience as a top priority. To support a clear strategy and vision, the next president must be exceptional in securing funding from all possible sources. The next president will build a well-defined academic and research vision that leverages UNF's unique strengths and core values.

Characteristics

- An inspirational, bold leader who is articulate, accessible and approachable, with a passion for higher education.
- A caring, supportive and compassionate person who is a good listener.
- A principled leader who is strategic, creative and innovative.
- A community-engaged statesman/woman, building relationships and partnerships in the region and beyond.
- An eloquent advocate for the value of higher education for the public good.
- A leader who can respond to and lead through change.
- A leader who respects and protects the environment.
- A leader who will continue UNF's commitment to the arts, Division I athletics, and unique initiatives.

Preferred Qualifications

- Proven experience with higher education, preferably in the classroom, or in sustained, meaningful service.
- Executive-level experience, with a track record of creating forward-thinking strategies and implementing change to carry out and sustain the vision.
- Experience in a shared governance environment.
- The ability to cultivate relationships with alumni, volunteers, donors and governmental officials to marshal support for UNF.
- A demonstrated ability to obtain and develop new funding sources.
- Strong, transparent communications skills, with the ability to promote UNF's hallmarks and unique niches, with the ultimate goal of elevating UNF to national prominence.

Resource Development

- The ability to increase resources for the University. This includes working successfully with the Governor, the Legislature and the Florida Board of Governors on funding. The ability to elevate UNF's standing in performance-based funding is key.

- Strong fundraising skills to grow the UNF endowment.
- The ability to increase and diversify UNF's research portfolio, and to support and expand scholarly and creative excellence in all areas.

Commitment to Students

- Student-focused, with a demonstrated passion for higher education. Providing a quality academic experience, both inside and outside the classroom that leads to the success of all UNF students, is a top priority.
- The ability to enroll, retain and graduate talented and diverse students in a timely manner.
- The ability to increase and broaden career opportunities for all students and graduates.
- The ability to increase research, internship, international study and global work opportunities for students.
- A demonstrated record of developing and enhancing community engagement.

Management

- Decisive management skills as demonstrated by a history of showing leadership in making difficult decisions with competing agendas and finite resources.
- A successful record of attracting, retaining and compensating highly qualified and diverse personnel.
- The ability to excel within the multifaceted landscape of higher education.
- A deep understanding and appreciation for shared governance through policy, procedures and best practices.
- A commitment to academic freedom and democratic decision making.
- A true and demonstrated commitment to diversity and inclusion.
- Extensive financial experience working with complex budgets.
- Demonstrated consensus-building abilities to work with groups such as the UNF Board of Trustees, the Florida Board of Governors, the Faculty Association, students, unions, business partners, community organizations and the leaders in the Northeast Florida region.
- The desire to embrace new technologies to elevate UNF.

Application Process

The UNF Board of Trustees invites letters of nomination, applications (letter of interest, complete CV, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University of North Florida.

Review of materials will begin immediately and continue until final candidates for the appointment are identified. For full consideration, all applications should be submitted prior to February 1, 2018 to:

Porsha L. Williams
Vice President
Parker Executive Search
pwilliams@parkersearch.com
P 770.804.1996 x109
F 770.804.1917
www.parkersearch.com

UNF shall not commit or permit discrimination or harassment on the basis of genetic information, race, color, religion, age, sex, disability, gender identity/expression, sexual orientation, marital status, national origin or veteran status in any educational, employment, social or recreational program or activity it offers. Similarly, UNF will not commit or permit retaliation against an individual who complains of discrimination or harassment or an individual who cooperates in an investigation of an alleged violation of University Regulation. In exercising these standards, the University will not abridge either free speech or academic freedom based on its context.



January 31, 2018

Letter of Interest
Search Committee Members
Position of President, University of North Florida

Dear Committee Members:

I would like to express my gratitude to Laurie Wilder of Parker Executive Search for reaching out and encouraging me to apply for the position of President at the University of North Florida (UNF). I am extremely excited about this position and the opportunity it presents. It is definitely an inspirational time to be at UNF. The university has made remarkable strides and has been positioned extremely well by the current President and the Board of Trustees to further elevate the local, regional, and national stature of the university. UNF has a very well thought out strategic plan and has created a phenomenal foundation for future success.

What further makes the Presidency of UNF especially appealing is that many of the cultural attributes, institutional programs, and opportunities describing UNF and its approach to educating students are very consistent with my leadership philosophy and the approach taken to make the Lindner College of Business at the University of Cincinnati a premier institution. They include elevating the impact and reputation of the institution, mastering a newly imposed budgeting framework to achieve preeminence, capitalizing on the many distinct and invaluable partnerships and responsibilities of being located in a major metropolitan area, building on a foundation of strong teaching, as well as creating transformational learning opportunities for students. Moreover, the focus I brought to UC aligns perfectly with the pillars of UNF's strategic plan focusing on student, faculty, and academic excellence as well as creating strong and expanded relationships across all stakeholder groups and especially those in Jacksonville. Consequently, there is a strong sense of fit, which is extremely exciting. The following story of Lindner's rise to eminence serves to highlight many of the overlapping cultural dimensions, shared perspectives, and more specifically, my management style, personal and professional values, as well as my approach to solving complex organizational problems.

Story of Change and Advancement

Prior to 2010, I held the JCPenney Chair of Retailing Studies at Texas A&M University where I was a professor marketing and director of the Center for Retailing Studies, the premier center for retailing in the country. Then in 2010, I was offered the opportunity to become dean of the yet unnamed college of business at the University of Cincinnati. Distinct from UNF in regard to the following, the college of business was in a highly precarious and very difficult situation. The college was facing annual budget cuts

of 8-10%, faculty size had been reduced 50%, college financial reserves were depleted, enrollment was flat, selected alumni had been disenfranchised, and not unexpectedly, morale was extremely low. Moreover, the college had a \$1.2M budget deficit and eliminating the MBA program was being discussed. While some may have given up on the college, I thought the college had the potential for preeminence through being more student-centered, creating a new found sense of team, and fostering a spirit of innovation, cooperation, respect, and shared governance. A multifaceted vision for strategic innovation was therefore developed and executed with a business sense of urgency. We needed to connect with stakeholders and we needed to rapidly and successfully build our brand of “Uniquely Cincinnati.”

I am very pleased to say that over the past seven years “we”—because it is always about team—have realized many meaningful successes. Faced with the challenges of a new performance-based budgeting system instituted in 2009, we went from a deficit position in 2010 to being the most profitable college at UC the next year and every year since, a \$24.4M turnaround. In total, Lindner has added some \$100M to the university budget. We have become a more global institution with a 199% increase in the number of students pursuing study abroad opportunities with new, collaborative agreements also established with universities in Austria, Chile, China, Egypt, and India. In addition, we have grown enrollments: undergraduate (UG) enrollment some 50% and graduate enrollment nearly 200%. Moreover, the quality of the student body has improved dramatically. The average ACT score for entering freshman was 23.5 in F2011 and is now projected to be 27.4 in F2018. At the graduate level, we have seen over 100 point increases in average GMAT scores. The average freshman of today is what our honors freshman was seven years ago and the improvement in GMAT scores is among the top five in the country. In turn, starting salaries are up 16% for UG students and 10% for graduate students, first-year retention rates have been as high as 93% (+6-10% improvement), fall-spring retention rates are 96% (+3% versus last year), and six-year graduation rates have increased almost 1000 basis points to 71%. (See metrics in the attachment, *Lindner Rising*.)

To attract, retain, and place outstanding students, we added new UG programs (analytics, insurance, professional selling); new specialized graduate programs (tax, finance, and applied economics); new centers (analytics, insurance, professional selling), and a new career services office. We also placed more emphasis on the college’s four STEM programs. In turn, our national visibility increased dramatically. We catapulted from an unranked MBA program in 2012 to now being a **Top 35 FT** and **Top 25 PT** public program by *Bloomberg Businessweek*, as well as a **Top 45 FT** and a **Top 40 PT** public program by *US News & World Report*. In addition, we now have **Top 25** masters programs in accounting, analytics, applied economics, finance, marketing, and tax; and **Top 10** undergraduate programs in accounting, marketing, and microeconomics. Overall, we experienced the largest rankings increase of any FT MBA program in the country over the past four years, and this year we experienced the second largest rankings increase of any undergraduate business program in the country.

Leadership Style

With respect to leadership style, I am viewed as a visionary and enthusiastic leader of uncompromising integrity. I possess a strong work ethic and I am highly adept at both strategy formulation and strategy execution. My research and teaching expertise are in the strategy area. I am also effective at solving complex problems, which is a natural extension of the discipline and problem structuring approach

developed as an academic scholar. Furthermore, I am approachable and very good at consensus building. I listen to and involve others in decision making in the spirit of shared governance, and as well, cultivate and encourage excellence in others. Furthermore, I am skilled at developing relationships across multiple constituencies—students, faculty, businesspeople, community leaders, trustees—and I move to action with care, consideration, and respect. I fully embrace the servant-leadership model and I see opportunities where others often see obstacles. Moreover, I enjoy interacting with students. I have been honored by being inducted into Pi Kappa Alpha and the Mortar Board Society, as well as being named UC's Professor of the Year by the Order of Omega. Finally, I strongly believe in setting ambitious goals centered on achieving unparalleled excellence and then further creating the path to achieve those goals. I believe excellence and success are outcomes of doing the right thing against the backdrop of uncompromising values of humanity (respect and compassion), humility, and integrity.

Pressing, Presidential Perspectives and Competencies

Academic excellence through innovation, collaboration, and holistic learning. The President as chief executive officer of UNF is uniquely positioned and uniquely qualified to see across the colleges and the greater communities to identify areas of academic strength, strategic reinvestment, and future collaboration. The President is also the key visionary agent for innovation and continual transformation within the university. Continual innovation is critical for maintaining academic and community leadership and to ensure UNF is the institution of first choice for outstanding students, leading academics, and outside partners. For UNF, first choice can further emanate from offering 3+1 (UG + graduate degree) programs, challenging students through the application of theory to unique real-world problems in the context of social justice, as well as creating live learning collaborations with organizations and business in Jacksonville. For the Lindner College of Business, achieving first-choice status resulted from our broad emphasis on innovation, transformation, and collaboration as illustrated next.

Lindner was classical in its academic approach to curriculum development and student instruction. It was absent a culture of being visionary and innovative. Therefore, one immediate goal was to make the curriculum and pedagogies more relevant for today's undergraduate and graduate students. This general perspective is not too dissimilar from the Florida Board of Governor's emphasis on relevancy and the combined serving of student and marketplace needs. Changes to the curriculum included revising the MBA to make it more flexible for the professional and time-constrained student, adding new MS and PhD degrees in demand by students and businesses, as well as creating new graduate certificate programs. Changes in pedagogy included new online courses and degree programs (MS Tax and MBA). Equally important was a new emphasis on cross-college programs. Blending of liberal arts and professional school training became a focus, which is consistent with my training in liberal arts followed by professional schools. Lindner's transdisciplinary initiatives include programs with colleges of allied health (MS in Allied Health and Health Informatics); music (BA in Commercial Music Production); engineering (BS in engineering + MBA); education (BA in IT + MBA); pharmacy (leadership certificate); and arts & sciences with design (innovation certificate). The college of business also led the formation of the Institute for Analytics Innovation, UC's first research cluster (business, education, engineering plus medicine), to address contemporary criminal justice, health, globalization, and sustainability topics.

In addition to innovation and transformation through collaboration, holistic education and diversity were firmly established as core values of the college. Our programs embody the principle of *cura personalis*—care for the entire person—and focus on creating a welcoming and inclusive environment. We are committed to **global D&I** through partnerships with foreign universities and study abroad; **ethnic D&I** through the Business Fellows Program (UG minority retention is 100%) and the creation of the college's Office of Diversity and Inclusion; and **gender D&I** through the creation of the Lindner Women in Business leadership program and our strategic emphasis on hiring female tenure/tenure-track faculty (23% to 34% increase since 2011). Also groundbreaking is our innovative PACE program, which emphasizes professionalism, academics, character, and engagement (see Appendix in *Lindner Rising*). Each spring, for example, every freshman partners with a United Way sponsor company to make a difference and build "character." We therefore have 100% student engagement in service learning. The community impact is significant. The impact on student awareness and social responsibility over the student's lifetime to the benefit of society will be even more impactful.

Faculty excellence. The next President of UNF is critically responsible for maintaining and fostering a culture that promotes, encourages, and facilitates excellence in faculty teaching, research, and service. Over my career, I have been the recipient of numerous teaching and research excellence awards, and therefore, have a deep commitment to both the teaching *and* research missions of a university. I recognize the critical role of creating an infrastructure for success, i.e., providing the physical and financial resources necessary for promoting and fostering an environment of excellence and high productivity. This perspective is fundamental to my current approach of strategically reinvesting resources in new faculty hires, research grants, graduate student funding, scholarships, and improved facilities. Sponsored research and commercialization are also critical to the future success of our business college, the university, and the region. In response, our Center for Entrepreneurship has been repositioned to further emphasize commercialization and position UC as a hub for innovation and business startups. For UNF this can mean both developing innovation and maker spaces for student and faculty growth in order to be at the forefront of tomorrow's seamless classroom. The location of UNF in Jacksonville, a major-metropolitan area, represents a huge competitive advantage for the university in this regard.

Financial sustainability. One of the more prominent challenges in higher education today is financial sustainability. The next President of UNF must successfully operate under and navigate through Performance-Based Management to the benefit of the university. The next President of UNF must therefore be highly skilled at strategic planning and financial modeling. Explicit are the goals of ensuring the university remains accessible and attractive for faculty, staff, and the multiple communities it serves. High on the priority list will be a President who is a skilled fund raiser as UNF looks to strengthen its financial foundation as well as create new programs and increase scholarships.

With respect to financial sustainability, UC's colleges have been challenged by declining state subsidies (currently 16-18%) and responsibility centered management. However, through effective financial modeling that focused on *both* revenue growth and cost discipline, Lindner is the most profitable college at UC, generating 81% of the net operating profit on the academic side of the enterprise. I also enjoy and have been highly successful at fund raising. My experiences as director of Texas A&M's national retailing center (65 corporate partners) and a member of Fortune 500 and Fortune 200 company boards (Zale Corporation, OfficeMax, Office Depot) further allow me to interact effectively with multiple

stakeholder groups that include alumni and non-alumni alike. Together with our development team, we have raised more than \$70M during my tenure at Lindner. In FY2017, the college raised more than \$20M, which makes Lindner the first academic unit in UC history to break the \$20M threshold. The college is on track to raise \$20M again in FY2018. Similar outcomes via creating and communicating visionary value propositions and executing a strategy of effective cultivation and stewardship will be important to the future of UNF.

Athletics. An element of ever increasing prominence and emphasis for all university presidents is NCAA athletics. Enterprise risk management, significant financial commitments, coaching carousels, compliance and academic integrity concerns, Title IX assurances, and student-athlete success and wellbeing make sport acumen of ever increasing importance in the next President of UNF.

Regarding athletics, I serve as the Faculty Athletic Representative (FAR) for UC. I also serve on the NCAA Division I FAR Board of Directors representing the American Athletic Conference, the Board of Directors of FARA (representing DI, DII and DIII programs), and the NCAA Governance Review Committee. In addition, I am a former collegiate athlete, having played four years of both college basketball and tennis at the University of North Carolina-Asheville while graduating approximately fourth in my class. My son played D-I football and signed with several NFL teams and my daughter ran D-II track. Collectively, these roles and expanded perspectives provide a very rich and administratively unique skill set for making decisions on athletics. These collective experiences also offer a rich foundation for working credibly with supporters of the Ospreys as well as officials from the Atlantic Sun Conference.

Conclusion

UNF's positive momentum and the chance to grow the stature of the university through innovative programing and partnering with the Jacksonville community combine to make it an inspiring time to be the next President of UNF. It is inspiring time for a visionary leader who strives for and understands excellence; who has demonstrated success at leading innovation; who has a passion for reaching out and forming relationships across all constituencies (students, faculty, staff, trustees, political leaders, business leaders, as well as community and state residents); who has leadership experience in complex, public universities; who is a successful fund raiser; and who has proven to be skilled at transforming excellence into eminence. I would very much like to lead the next, grand vision to make **phenomenal** things happen at the University of North Florida. I would therefore very much welcome the opportunity to talk more with the committee about this position and my candidacy. Thank you for giving my application your full consideration.

Sincerely,



Dr. David M. Szymanski
Dean, Lindner College of Business

DAVID M. SZYMANSKI, PhD

**Dean, Carl H. Lindner College of Business
Professor of Marketing
University of Cincinnati**

Curriculum Vitae
January 31, 2018

PERSONAL INFORMATION

Office Address: College of Business
Carl H. Lindner Hall
2925 Campus Green Drive
P.O. Box 210020
Cincinnati, OH 45221-0020
Tel: (513) 556-7001

Home Address: 3732 Clifton Avenue
Cincinnati, OH 45220
Tel: (513) 872-9766

EDUCATION

Bachelor of Arts University of North Carolina at Asheville, May 1979
Economics, University Honors

Master of Arts Vanderbilt University, August 1983
Economics

MBA University of Wisconsin at Madison, August 1983
Marketing Emphasis

PhD University of Wisconsin at Madison, August 1987
Major: Marketing
Minors: Economics and Analytics

Dissertation: Selling Effectiveness: A Declarative Knowledge
and Categorical Process Perspective

Chairperson: Dr. Gilbert A. Churchill, Jr., University of
Wisconsin at Madison

PROFESSIONAL EXPERIENCE

1. Program Auditor, Comptroller of the Treasury, State of Tennessee, 1980-1981
2. Assistant Professor of Marketing (1987), Texas A&M University
3. Associate Professor of Marketing (1993) & Al and Marion Withers Faculty Research Fellow (1996), Texas A&M University
4. Professor of Marketing (2001), Texas A&M University
5. JCPenney Chair of Retailing Studies (2003), Texas A&M University
6. Coordinator, Doctoral Program in Marketing, 1994-1997
7. Associate Director, Center for Retailing Studies, Texas A&M University, 1997-2000
8. Director, Center for Retailing Studies, Texas A&M University, 2000-2006
9. Dean, Carl H. Lindner College of Business, University of Cincinnati, 2010-present
-Reappointed to second-term with overwhelming vote of confidence, June 2014
10. NCAA Faculty Athletic Representative (FAR), University of Cincinnati, 2012-present
11. Chair, American Athletic Conference NCAA FAR Board of Directors, 2015-present
12. NCAA D-I FAR Board Member, Big East Conference Representative, 2013
13. NCAA D-I FAR Board Member, American Athletic Conference Representative, July 1, 2013-present
14. NCAA FARA Executive Committee Member, January 2016-present
15. Board Member, Technology-Based Innovation Hubs
 - TechSolve (Ohio-based 501c3), 2010-2011
 - UC Research Institute (Ohio-based 501c3), *ex officio*, 2012-present
16. Board Member, Public Companies:
 - Zale Corporation, Irving Texas, 2004-2010
 - OfficeMax Corporation, Naperville, IL, 2005-2014
 - Office Depot Corporation, Boca Raton, FL, 2014-present

17. Board Member, College Affiliated 501c3
 - Goering Center for Family and Private Business, 2010-present

TEACHING AWARDS

1. Outstanding Teaching Award, University Level, Texas A&M University, 1995
2. Outstanding Teaching Award, College Level, Mays School of Business, Texas A&M University, 1994

RESEARCH AWARDS

1. Outstanding Researcher Award, College Level, Mays College and Graduate School of Business, Texas A&M University, 2002
2. Outstanding Researcher Award, College Level, Mays College and Graduate School of Business, Texas A&M University, 1993
3. Best Paper Award, Mu Kappa Tau Award for the Outstanding Article Published in the *Journal of Personal Selling and Sales Management*, 1992
4. Best Paper Award, Overall Conference, American Marketing Association Summer Educators' Conference, 2013
5. Best Paper Award, Marketing Strategy and Marketing Management Track, American Marketing Association Summer Educators' Conference, 2013
6. Best Paper Award, Overall Conference, American Marketing Association Summer Educators' Conference, 2002
7. Best Paper Award, Technology and Innovation Track, American Marketing Association Summer Educators' Conference, 2002
8. Best Paper Award, International Track, Annual Conference of the Administrative Sciences Association of Canada, 1994
9. Best Paper Award, First World Business Congress of the International Management Development Association, 1992
10. Outstanding Dissertation Award, First Place, American Marketing Association, 1988

11. Outstanding Dissertation Award, First Runner-up, Academy of Marketing Science, 1988

OTHER PROFESSIONAL AWARDS AND HONORS

1. **PROFESSOR OF THE YEAR**, University of Cincinnati, Order of Omega, 2015
2. Male Visionary Award, University of Cincinnati, Presented by Lindner Women in Business, 2015
3. Outstanding Reviewer Award, *Journal of Marketing*, 1993-1996
4. Fulbright Scholar Recipient, Lisbon, Portugal, 2000 (unable to serve due to academic/administrative conflicts)
5. Finalist for the John J. Koldus Faculty and Staff Achievement Award, University Level, Honors Faculty Commitment to Student Education and Growth, Texas A&M, 1995
6. Inducted into Beta Gamma Sigma, 1996
7. Inducted into the Golden Key National Honor Society, 1994

SCHOLARSHIPS AND FELLOWSHIPS

1. **Basketball Scholarship**, University of North Carolina-Asheville, 1975-1979
2. **Tennis Scholarship**, University of North Carolina-Asheville, 1975-1979
3. Lipinsky Foundation Academic Scholarship, 1976-1977
4. Virginia Lathrop Foundation Academic Scholarship, 1977-1978
5. Matthews Foundation Academic Scholarship, 1978-1979
6. Harris Foundation Academic Scholarship, 1978-1979
7. Kosciuszko Foundation Fellowship for Graduate Study in Business and Economics, 1979-1980

TEACHING EXPERIENCE

Vanderbilt University, 1981-1982, teaching assistant for:

1. History of Economic Thought
2. Macroeconomic Theory

University of Wisconsin-Madison, 1986-1987:

1. Marketing Management

Texas A&M University Courses, 1987-2010:

1. Advertising (Undergraduate)
2. Consumer Behavior (Undergraduate; Executive MBA)
3. Marketing Management (Undergraduate; MBA)
4. Marketing Strategy (MBA/MS)
5. Retailing Management and Consulting (MBA/MS)
6. Retailing Strategy (Executive MBA)

Texas A&M University, Executive Development Seminars, 1987-2010:

1. Consumer Behavior
2. Electronic Commerce
3. International Marketing Strategy
4. Marketing Automation
5. Marketing Research
6. Relationship Marketing
7. Retailing Strategy

ACADEMIC COMMITTEES

1. Chair, Dean of Law Search Committee, University of Cincinnati, 2015
2. Committee Member, University of Cincinnati Research Institute CEO Search, 2013
3. Chair, Dean of Libraries Search, University of Cincinnati, 2012
4. Committee Member, Senior Women's Athletic Director Search, University of Cincinnati, 2012
5. Committee Member, Student Athlete Academic Excellence Strategic Planning Subcommittee, University of Cincinnati, 2012

6. Committee Member, University Athletic Advisory Council, University of Cincinnati, 2012-present
7. Committee Member, University Academic Operations Committee, University of Cincinnati, 2010-2014
8. Committee Member, Council of Deans, University of Cincinnati, 2010-present
9. Review Committee Member, Center for New Venture and Entrepreneurship, Mays Business School, 2010
10. Faculty Advisory Committee, Center for Executive Development, Texas A&M University, 1995-1997
11. Faculty Advisor in Marketing, Cooperative Education Program, Texas A&M University, 1988-1994
12. Faculty Advisor, American Marketing Association, Student Chapter, Texas A&M University, 1988-1991
13. Sam Walton Faculty Advisor, Students in Free Enterprise (SIFE), Texas A&M University, 2003-2004
14. Committee Member, Marketing Department Head Search, Texas A&M University, 1996
15. Committee Member, Faculty Recruiting: 1988, 1989, 1993, 1996-2000
16. Chair, Faculty Recruiting Committee, Marketing Department, 2008
17. Committee Member, Presidential Teaching Award, Mays Business School, 2003
18. Committee Member, Vice President of Strategic Communications Search, Texas A&M University, 2005

AREAS OF RESEARCH INTEREST

- Marketing Strategy:
 - Customer Satisfaction
 - Product Innovation
 - Retail Strategy
- Applied Meta-Analysis
- Personal Selling and Sales Management

RESEARCH

Journal Articles

Marketing Strategy & Applied Meta-Analysis

1. Szymanski, David M., Michael W. Kroff, and Lisa C. Troy (2007), "Innovativeness and New Product Success: Insights from the Cumulative Evidence," *Journal of the Academy of Marketing Science*, 35 (March), 35-52.
2. Henard, David H. and David M. Szymanski (2001), "Why Some New Products are More Successful Than Others," *Journal of Marketing Research*, 38 (August), 362-75.
 - #5 most cited article published in JMR (January 2006)
3. Szymanski, David M. and David H. Henard (2001), "Customer Satisfaction: An Analysis of the Cumulative Evidence," *Journal of the Academy of Marketing Science*, 29 (Winter), 16-35.
 - #1 most cited article published in JAMS (January 2006)
4. Lisa C. Troy, David M. Szymanski, and P. Rajan Varadarajan (2001), "Generating Ideas for New Products: An Initial Investigation of Marketplace and Organizational Factors," *Journal of the Academy of Marketing Science*, 29 (Winter), 89-101.
5. Szymanski, David M, and Richard T. Hise (2000), "e-Satisfaction: An Initial Investigation," *Journal of Retailing*, 76 (Fall), 309-22.
 - #5 cited article published in JR (December 2009)
6. Szymanski, David M., Lisa C. Troy, and Sundar Bharadwaj (1995), "Order of Entry and Business Performance: An Empirical Synthesis and Reexamination," *Journal of Marketing*, 59 (October), 17-33.

7. Szymanski, David M., Sundar Bharadwaj, and P. Rajan Varadarajan (1993), "Standardization Versus Adaptation of International Marketing Strategy: An Empirical Investigation," *Journal of Marketing*, 57 (October), 1-17.
8. Szymanski, David M., Sundar Bharadwaj, and P. Rajan Varadarajan (1993), "An Analysis of the Market ShareProfitability Relationship," *Journal of Marketing*, 57 (July), 1-18.
9. Szymanski, David M. and Paul S. Busch (1987), "Identifying the GenericsProne Consumer: A MetaAnalysis," *Journal of Marketing Research*, 24 (November), 425-31.

Personal Selling & Sales Management

1. Szymanski, David M. (2001), "Modality and Offering Effects in Sales Presentations for a Good Versus a Service," *Journal of the Academy of Marketing Science*, 29 (Spring), 179-89.
2. Macintosh, Gerard, Kenneth A. Anglin, David M. Szymanski, and James W. Gentry (1992), "Relationship Development in Selling: A Cognitive Analysis," *Journal of Personal Selling and Sales Management*, 12 (Fall), 23-34.
3. Szymanski, David M. and Gilbert A. Churchill, Jr. (1990), "Client Evaluation Cues: A Comparison of Successful and Unsuccessful Salespeople," *Journal of Marketing Research*, 27 (May), 163-74.
4. Szymanski, David M. (1988), "Determinants of Selling Effectiveness: The Importance of Declarative Knowledge to the Personal Selling Concept," *Journal of Marketing*, 52 (January), 64-76.

Conference Papers

Marketing Strategy & Applied Meta-Analysis

1. Ashley S. Otto, David M. Szymanski, and P. Rajan Varadarajan (2013), "Satisfaction-Based Strategies for Improved Business Performance: A Meta-Analysis of the Empirical Evidence," AMA Summer Educators Conference, August 9-11.
2. Szymanski, David M. (2004), "Current Status of Retail Education," AMA Winter Educators' Conference, Scottsdale, AZ, February 8.

3. Szymanski David M. and Douglas Maddenberg (2003), "Profiling the High Performing Store Manager," Food Marketing Institute Conference, Washington, DC, September 24.
4. Szymanski, David M. (2002), "Innovation, Innovativeness, Performance and PIMS-Based Opportunities," Conference on PIMS Research: A Tribute to Robert Buzzell," Darden School, University of Virginia, October 18-19.
5. Szymanski, David M., Michael Kroff, and Lisa Troy (2002), "Are Innovative Products Really More Successful?," AMA Summer Educators' Conference, San Diego California, August 3-6.
6. Scansaroli, Jay A. and David M. Szymanski (2002), "Who's Minding the Future of Retailing?" National Retail Federation Conference, January 15.
7. Szymanski, David M. and Lisa Troy (2001), "A Multi-Constituency Model of Innovation: The Effects of Innovation on Customers, Competitors, and the Company," AMA Winter Educators' Conference, Scottsdale, AZ, February 16-19.
8. Szymanski, David M. and David Henard (1998), "Customer Satisfaction: A Synthesis of the Cumulative Evidence," Seventh Annual Frontiers in Services Conference, Nashville, TN, September 24-26.
9. Szymanski, David M. and Richard T. Hise (1998), "Getting Wired for Satisfaction: Exploring Consumers' Satisfaction with Internet Retailing," 1998 AMA Marketing Exchange Conference, Vienna, Austria, July 22-25.
10. Szymanski, David. M. and Manjit Yadav (1998), "The Role of Foreign-Market Reforms in Managers' Market Attractiveness, Pioneering Entry, and Strategic Alliance Decisions," 7th Annual World Business Congress, Santo Domingo, Dominican Republic, June 3-7.
11. Szymanski, David M. (1998), "Meta-Analysis in International Marketing," 18th AMA Faculty Consortium on International Marketing, Michigan State University, July 12.
12. Szymanski, David M. (1998), "The Effects of Retailing Concentration on Consumer Welfare," Strategic Outlook Conference, Price Waterhouse Coopers, Phoenix, AZ/Orlando, FL, April 23/April 30.
13. Szymanski, David M. and Daniel Sweeney (1997), "Who Shops the Internet and Why?," National Retail Federation RISCON Conference, Philadelphia, PA, October 7.

14. Troy, Lisa, David M. Szymanski, and Rajan Varadarajan (1997), "Amount of Information and the Firm's Ability to Generate New Product Ideas," AMA Summer Educators' Conference, Chicago, IL, August 2-5.
15. Szymanski, David M. and Manjit Yadav (1995), "Market Openness and Competitiveness Strategies for Entering Emerging Markets," Second International Conference on Globalization and Market Economy: The Challenge of Change, New Delhi, India, December, 28-30.
16. Szymanski, David M. (1995), "Insights into Successful Global Marketing Strategies," Association for Global Business Conference, Orlando, FL, November 16-19.
17. Szymanski, David M. (1995), "Increasing the Global Competitiveness of Businesses: A Theory-in-Use Perspective from Retail Managers," Fourth World Business Congress, International Management Development Association, Istanbul, Turkey, July 13-16.
18. Szymanski, David M. and Lisa Collins Troy (1994), "The Order of EntryMarket Share Relationship: An Integrative Analysis," 1994 AMA Summer Educators' Conference, San Francisco, CA, August 6-9.
19. Szymanski, David M. (1994), "International Retailing Strategy," Presented at the Strategic Outlook Conferences sponsored by Management Horizons (Price Waterhouse Coopers), Held in Dallas, Chicago, New York, and San Francisco, October 24-November 1.
20. Szymanski, David M. (1994), "FirstMover Performance in Western Markets," Administrative Sciences Association of Canada Conference, Halifax, Nova Scotia, June 25-28.
21. Szymanski, David M. (1993), "Order of Entry and Firm Performance in Foreign Markets: A Contingency Perspective," Academy of International Business Conference, Maui, Hawaii, October 21-24.
22. Szymanski, David M. (1993), "Moderators of Order of Entry Effects in Foreign Markets," Second World Business Congress, International Management Development Association, Turku, Finland, June 3-6.
23. Szymanski, David and Sundar Bharadwaj (1993), "Order of Entry Effects on Business Performance: A Reexamination," 1993 AMA Summer Educators' Conference, Boston, MA, August 7-10.

24. Szymanski, David M. (1993), "Developing Effective Multinational Marketing Strategies," Third Annual International Business Symposium, Universidad de las Americas Puebla, Mexico, March 30-April 1.
25. Szymanski, David M., Sundar Bharadwaj, and P. Rajan Varadarajan (1992), "Do the Determinants of Business Performance Generalize Across Western Markets?: Implications for Multinational Strategies," Academy of International Business Conference, Brussels, Belgium, November 20-22.
26. Szymanski, David M., Sundar Bharadwaj, and P. Rajan Varadarajan (1992), "A Cross National Comparison of the Drivers of Business Performance: Implications for Global vs. Domestic Strategies," AMA Summer Educators' Conference, Chicago, IL, August 8-11.
27. Szymanski, David M. (1992), "Determinants of National and Multinational Business Performance: Implications for U.S.-Canada Free Trade," 1st World Business Congress, International Management Development Association, Halifax, Nova Scotia, April 9-12.
28. Szymanski, David M., Sundar Bharadwaj, and P. Rajan Varadarajan (1991), "The Relationship Between Market Share and Profitability: A Meta Analysis of PIMS Based Findings," AMA Summer Educators' Conference, San Diego, CA, August 17-20.
29. Szymanski, David M. (1987), "Effective Marketing in the Nonprofit Sector: An Extended Clan Theoretic Perspective," 12th Annual Macromarketing Conference, Montreal, Canada, August 6-9.

Personal Selling and Sales Management

1. Szymanski, David M. and Lisa C. Troy (2010), "The Salesperson's Role in Customer Satisfaction and Retailing Performance," Winter AMA Conference, February 20.
2. Szymanski, David M. (1996), "Is Selling Services the Same as Selling Products?," AMA Summer Educators' Conference, San Diego, CA, August 5-7.
3. Szymanski, David M. (1991), "An Examination of How Salespeople Evaluate Prospective Clients," AMA International Intercollegiate Conference, New Orleans, LA, March 29-30.
4. Szymanski, David M. (1990), "Cognitive Complexity and Selling Effectiveness," AMA Winter Educators' Conference, Scottsdale, AZ, February 25-27.

5. Szymanski, David M. (1989), "Selling Effectiveness: Differences in Acceptable Category Standards for Successful and Unsuccessful Salespeople," Administrative Sciences Association of Canada Conference, Montreal, Canada, June 1-4.
6. Szymanski, David M. (1988), "Identifying Key Determinants of Selling Effectiveness," Pi Sigma Epsilon Regional IX Conference, April 1-6.
7. Szymanski, David M. and Gilbert A. Churchill, Jr. (1987), "Differences in Selling Effectiveness: A Categorization Process Perspective," Association for Consumer Research Conference, Boston, MA, October 8-11.
8. Szymanski, David M. (1986), "Examining Differences in Salesperson Prospecting Effectiveness: A Knowledge Structure Approach," 16th Annual Albert Haring Symposium, Bloomington, IN, April 10-12.

Book Chapters

1. Farley, John U., Scott Hoenig, Donald R. Lehmann, and David M. Szymanski (2004), "Assessing the Impact of Marketing Strategy Using Meta-Analysis," in *Assessing Marketing Strategy Performance*, Marketing Science Institute, Christine Moorman, ed.
2. Szymanski, David M., Michael Kroff, and Lisa C. Troy (2004), "New Products: Are More Innovative New Products Really More Successful?" in *PIMS in Retrospect and Prospect*, Cambridge University Press, Paul W. Farris and Michael J. Moore, eds.
3. Szymanski, David M. and Manjit Yadav (1997), "The Effects of Free Market Reforms on Market Openness, Market Attractiveness, and International Marketing Strategies," in *Globalization, Privatization, and Free Market Economies*, C.P. Rao, ed.

Articles in Business Periodicals

1. Szymanski, David M. (2005), "Defining a Hall of Fame Retailer," *Ideations*, March/April.
2. Szymanski, David M. (2004), "Are You Connected?" *Residential Lighting*, January.
3. Szymanski, David M. (2003), "Forget About Satisfied Customers, You Need Enthusiastic Customers," *Retailing Issues Letter*, 15 (3).

4. Szymanski, David M. (2003), "Connecting with Customers Through Inside-Out Marketing," *Stakeholder Power*, November.
5. Scansaroli, Jay A. and David M. Szymanski (2002), "Who's Minding the Future?" *Retailing Issues Letter*, 14 (1).
6. Szymanski, David M. (2001), "Forget About Satisfied Customers; You Need Enthusiastic Customers," *The College Store*. 68 (1) January/February, 28-33.
7. Szymanski, David M. (2001), "Delivering on Total Customer Value," *The College Store*. 68 (2) March/April, 86-91.
8. Szymanski, David M. (2001), "How Well Do You Really Know Your Customers," *The College Store*. 68 (3) May/June, 52-57.
9. Szymanski, David M. (2001), "Is Your Store Really Branded?," *The College Store*. 68 (4) July/August, 38-41.
10. Szymanski, David M. (2001), "An Eye Toward the Future of Retailing," *The College Store*. 68 (5) September/October, 38-41.
11. Szymanski, David M. (2001), "Lead With Innovation," *The College Store*. 68 (6) November/December, 56-61.

Other Presentations

1. Szymanski, David M. (1995), "Market Openness and Marketing Strategies: Initial Research Findings," University of Houston, October 6.
2. Szymanski, David M. (1995), "Marketing Strategies for Emerging Markets," Queen's University, Kingston, Ontario, Canada, September 29.
3. Szymanski, David M. (1994), "Internationalizing the Marketing Curriculum," International Business Education Symposium, University of Southwestern Louisiana, Lafayette, LA, February 13.
4. Szymanski, David M. (1994), "Internationalizing the Marketing Curriculum," MidSouth Marketing Educators' Conference, Long Beach, MS, April 6-8.

5. Szymanski, David M. (1994), "Internationalizing the Business Curriculum," Faculty Development Seminar, College of Business Administration, University of Southwestern Louisiana, Lafayette, LA, February 3.
6. Szymanski, David M. (1993), "Infusing an International Perspective into the Strategy Curriculum," CIBER Symposium on Internationalizing the Business Curriculum, University of Texas Austin, Austin, TX, September, 24.
7. Featured or Key Note Conference Speaker on Retailing Strategy:
 - Dallas Advertising Association, June 12, 2001
 - Amarillo Advertising Association, January 9, 2002
 - Magazine Publishers of America Conference, March 19, 2002
 - National Collegiate Licensing Association, June 14, 2002 & June 12, 2004
 - Department of Labor, Workforce Innovations Conference, July 8, 2003
 - Food Marketing Institute Conference, September 24, 2003
 - Society of American Business Editors & Writers, May 3, 2004
 - Vendor Compliance Federation/Retail Compliance Council, February 24, 2005
 - Newspaper Association of America, March 22, 2005
 - PACE Conference, May 11, 2006
 - Microsoft/HP Retailing Symposium, May 16, 2006
 - RIS News Retailing Technology Conference, April 20, 2007

Current Research Projects

Research in Progress:

1. Szymanski, David M., Rajan Varadarajan, and Ashley Otto, "Customer Satisfaction and Business Performance: A Meta-Analysis of the Empirical Evidence," to be submitted to the *Journal of the Academy of Marketing Science*
2. Szymanski, David M. and Lisa C. Troy, "Salesperson-Generated Customer Satisfaction and Retailing Performance: A Decompositional and Comparative Approach," to be submitted to the *Journal of the Academy of Marketing Science*.

GRADUATE STUDENT RESEARCH COMMITTEES

Chairperson

1. Doctoral Dissertation, Michael Kroff, Department of Marketing, Chair, Completed December 2005
2. Doctoral Dissertation, David Henard, Department of Marketing, Co-chair, Completed December 2000
3. Doctoral Dissertation, Pushkala Raman, Department of Marketing, Chair, Completed August 2000
4. Doctoral Dissertation, Lisa Troy, Department of Marketing, Cochair, Completed August 1997

Committee Member

1. Doctoral Dissertation, Xin Wang, Department of Marketing, Committee Member, University of Cincinnati, Completed July 2014
2. Doctoral Dissertation, Gautham Gopal, Department of Marketing, Committee Member, Completed, July 2010
3. Doctoral Dissertation, Sujan Dan, Department of Marketing, Committee Member, Proposal Defended, July 2007
4. Doctoral Dissertation, Kartik Kalaignaman, Department of Marketing, Committee Member, Completed, May 2007
5. Doctoral Dissertation, Satish Jayachandran, Department of Marketing, Committee Member, Completed, May 1999
6. Doctoral Dissertation, J. Chris White, Department of Marketing, Committee Member, Completed, May 1998
7. Doctoral Dissertation, Glenn Voss, Department of Marketing, Committee Member, Completed, August 1994
8. Doctoral Dissertation, Sundar Bharadwaj, Department of Marketing, Committee Member, Completed, August 1993

9. Doctoral Dissertation, Paulette Dubofsky, Department of Marketing, Committee Member, Completed, August 1993
10. Doctoral Dissertation, Keith Hollinshead, Department of Tourism, Park, and Recreation Sciences, Committee Member, Completed, August 1993
11. Doctoral Dissertation, Roger Rily, Department of Tourism, Park, and Recreation Sciences, Committee Member, August 1993
12. Doctoral Dissertation, John Ap, Department of Tourism, Park, and Recreation Sciences, Committee Member, Completed, December 1992
13. Master's Thesis, Aristides P. Lupinacci, Department of Landscape Architecture and Urban Planning, Committee Member, Completed, December 1992
14. Master's Thesis, Paul Fayeke, Department of Tourism, Park, and Recreation Sciences, Committee Member, Completed, May 1989

PROFESSIONAL SERVICE ACTIVITIES

1. Editor, *Retailing Issues Letter*, Published by the Center for Retailing Studies, 2001-2006.
2. Member, Editorial Review Board, *Journal of the Academy of Marketing Science*, 1996-2015
3. Member, Editorial Review Board, *Journal of Retailing*, 2006-2012
4. Member, Editorial Review Board, *Journal of Marketing*, 1991-1999
5. Associate Editor, *Journal of Global Competitiveness*, Volume 3, 1995
6. Co-chair, American Marketing Association Dissertation Competition, 1997
7. Conference Chairperson, Sixth Annual Conference on U.S. Competitiveness in the Global Marketplace, American Society for Competitiveness, Dallas, TX, October 19-22, 1995
8. Track Co-Chair, Marketing Management and Strategy, 1993 AMA Winter Educators' Conference

9. *Ad hoc* Reviewer, *Journal of Marketing Research*
10. *Ad hoc* Reviewer, *Journal of Marketing*
11. *Ad hoc* Reviewer, *Journal of Personal Selling and Sales Management*
12. *Ad hoc* Reviewer, *Thunderbird International Business Review*
13. *Ad hoc* Reviewer, *Journal of Business Research*
14. *Ad hoc* Reviewer, *Journal of International Business Studies*
15. *Ad hoc* Reviewer, *Psychology and Marketing*
16. *Ad hoc* Reviewer, *Journal of Retailing and Consumer Services*
17. *Ad hoc* Reviewer, *International Journal of Service Industry Management*
18. Selected Conference Reviewing: AMA Summer Educators' Conference, AMA Winter Educators' Conference, Association of Consumer Research Conference, Academy of Marketing Science Conference, Administrative Sciences Association of Canada Conference

SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES

1. Faculty Internship, Price Waterhouse Coopers, 1994
2. Faculty Study Abroad, University of Antwerp, Belgium, 1994
3. Member, Selection Committee, Microsoft's Retail Application Development (RAD) Award, 1999-2003

RESEARCH GRANTS

1. National Science Foundation, "The Economic Feasibility of Solar Energy as an Alternative Power Source," 1978
2. American Marketing Association, Faculty Advisor Grant, 1990
3. College of Business Administration, Texas A&M University, 1988, 1990, 1991, 1993

4. International Curriculum Development Grant, Texas A&M University, 1994
5. Center for Retailing Studies, Texas A&M University, 1994
6. Center for Western Hemispheric Trade, Texas A&M University, 1995, 1996
7. University Research Mini-Grant, Texas A&M University, 1995
8. IBM Faculty Research Award: 2002, 2003

SERVICE ON PROFESSIONAL & CORPORATE BOARDS

1. Zale Corporation, 2004-2010
 - Chaired, Compensation Committee
 - Member, Nominating and Governance Committee
 - Member, Strategy Committee
2. OfficeMax Corporation, 2005-2013
 - Chaired, Compensation Committee
 - Member, Nominating and Governance Committee
 - Member, Audit Committee
3. Office Depot Corporation, 2013-present
 - Chaired, Compensation Committee
 - Member, Nominating and Governance Committee
 - Member, Audit Committee
4. National Retail Federation Foundation, 2004-2006

Proposed Employment Agreement

EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement"), which shall be effective upon confirmation by the Board of Governors, is entered into by and between THE UNIVERSITY OF NORTH FLORIDA BOARD OF TRUSTEES, a public body corporate of the State of Florida, acting for and on behalf of the University of North Florida (the "University," the "Board," or the "Board of Trustees"), Jacksonville, Florida 32224, and David M. Szymanski, PhD (the "President" or "Dr. Szymanski").

RECITALS

WHEREAS, the Board, acting for and on behalf of the University has the statutory authority to select a President of the University; and

WHEREAS, the University wishes to employ Dr. Szymanski as its President and Dr. Szymanski wishes to serve as the President and be its employee, subject to the terms and conditions of this Agreement, and

WHEREAS, both the University and Dr. Szymanski desire to set forth their respective rights and obligations in this Agreement; and

WHEREAS, this Agreement has been duly approved and its execution has been duly authorized;

NOW THEREFORE, in consideration of the mutual promises, covenants, and conditions contained herein, and other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

Section 1.0 Term. The University shall employ Dr. Szymanski as its President for the period of May 31, 2018 through June 30, 2022, subject to confirmation of Dr. Szymanski's selection and this Agreement by the Florida Board of Governors. Upon mutual agreement, this appointment may be extended for additional one-year terms, subject to confirmation of re-appointment by the Florida Board of Governors. The Board and Dr. Szymanski shall discuss any desired extension of the term

of the Agreement no later than 60 days prior to the end of year three (3) of his tenure as President (June 30, 2021). The Board and Dr. Szymanski are not required to approve or enter into an extension at this time. If no extension is reached, the fourth year of the term shall commence on the terms specified herein. Dr. Szymanski hereby accepts such employment on the terms and conditions set forth in this Agreement. This appointment shall be subject to prior termination as provided for in this Agreement and the availability of annual appropriations by the Florida Legislature.

Section 2.0 Powers and Duties. Effective May 31, 2018, Dr. Szymanski shall be the Chief Executive Officer of the University, subject to the rules, policies, and supervision of the Board. Dr. Szymanski shall have the powers and duties reserved to the position of President by the Florida Statutes, Regulations of the Florida Board of Governors, Regulations of the University Board of Trustees, the University Bylaws and Policies, and other actions of the Board of Trustees (collectively, the "Duties"). Dr. Szymanski and the Board acknowledge and agree that the Duties hereunder shall be consistent with those customarily performed by Presidents of top-tier state universities comparable in size and type to the University, including, without limitation, educational leadership, faculty relations, budgeting, long-range planning, fundraising, development, public relations, student services, primary control and responsibility for the intercollegiate athletics program, recruitment of personnel, appointment, promotion, termination and dismissal of all faculty and staff members, and such other duties as may be mutually agreed upon by the Board and Dr. Szymanski.

Section 3.0 Devote Best Practices to the Work as President. Dr. Szymanski agrees to faithfully, industriously and with maximum application of experience, ability and talent, devote full time, attention and energies to the duties as President of the University. Such duties shall be rendered at the campus of the University North Florida and such other place or places as the Board or President shall deem appropriate for the interests, needs, business, or opportunity of the University.

Dr. Szymanski may engage in charitable, civic and professional activities of his choosing subject to prior approval by the Board Chair or University General Counsel.

Section 4.0 Outside Activities. The President may serve on two (2) for profit public or private corporate boards, subject to prior approval by the Board Chair, which approval shall not be unreasonably withheld. Any and all income or other compensation earned by the President in

connection with board service or other outside business activities shall be paid to and retained by him, and such income or other compensation shall have no effect on the amount of salary, compensation, and benefits he is otherwise entitled to receive hereunder. The President shall not engage in any outside activity that may be competitive with and/or adverse to the best interests of the Board and the University. The making of passive and personal investments and conduct of private business affairs shall not be prohibited hereunder.

Section 5.0 Compensation.

Section 5.1 Annual Base Salary. As compensation for the services to be performed by Dr. Szymanski pursuant to this Agreement, the University shall pay to Dr. Szymanski an initial annual (12 month) base salary of \$405,000.00 and, subject to approval by the Board (which approval will not be unreasonably withheld), will be increased in years two, three and four of the Agreement by the amounts shown on the compensation schedule attached as Exhibit A, with the understanding that the Board may review the President's compensation annually for additional increases but are not required to approve the same. No more of this amount than is allowed by Florida Statutes shall be paid from public funds. This amount shall be payable according to the pay plan for executive service employees at the University, with appropriate deductions for taxes and benefits.

Section 5.2 Deferred Compensation. Dr. Szymanski shall be provided deferred compensation according to the compensation schedule attached as Exhibit A. The deferred compensation shall be expressed as a percentage of annual base salary then in effect, provided that the deferred compensation shall not be reduced below the amounts specified in Exhibit A. Such deferred compensation shall be paid on a bi-weekly basis into a supplemental employer's 403(b) and 457 plans. If any excess amount remains payable due to contribution limits imposed on 403(b) and 457 plans, such excess will be treated as supplemental compensation and paid to the President on a bi-weekly basis. If new plans and methods of tax- deferral become available during the term of this Agreement, the President and the University may mutually agree to adopt the new methods as they become available.

Section 5.3 Incentive Compensation. The President shall be eligible for an annual award of incentive compensation upon completion of each contract year. The award of incentive compensation shall be considered in connection with the Board's annual evaluation of the President and shall be based on the Board's assessment, in its sole and absolute discretion, of the

President's achievement of mutually agreed upon performance measures and goals. The performance measures and goals shall be established with reasonable standards and expectations and the understanding that the amount of the annual incentive compensation award will be determined in good faith and relative to progress made towards achieving the mutually agreed upon performance measures and goals. The Board may award any amount of incentive compensation from zero to the maximum identified below.

Maximum award for each contract year

- May 31, 2018 - June 30, 2019 - \$65,000
- July 1, 2019 - June 30, 2020 - \$75,000
- July 1, 2020 - June 30, 2021 - \$85,000
- July 1, 2021 - June 30, 2022 - \$95,000

Any incentive compensation awarded shall be paid to the President within sixty (60) days of the date on which it is awarded.

Section 5.4 Retention Pay. The President shall not be eligible for a retention bonus during the term of this Agreement unless otherwise approved by the Board.

Section 6.0 Evaluation.

The Board and President shall jointly discuss, develop and agree upon performance measures and goals to be achieved. These performance measures and goals shall be the non-exclusive, but primary basis upon which the Board shall evaluate the President. The Board's annual evaluation shall be conducted on the schedule set forth below:

- Formal evaluation by the Board at least once during each year the Agreement is in effect. The formal evaluation will be conducted within ninety (90) days following the conclusion of each contract year and on or before June 30th for the final contract year.
- The President shall update the Board on progress made with respect to performance measures and goals at each of the regularly scheduled quarterly Board meetings.

- The President and Board shall establish the performance measurements and goals for the '18/'19 academic year on or before September 30, 2018.
- For subsequent years, performance measurements and goals shall be put in place by the first day of each budget year.

Section 7.0 Benefits.

Section 7.1 Standard Benefits. Dr. Szymanski shall be eligible to participate in all present and future benefit plans maintained by the University for executive service employees. Except as provided in Section 7.2, Dr. Szymanski shall pay such premium amounts as required to be paid by other similarly situated plan participants. Such benefits shall include, without limitation, health care, disability and life insurance programs, retirement plans, tax-deferred savings plans, flexible spending accounts, and vacation and sick leave. Dr. Szymanski shall also be entitled to receive an annual health physical at University expense.

Section 7.2 Additional Insurance. Assuming that Dr. Szymanski is insurable, the University shall annually fund the purchase of term life insurance for him during the term of this Agreement, with a benefit of no less than \$1,000,000.00. Dr. Szymanski is responsible for payment of taxes associated with receipt of this benefit which is deemed to be gross income to him.

Section 7.3 Business/Travel Expenses. The University shall cover the cost of Dr. Szymanski's reasonable business expenses, including professional dues, meetings, business travel and entertainment. The President shall also be entitled to payment of miscellaneous memberships in an amount not to exceed \$2,500.00 per annum; communication expenses; and other items as included in the Office Budget and the Foundation Budget.

Section 7.4 Automobile Allowance. During the Term of Employment, Dr. Szymanski shall receive a monthly automobile allowance of \$2,000.00 a month for the use of his personal automobile. Payment for such use shall be pro-rated bi-weekly, paid in accordance with customary payroll practices of the University. Dr. Szymanski is responsible for payment of taxes associated with receipt of this automobile allowance which is deemed to be gross income to him. The automobile allowance shall not be subject to increase during the term of this Agreement.

Section 7.5 Relocation Expenses. Dr. Szymanski shall receive a relocation allowance of \$36,000.00 payable within the first 120 days of employment for moving and other associated expenses incurred in moving to Jacksonville, Florida. Dr. Szymanski is responsible for payment of taxes associated with receipt of moving expenses allowance which is deemed to be gross income to him.

Section 7.6 Housing Allowance. Dr. Szymanski shall receive a housing allowance in the amount of \$45,000.00 per year, payable bi-weekly. Dr. Szymanski is responsible for payment of taxes associated with receipt of this housing allowance which is deemed to be gross income to him. The housing allowance shall not be subject to increase during the term of this Agreement.

Section 7.7 Executive Physical. The Board authorizes the expenditure of up to \$2,500.00 during each calendar year of this Agreement for reimbursement of otherwise unreimbursed expenses incurred by Dr. Szymanski in connection with an executive medical physical. Dr. Szymanski is responsible for payment of taxes associated with reimbursement hereunder which is deemed to be gross income to him.

Section 8.0 Tenure. Dr. Szymanski shall be granted a tenured faculty appointment at the rank of Professor in the Coggin College of Business upon his appointment as President (or as soon thereafter as practicable) and shall be accorded all the rights and privileges afforded to such appointment. Thereafter, Dr. Szymanski's faculty tenure and status shall be subject to the same University rules and protections available to other tenured faculty of the University.

Section 9.0 Post Presidency Provisions.

Section 9.1 Sabbatical. Following the termination or expiration of this Agreement, Dr. Szymanski shall not be entitled to a sabbatical.

Section 9.2 Post Presidency Appointment. Except in the event that Dr. Szymanski is terminated “for cause” as specified in Section 10.01 and Section 10.03, Dr. Szymanski will be employed by the University on a twelve (12) month basis in an administrative/managerial capacity as the director of a center anticipated to be in retail studies and competitive activity similar to the Center for Retailing Studies at Texas A&M University. Dr. Szymanski will be responsible for establishing the Center, will be responsible for formulating policies applicable to

the Center and its employees, will be responsible for personnel administration and employee relations within the Center, and will be responsible for preparing and administering the annual budget of the Center, all subject to approval by the Board of Trustees. In addition to his responsibilities as Center Director, Dr. Szymanski will teach courses comprising up to nine (9) credit hours each academic year.

During his first year of post presidency, Dr. Szymanski shall be appointed to a twelve (12) month assignment with a twelve (12) month base salary equal to 90% of his last base salary as President. In years two (2) and three (3) post presidency, Dr. Szymanski shall continue in a twelve (12) month appointment at a base salary equal to 81% of his last base salary as President. After the expiration of this three (3) year period, his twelve (12) month base salary shall be adjusted to the average 12-month (or its equivalent) base salary paid at the time to the three (3) most highly paid full-time tenured faculty members in the university who do not serve in full-time administrative roles.

Section 10.0 Termination.

Section 10.1 Termination for Cause. The parties agree that the Board may terminate Dr. Szymanski's appointment as President upon a majority vote of the Board at any time for "Cause," which shall mean the following:

Any conduct of Dr. Szymanski that constitutes gross negligence or willful malfeasance in the performance of his duties;

Any act or omission by Dr. Szymanski that causes material harm to the University and is undertaken or omitted knowingly or is criminal or fraudulent or involves material dishonesty;

The commission of a felony involving moral turpitude;

Conviction in a court of law for any felony, including a felony involving the misuse or misappropriation of University funds or property;

Any material, serious and incurable breach of Dr. Szymanski's fiduciary duty to the University or Board; or

A violation by Dr. Szymanski of any of the material terms and conditions of this Agreement not remedied within thirty (30) days written notice thereof to him.

In the event of termination for Cause by the Board, Dr. Szymanski's employment with the University and tenure status shall cease, and he shall not be entitled to any further employment. The Board's obligations under this Agreement in such event shall be limited to: (a) prorated payment of his salary through the date of termination; (b) the payment of any incentive compensation or supplemental retirement benefit that is awarded and/or due, though unpaid as of the date of termination; (c) the payment of accrued and unused leave through the date of termination in accordance with University regulation; and (d) the payment of any unpaid reimbursable business/travel/relocation expenses incurred prior to the date of termination and documented by him in accordance with University procedures. The President shall not be entitled to any further employment, compensation or benefits from the University in any capacity except for benefits required to be continued by law.

Section 10.2 Termination Without Cause. The University may terminate this Agreement without cause at any time for the convenience of the University upon ninety (90) days prior written notice to Dr. Szymanski. Termination of this Agreement by virtue of Dr. Szymanski's death or permanent disability (as defined in Section 10.3 of this Agreement) shall not be construed as termination without cause. If the University terminates this Agreement without cause prior to its expiration, Dr. Szymanski shall be entitled to elect either (1) to receive a lump sum severance equal to 20 weeks of his annual base pay then in effect, or (2) perform duties and be compensated pursuant to terms specified in Section 9.2.

Section 10.3 Resignation, Death/Permanent Disability. Except as otherwise provided in this Section 10.3, Dr. Szymanski's appointment as President shall terminate upon his resignation, death, or permanent disability prior to the expiration date of this Agreement. Such termination shall be deemed to have occurred for "just cause" and Dr. Szymanski's employment with the University and tenure status shall cease, and he shall not be entitled to any further employment, compensation or benefits from the University in any capacity except for benefits required to be continued by law. Should Dr. Szymanski resign from his position of President after completion of a minimum of three (3) years of service as President, he may, at his election, assume active duties as specified in Section 9.2. For purposes of this Agreement, "permanent disability" shall be defined as Dr. Szymanski's inability to perform the Duties as specified in Section 2.0 of this Agreement for a minimum of six (6) continuous months. This Agreement shall be applied

consistent with and in compliance with the Americans with Disability Act and applicable state and federal law. In the event of Dr. Szymanski's death during his service as President, his spouse or, if none, his estate, shall receive any benefits to which he is entitled under this Agreement.

If Dr. Szymanski becomes permanently disabled during his service as President, he shall receive all benefits to which he is entitled pursuant to this Agreement, the law and the University's disability insurance plan in which he participates.

Section 11.0 Notice. For the purpose of this Agreement, notices and all other communications to either party hereunder provided for in the Agreement shall be in writing and shall be deemed to have been duly given when (a) delivered in person, mailed by certified mail, return receipt requested or recognized overnight delivery service and (b) transmitted via electronic mail:

If to the University:

Chair, University of North Florida Board of Trustees

Office of the President

University of North Florida

1 UNF Drive

Jacksonville, FL 32224

Email: unfbotchair@unf.edu

If to Dr. Szymanski:

Section 12.0 Severability and Waiver. If any portion of this Agreement shall be held to be invalid, not operative or unenforceable, then, so far as possible, effect shall be given to the intent manifested by the portion held invalid, inoperative, or unenforceable, and the remainder of this Agreement shall remain in full force and effect. No waiver or failure to enforce any or all rights

under this Agreement by either party on any occasion shall constitute a waiver of that party's right to assert the same or any other rights on that or any other occasion.

Section 13.0 Governing Law. This Agreement shall be interpreted and construed and the rights and obligations of the parties hereto shall be determined in accordance with the laws of the State of Florida, excluding its choice of law rules.

Section 14.0 Modification of Agreement. This Agreement represents the full and complete understanding of the parties and supersedes any previous or contemporaneous written or oral representations made by either party. There are no other promises, understandings, obligations, inducements, undertakings, or considerations between the parties or owed by either party to the other that are not set forth in this Agreement. This Agreement may be modified or amended only by mutual written consent of the parties.

Section 15.0 Personal Contract. The obligations and duties of Dr. Szymanski shall be personal and not assignable or delegable in any manner whatsoever. This Agreement shall be binding upon and inure to the benefit of Dr. Szymanski and his executors, administrators, heirs, successors, and permitted assigns, and upon the University and its successors and assigns.

Section 16.0 No Trust Fund. Nothing contained in this Agreement and no action taken pursuant to the provisions of this Agreement shall create or be construed to create a trust of any kind. To the extent that Dr. Szymanski acquires a right to receive payments from the University under this Agreement, the University's obligation to make such payments represents an unfunded promise or covenant to pay such amount running from the University to Dr. Szymanski.

Section 17.0 Understanding of the Agreement. Both parties represent that they have thoroughly read this Agreement, that they understand it to be a binding contract, that they understand each provision, term, and condition of this Agreement as well as its legal effect, and that they have signed the Agreement voluntarily and of their own free will with the intention to comply with its terms.

Section 18.0 Public Disclosure of the Agreement. Both parties agree and acknowledge that this Agreement may be subject to the Florida public records law, Chapter 119, or other provisions, and may, therefore, be subject to disclosure by and in the manner provided.

Section 19.0 Miscellaneous. The headings in this Agreement are for convenience only and shall not be used in construing or interpreting this Agreement. The terms "Board," "Board of Trustees," and "University" as used herein, where applicable or appropriate, shall be deemed to include or refer to any duly authorized board, committee, officer, or employee of said entity.

Whenever the context requires, the masculine shall include the feminine and neuter, the singular shall include the plural, and conversely.

IN WITNESS WHEREOF, (Name) and the authorized representative of the University of North Florida University Board of Trustees have executed this Agreement on this __ day of ____, 2018.

Executed By:

Kevin E. Hyde, Chair
UNF Board of Trustees

Date

Witness:

Date

Printed Name

Appointment Accepted:

(Name)

Date

Witness:

Date

Printed Name

EMPLOYMENT AGREEMENT

EXHIBIT A

COMPENSATION SCHEDULE

Section 5.1 Annual Base Salary.

May 31, 2018 - June 30, 2019 - \$405,000.00

July 1, 2019 - June 30, 2020 - \$415,000.00

July 1, 2020 - June 30, 2021 - \$425,000.00

July 1, 2021 - June 30, 2022 - \$435,000.00

Section 5.2 Deferred Compensation.

Dr. Szymanski shall receive annual deferred compensation equal to 20 % of Dr. Szymanski's annual base salary then in effect.

June 1, 2018 - June 30, 2019 - \$81,000.00

July 1, 2019 - June 30, 2020 - \$83,000.00

July 1, 2020-June 30, 2021 - \$85,000.00

July 1, 2021 - June 30, 2022 - \$87,000.00

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Recognition of President John A. Delaney

PROPOSED BOARD ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Florida Constitution.

BACKGROUND INFORMATION

Representative Clay Yarborough will present a resolution adopted by the Florida House of Representatives commending the achievements of John A. Delaney as President of the University of North Florida from 2003 until 2018.

Supporting Documentation Included: Florida House of Representatives Resolution 8061

Facilitators/Presenters: Chair Ned C. Lautenbach
The Honorable Clay Yarborough, Florida
House of Representatives

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

HR 8061

2018

House Resolution

A resolution commending John A. Delaney on his extraordinary achievements as president of the University of North Florida.

WHEREAS, the University of North Florida (UNF) in Jacksonville opened its doors to 2,027 students in the fall of 1972, and, in 2003, John A. Delaney became the university's fifth president, and

WHEREAS, today, the university includes six colleges and has a current enrollment of 16,500 diverse students from 49 states and 71 countries, and

WHEREAS, UNF now awards about 4,000 degrees annually and offers increased opportunities for students through 55 undergraduate degree programs, 30 graduate degree programs, and five doctoral programs, and

WHEREAS, under President Delaney's leadership, UNF has seen a significant increase in the quality of academic programs, faculty, and students, and

WHEREAS, UNF has strengthened its academic profile and, during the fall of 2017, welcomed its most academically gifted freshman class with an average GPA of 4.27, and

WHEREAS, UNF has earned a national reputation for quality and value over the last decade and has received accolades such as being named one of the best colleges in the Southeast by The

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

HR 8061

2018

26 | Princeton Review for nine consecutive years and a Best Regional
27 | University by U.S. News & World Report for the past seven years,
28 | and being included on other prestigious lists from Kiplinger's
29 | Personal Finance, Forbes, The Wall Street Journal/Times Higher
30 | Education, and others, and

31 | WHEREAS, President Delaney has encouraged Transformational
32 | Learning Opportunities for students, known as TLOs on campus,
33 | including conducting research with faculty; taking part in study
34 | abroad programs, which UNF students do at more than twice the
35 | national average; and countless other life-changing experiences
36 | outside the classroom, and

37 | WHEREAS, private support to UNF has increased significantly
38 | under President Delaney's leadership with more than \$262 million
39 | raised since 2003 and more than \$130 million of that amount
40 | coming from the Power of Transformation campaign, and

41 | WHEREAS, during President Delaney's tenure, the UNF
42 | endowment has more than doubled from \$43.8 million to \$110
43 | million, and

44 | WHEREAS, President Delaney has made community engagement a
45 | hallmark of UNF education, and during the 2016-17 academic year,
46 | students dedicated nearly 1 million hours to community-based
47 | experiences, and

48 | WHEREAS, UNF currently holds the prestigious Community
49 | Engagement Classification from The Carnegie Foundation, and

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

HR 8061

2018

50 WHEREAS, under President Delaney's leadership and through a
51 generous private donation, UNF's honors program became the Hicks
52 Honors College in 2015, empowering and providing unique
53 opportunities for high-achieving students, and

54 WHEREAS, President Delaney oversaw the largest campus
55 expansion in UNF history, including an increase of about 2
56 million square feet in building space for new labs, classrooms,
57 research facilities, and recreational use, and

58 WHEREAS, the new construction includes award-winning
59 structures such as the Student Wellness Complex and Biological
60 Sciences Building, and UNF's commitment to sustainable
61 construction has led to 13 new and renovated structures being
62 awarded LEED status, and

63 WHEREAS, President Delaney led UNF through the transition
64 to NCAA Division I athletics beginning in 2005, and ten years
65 later, joined Osprey fans in celebrating UNF's first visit to
66 the NCAA Men's Basketball Tournament, and

67 WHEREAS, when he retires from the presidency on May 31,
68 2018, President Delaney will have awarded more than half of the
69 95,459 UNF degrees granted since the university opened in 1972,
70 NOW, THEREFORE,

71
72 Be It Resolved by the House of Representatives of the State of
73 Florida:
74

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

HR 8061

2018

75 That John A. Delaney is hereby commended for his
76 extraordinary achievements as president of the University of
77 North Florida and is congratulated on the occasion of his
78 retirement.

79 BE IT FURTHER RESOLVED that a copy of this resolution be
80 presented to University of North Florida President John A.
81 Delaney as a tangible token of the sentiments expressed herein.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: SUS 2017 Annual Report for Online Education

PROPOSED BOARD ACTION

Consider approval of Annual Report

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In November 2015, the Board of Governors approved the *2025 Strategic Plan for Online Education*, establishing goals, strategies, and tactics that focus on three primary elements: quality, access, and affordability.

To reflect the status of online education in the SUS and, in particular, the progress made by the System in meeting the goals of the Plan, the *2017 Annual Report for Online Education* will be presented to the Innovation and Online Committee.

If approved by the Committee, the Annual Report will be forwarded to the full Board of Governors for approval.

Supporting Documentation Included: Annual Report included with the Innovation and Online Education Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Public Notice of Intent to Approve Board of Governors Regulation 8.006
Civic Literacy

PROPOSED BOARD ACTION

Consideration for approval of the proposed Board of Governors Regulation 8.006 Civic Literacy

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

Regulation 8.006 Civic Literacy is being proposed for approval in order to establish civic literacy criteria for baccalaureate degree-seeking students initially entering a state university fall semester 2018, and thereafter. This new regulation provides both classroom instruction and independent assessment opportunities as ways for students to meet this requirement prior to graduation.

A work group comprised of both state university and state college history and political science faculty met throughout fall 2017 to provide recommendations as to appropriate courses and competencies to meet the civic literacy requirement per section 1007.25, Florida Statutes. Additionally, Florida College System and Board staff identified appropriate assessments, as directed by the legislation, through which students can demonstrate civic literacy. The content of the proposed regulation aligns with a proposed Department of Education rule in order to ensure smooth articulation.

The regulation was reviewed by the university general counsels, the Council of Academic Vice Presidents, and other state university staff. The regulation amendment was approved for noticing on January 24, 2018. No major concerns were expressed about the language during this notice period.

Supporting Documentation Included: Regulation 8.006

8.006 Civic Literacy

(1) Baccalaureate degree-seeking students initially entering a state university fall semester 2018 and thereafter must demonstrate competency in civic literacy through one of the following options prior to graduation:

(a) Successfully passing either POSX041 American Government or AMHX020 Introductory Survey Since 1877. Each of the courses must include the following competencies:

1. Understanding of the basic principles and practices of American democracy and how they are applied in our republican form of government.
2. An understanding of the United States Constitution and its application.
3. Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-government.
4. An understanding of landmark Supreme Court cases, landmark legislation and landmark executive actions and their impact on law and society.

(b) Achieving the standard score on one of the following assessments:

| <u>Assessment</u> | <u>Standard Score</u> |
|--|-----------------------|
| <u>U.S. Citizenship and Immigration Services Naturalization Test</u> | <u>60</u> |
| <u>Advanced Placement Government and Politics: United States</u> | <u>3</u> |
| <u>Advanced Placement United States History</u> | <u>4</u> |
| <u>CLEP American Government</u> | <u>50</u> |

Authority: Section 7(d), Art. IX, Fla. Const., History - _____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Professional Communication at Florida State University, CIP Code 09.0900

PROPOSED BOARD ACTION

Consider approval of limited access status for the B.S. in Professional Communication at Florida State University, CIP Code 09.0900.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Retail Merchandising and Product Development. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

Limited access status is being requested because of a limited number of faculty and the intensive nature of the program, which requires a great deal of hands-on instruction with students in real world or simulation settings.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Summer 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Retail Merchandising and Product Development at Florida State University, CIP Code 19.0901

PROPOSED BOARD ACTION

Consider approval of limited access status for the B.S. in Retail Merchandising and Product Development at Florida State University, CIP Code 19.0901.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Retail Merchandising and Product Development. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the number of qualified applicants continuing to increase, the experiential nature of the program, and a desire to slowly grow the program in order to ensure student success. Additionally, limited access status will align this program with the other limited access programs in the Jim Moran School of Entrepreneurship. Therefore, limited access is requested to ensure that enough resources are available to provide students with an excellent education. Florida College System transfer students will not be disadvantaged by the screening process.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Limited Access Status Request for the Bachelor of Science in Neuroscience at Florida State University, CIP Code 26.1501

PROPOSED BOARD ACTION

Consider approval of limited access status for the B.S. in Neuroscience at Florida State University, CIP Code 26.1501.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

Florida State University (FSU) is requesting limited access status for the Bachelor of Science in Neuroscience. Board of Governors' Regulation 8.013 provides that baccalaureate degree programs may be approved as limited access for the following reasons:

- the number of qualified applicants exceed the program's resources and capacity,
- special skills or talent is required to be successful in the program, and
- higher academic achievement is necessary to be successful in the program.

The limited access request is based on the requirement for higher academic achievement in order to be successful in the program. By establishing a minimum GPA of 2.8 over all courses attempted, with all pre-requisite coursework completed with a grade of C or higher in order to enter the program, students will be able to successfully complete the upper-division coursework. All pre-requisite coursework is offered through the Florida College System and transfer students will not be disadvantaged by the screening process. Additionally, students enrolling in the program are expected to pursue a graduate or professional degree program where undergraduate GPA is a primary consideration for admission. For neuroscience-related careers, an undergraduate GPA above 3.0 is needed to be competitive for admission to an advanced degree.

The FSU Board of Trustees approved limited access for the program on January 19, 2018. If approved by the Board of Governors, FSU will implement limited access status for the program effective Fall 2018.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Ph.D. in Engineering Science at the University of South Florida - Tampa,
CIP Code 14.0101

PROPOSED BOARD ACTION

Consider termination of the Doctor of Philosophy (Ph.D.) in Engineering Science at the University of South Florida - Tampa, CIP Code 14.0101

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.012

BACKGROUND INFORMATION

The University of South Florida – Tampa (USF-T) is proposing terminate the Ph.D. in Engineering Science due to low enrollments. The University offers several other engineering programs and current faculty will continue to teach courses in these programs. Students currently enrolled in the program will be allowed to remain in it until they graduate.

The USF Board of Trustees approved the termination of the program on December 14, 2017. If approved by the Board of Governors, the program termination will be effective Summer 2018 with a phase-out term of Spring 2021.

Supporting Documentation Included: Information located in the Academic and Student Affairs Committee materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Academic and Research Excellence Committee Two-year Work Plan

PROPOSED BOARD ACTION

Consider for approval the Two-Year Work Plan of the Academic and Research Excellence Committee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the January 2018 meeting of the Board of Governors, Board Chair Lautenbach created an Academic and Research Excellence Committee. The new Committee has been tasked with developing System-level initiatives to enhance the national prominence of all twelve institutions comprising the State University System. More specifically, the Committee will develop strategies for promoting academic programs of distinction; increasing university research and research opportunities for students and faculty; and hiring, developing, and retaining world-class faculty and scholars.

At its meeting on March 28, 2018 the Committee reviewed a Two-year Work Plan. The Committee Chair will provide a recommendation to the full Board.

Supporting Documentation:

Included in Academic and Research Excellence Committee meeting materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Auxiliary Facilities that have Bond Covenants Requiring Approval of
Estimated 2018-2019 Operating Budgets

PROPOSED BOARD ACTION

Approve estimated 2018-2019 operating budgets for auxiliary facilities that have bond covenants requiring Board approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

An auxiliary enterprise, as defined by the National Association of College and University Business Officers (NACUBO) in the College and University Business Administration Manual, is “an entity that exists to furnish a service to students, faculty, or staff, and that charges a rate directly related, but not necessarily equal, to the cost of the service”. One of the distinguishing characteristics of auxiliary enterprises is that they are managed as self-supporting activities. Some examples of auxiliary enterprises are housing operations, university bookstores, food services, student health centers, parking services, and continuing education. Many auxiliary enterprises have debt service commitments for the construction of facilities that must be repaid from pledged revenues from operations.

Section 1010.60, Florida Statutes, authorizes the issuance of bonds or other forms of indebtedness pursuant to the State Bond Act to finance or refinance capital projects authorized by the Legislature. Specific covenants, as set forth in the authorizing resolutions of certain bond issues, require approval of estimated operating budgets for the upcoming fiscal year at least ninety (90) days preceding the beginning of the fiscal year. The state universities historically submit annual operating budgets for their auxiliary operations approximately forty-five (45) days after the beginning of the fiscal year; therefore, it is necessary for each affected institution to develop and submit, in advance, an estimated operating budget for all facilities with outstanding bond issues containing the operating budget approval covenant language.

The following universities have outstanding bond issues that require Board of Governors approval: the University of Florida, Florida State University, Florida A&M

University, the University of South Florida, Florida Atlantic University, the University of Central Florida, and Florida International University.

A review of each university's information, for auxiliary facilities affected by the specific bond covenants, indicates that there will be sufficient revenues to meet the estimated level of operational expenditures and debt service payments for fiscal year 2018-2019.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.007
State University System (SUS) Management Information System

PROPOSED BOARD ACTION

Consider approval of Public Notice of Intent to Amend Regulation 3.007

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection systems since December 2007 when this regulation was created. The intent of this update is to better reflect current practice and does not seek to make substantive policy changes. A summary of the “strike all” changes includes:

1. The new language references the new Office of Data and Analytics (ODA) and removes references to the Information Resource Management unit.
2. The new language shifts the focus away from technical procedures to the responsibilities of the Institutional Data Administrators. These changes include language from Regulation 3.076 that enable us to repeal Regulation 3.076.
3. The new language is broader and refers to the Board’s multiple information systems rather than only addressing collections for the database.
4. The new language empowers the ODA to require universities to resubmit data with errors. This effectively has been the practice, but has not technically been an approved power.

If approved, the amended regulation will be noticed on the Board’s website for 30 days with final approval by the Board at the June 28, 2018, meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Public Notice of Intent to Amend Board of Governors Regulation 3.0075
Security of Data Related Information Technology Resources

PROPOSED BOARD ACTION

Consider approval of Public Notice of Intent to Amend Regulation 3.0075

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being updated to reflect changes made in the data collection system since December 2007 when this regulation was created. Summary of the changes include:

1. Change references from Information Resource Management to Information Technology and Security (ITS) to reflect a recent reorganization.
2. Requires information security plans to be based on best practices from recognized national industry standards published by authoritative groups.

If approved, the amended regulation will be noticed on the Board's website for 30 days with final approval by the Board at the June 28, 2018, meeting.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Public Notice of Intent to Repeal Board of Governors Regulation 3.0076
State University System (SUS) Data Requests

PROPOSED BOARD ACTION

Consider approval of Public Notice of Intent to Repeal Regulation 3.0076

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

This contents of this regulation are being included in Regulation 3.007.

Supporting Documentation Included: Information located in the Budget & Finance Committee Material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Florida State University Educational Plant Survey Validation

PROPOSED BOARD ACTION

Review and validate the completed Florida State University Educational Plant Survey.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Sections 1013.03 and 1013.31, Florida Statutes

BACKGROUND INFORMATION

An Educational Plant Survey (EPS) is required at least once every five (5) years for all public educational entities, including state universities. At the request of FSU, Board staff facilitated and coordinated the Survey Team, and participated with university staff on the EPS to ensure that all the requirements of section 1013.31, Florida Statutes, were satisfied. In addition to FSU and Board staff, the team included staff from UF, UWF, and UCF. The Survey Team recommendations are included as an attachment. The completed EPS Report was approved by the FSU Board of Trustees on February 23, 2018, and the agenda item is included.

The EPS covers the period July 1, 2018, through June 30, 2023, and is FSU's first EPS completed using the Dynamic Capital Planning (DCP) model for FSU.

Table 1. Analysis of Space Needs and Enrollment

| FSU EPS Year | FTE | Space Inventory (Net Square Feet) | Recommendation Compared to Actual (Net Square Feet) | Space Analysis Summary |
|-------------------|--------|--------------------------------------|---|---------------------------------------|
| 2013 Actual | 38,900 | 3,109,788 | 720,000 | 2013 EPS Recommendation |
| 2018 Estimated | 39,880 | 3,314,145 | 204,357 | Actual Net Space Added Current EPS |
| 2023 Projected | 41,620 | TBD | 225,000 | Recommendation |

Summary of Survey Team Recommendations (Main Campus, unless noted):

Remodeling/Renovation: These remodeling projects will modify space within existing facilities to increase efficiency and usability:

- 2.2a FSU Multidisciplinary Center (Winchester Building) – 13,500 NSF
- 2.2b Library System Improvements Phase I (Dirac Science Library) – 78,000 NSF
- 2.2c Dittmer Chemistry Lab – 87,500 NSF
- 2.2d Kellogg Psychology Research Building – 23,000 NSF
- 2.2e Biology Unit I Building – 47,000 NSF

New Construction:

- 3.1 Academic Support Building – 63,000 NSF (Replaces Mendenhall Complex)

Exception Procedure: Projects recommended based on a demonstrated need for a single-purpose dedicated space; not based on formula need.

- 4.1 Veteran's Legacy Complex – 39,330 NSF (Includes Replacement of ROTC Building)

Demolition: These facilities are planned for partial or complete demolition.

- 5.1 ROTC Building – 10,958 NSF
- 5.2 Employee Assistance Building – 1,434 NSF
- 5.3 Seminole Dining Building – 2,131 NSF
- 5.4 Mendenhall A – 52,020 NSF (Campus Operations and Maintenance)
- 5.5 Mendenhall B – 1,300 NSF (Campus Operations and Maintenance)
- 5.6 Mendenhall Annex – 359 NSF (Campus Operations and Maintenance)
- 5.7 FDLE Mail Scan Building – 10,302 NSF

Continuing Survey Recommendations: This project was included in the 2013 EPS and has been partially funded through legislative appropriations. This is a recommendation for completing funding of this project.

- 6.1 Earth, Ocean, and Atmospheric Sciences Building – 89,540 NSF

Projects Funded for Planning: These projects have been partially funded (Planning) through legislative appropriations and are included in the 2018 EPS to meet the statutory funding requirements associated with completion of these projects.

- 7.1 College of Business – 131,585 NSF
- 7.2 STEM Teaching Lab Building – 48,500 NSF
- 7.3 Interdisciplinary Research and Commercialization Building (IRCB) – 68,302 NSF

The complete Educational Plant Survey Report, which is in compliance with the requirements of section 1013.31, Florida Statutes, is ready for Board consideration for validation. Once validated by the Board, survey recommended projects may be included on the Capital Improvement Plan, and are eligible for Public Education Capital Outlay (PECO) funding.

Supporting Documentation Included: Provided with Facilities Committee Meeting Materials

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**

March 29, 2018

SUBJECT: Appointment of University Trustee

PROPOSED BOARD ACTION

Appointment of University Trustee

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, the following university has a trustee vacancy for the remainder of a five-year term ending July 15, 2020:

1. Florida Polytechnic University

This vacancy was posted on the Board's website and a number of applications were received. The applications were reviewed by Committee members assigned to vet the applicants for the specific institutions. Subcommittee members will recommend candidates for review and consideration by the full Committee.

Supporting Documentation Included: None