New College of Florida
The Honors College

New College of Florida Board of Trustees
Academic, Student, and External Affairs Meeting
April 1, 2025 at 10:00 – 11:00 A.M. (EST)

To Join Virtually Visit:
https://ncf.zoom.us/j/91761483988?pwd=bbPnBXCKsPfmW6JfiW0om8XK0jyiOz.1
Passcode:901191

Meeting Agenda

1. **Call to Order – Roll Call, Establish Quorum, Confirm Notice of Public Meeting**
   Committee members: Trustee Bauerlein, Chair, Trustee Anderson, Trustee Jacquot, Trustee Kesler, Trustee McDonald, Trustee Mikkelson, Trustee Rufo, Trustee Spalding, Trustee Jenks, Chair of BOT (Ex-Officio)

2. **Approval of June 10, 2024 Committee Meeting Minutes (Action Item)**

3. **Approval of Tenure Track Candidate (Action Item)** – Dr. Andrey Skripnikov

4. **Approval of New Academic Degree Programs (Action Item)**

5. **Approval of New Academic Degree Program at New College: Master's in Educational Leadership (Action Item)**

4. **Closing Remarks and Adjournment**

New College of Florida Board of Trustees
Academic Affairs, Student, and External Affairs Committee Meeting
Draft Minutes for June 10th, 2024

In attendance via Zoom:
Trustee Bauerlein (Committee Chair), and Trustee Committee Members Trustee Anderson, Trustee Jacquot, Trustees Chair Debra Jenks (Ex-Officio), Trustee Kesler, Trustee Mikkelsen, Trustee Reid, and Trustee Spalding. Not in attendance: Trustee Rufo

In addition, David Brickhouse, Richard Corcoran, Alexandra Islas, Christie Fitz-Patrick, David Rancourt, Deja Rowe, and Brad Thiessen were present.

Call to Order
Chair Bauerlein called the meeting to order at 2:03 p.m. Roll call was taken and quorum was established. Meeting has been publicly noticed.

Approval of April 2, 2024 Committee Meeting Minutes
A motion to approve the April 2, 2024 Committee Meeting Minutes was made by Trustee Spalding, seconded by Trustee Jenks and was approved by voice vote unanimously.

Approval of Tenure Track Candidates – Dr. Bernhard Klingenberg; Dr. David Mikics
A motion to approve Tenure Track Candidates – Dr. Bernhard Klingenberg; Dr. David Mikics was made by Trustee Spalding, seconded by Trustee Kesler and was approved by voice vote unanimously.

Approval of Framework for New College of Florida's Core Curriculum
A motion to approve Framework for New College of Florida's Core Curriculum was made by Trustee Spalding, seconded by Trustee Jenks and was approved by voice vote unanimously.

Anticipated New Academic Degree Programs Under Consideration
Provost Brad Thiessen presented the Anticipated New Academic Degree Programs Under Consideration.

Closing Remarks and Adjournment
There being no other business, the meeting was adjourned at 3:35 p.m.

Respectfully submitted,

Christie Fitz-Patrick Chief of Staff/BOT Liaison

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 9, 2025

SUBJECT: Tenure Consideration

PROPOSED BOARD ACTIONS

- Approval of recommendation to grant tenure for Dr. Audrey Skripnikov

BACKGROUND

Article 15 of the CBA and Sections 4.5 - 4.6 of the Faculty Handbook outline New College of Florida's tenure policies and procedures. To make it to this stage in the process, these seven-faculty gathered evidence of their teaching effectiveness, scholarly and professional activities, and service that was reviewed by internal and external evaluators:

(1) By May 1, 2024, the candidates submitted to their Division Chairs contact information for possible outside references. The Divisions then solicited those outside references.

(2) In August, the candidates were responsible for assembling their evaluation files for review. These files, which were made available for review by faculty within each candidate's Division, include documentation from each candidate's career at NCF:

General Information Section:

- Copies of annual year-end activity reports (an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on, faculty committees served on, and scholarly activities).
- Current vita.
- Copy of initial appointment letter.
- Assignment of duties letter for each semester.
- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters sent to the PAC from faculty colleagues, students, alumni, or external reviewers from previous reviews
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists

Evaluation Section:

- Student evaluations of the candidate's teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office.
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current letters from external reviewers assessing the candidate's scholarship and creative work.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

(3) In November, the Divisional vote on tenure was conducted. Positive votes on at least three-fourths of the ballots from regular, full-time faculty (other than those in their first year of service) constitutes a positive Divisional recommendation to award tenure.

(4) The Provost's Advisory Committee (PAC – two faculty representatives from each Division) then independently reviewed the application, voted on whether to recommend tenure, and forwarded that recommendation to the Provost.

(5) Based on a review of the file, the Divisional vote, and the recommendation from the PAC, the Provost made a recommendation to the President. This recommendation, along with all supporting materials from the PAC and Provost, was provided to the candidate (who had the opportunity to provide a written response to the President.

(6) The President then made a recommendation to the Board of Trustees. When the President's recommendation is contrary to that of the Provost, the President provides a written statement detailing extraordinary circumstances warranting such a decision. That statement is then provided to the Provost, with copies supplied to the candidate and the PAC.

(7) The final decision rests with the Board of Trustees.

Supporting Documentation Included: Tenure packets for candidate

Other Support Documents Available: Trustees have access to the complete tenure packet for each candidate

Candidate: AS

NEW COLLEGE OF FLORIDA
TENURE and/or PROMOTION APPLICATION

ACADEMIC YEAR 2024-25

I. INTRODUCTION

The information in this application packet will be used by New College personnel, including the Provost, Chairpersons, and New College faculty involved in peer evaluation and recommendations for tenure and/or promotion. Therefore it is in the best interest of each faculty member to be certain that the information is as complete and accurate as possible.

- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

Applicants are encouraged to be familiar with Articles 14 (Promotion Procedure) and/or 15 (Tenure) of the Collective Bargaining Agreement (2021-24). The text of these articles may be accessed at:

https://intranet.ncf.edu/about/departments-and-offices/provosts-office/resources-for-faculty/

NAME Andrey Skripnikov

DIVISION Natural Sciences

DISCIPLINE Statistics

☐ I am seeking Tenure only.

☒ I am seeking Tenure and Promotion to the rank of Associate Professor

☐ I am seeking Promotion only to the rank of _____

_____ 01/28/2024

Applicant's Signature Date

PLEASE SUBMIT ONE ORIGINAL TENURE/PROMOTION APPLICATION

Candidate: AS

II. CANDIDATE EMPLOYMENT INFORMATION

1. Initial date of New College employment 08/2019
2. Initial rank of employment Assistant Professor
3. Present rank Assistant Professor

   Effective date 08/2019
4. Years completed in rank at New College 5.5
5. Tenured:

   ☐ Yes Effective date: No, N/A

   ☐ No

Years of credit toward tenure awarded upon appointment (if applicable) 0

(Attach copy of letter awarding credit)

III. "THE EVALUATION FILE": GENERAL INFORMATION and EVALUATION SECTIONS

- The contents of this file are drawn from the Personnel File maintained in the Division Office.

- The Faculty member (candidate) is primarily responsible for the compilation and updating of this record.

Description of the Evaluation File (General Information and Evaluation Section) Content for Candidates under Consideration for Promotion

1. Documentation for each category under evaluation (Teaching, Scholarship, and Service) must be provided for:

a) No fewer than the previous seven years (or if not employed seven years, since hire), regardless of when the last PAC review occurred for candidates for promotion to Full Professor, or

b) Since hire for candidates for tenure and promotion.

2. Candidates who wish to provide evaluation materials going back further in time are free to do so if they consider it relevant to their current evaluation, but no candidate will be penalized for not including such information.

3. The General Information section of the personnel file should be included in the evaluation file in its entirety.

The General Information Section of the personnel file consists of:

- A current vita.
- Copies of faculty year-end activity reports or FAAR forms written annually (to contain: an updated list of courses and tutorials taught, Independent Study Projects supervised, senior theses supervised, contract advisees, baccalaureate committees served on [with student and AOC], faculty committees served on, and scholarly activities).
- A copy of the initial appointment letter.
- Assignment of duties letters for each semester.
- For Tenure applicants: include faculty assignment of duties letter for all of your tenure-earning years.
- For Promotion applicants: include faculty assignment of duties letter for the entire period

since original appointment or since last NCF promotion. Also, include explanatory narrative (from Division Chair if such a letter exists) if the assignment of duties letters reflect extraordinary or unusual circumstances or assignments.

- Annual letters of evaluation from the Division Chair.
- Copies of PAC reviews.
- Copies of letters to the PAC from faculty colleagues, students, and alumni and any letters from external reviewers from previous reviews [see "invitation to external reviewers" letter, p. 5]
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.
- Previous Tenure and Promotion packet, if one exists.

4. The Evaluation Section of the personnel file includes:

- Student evaluations of the candidate's teaching.
- Syllabi and course descriptions.
- Contracts, contract certifications, and course evaluations (to be provided in a convenient form by the Registrar's Office).
- Copies of papers and publications clearly identified as in draft, in press, or published including printouts of any web-based publications.
- Current Letters from external reviewers assessing the candidate's scholarship and creative work. An illustrative letter of invitation follows.
- Information about community service not otherwise reported.
- Any other materials relevant to teaching, scholarship and service that the faculty member may deem appropriate, such as letters from students, colleagues or administrators.
- Statement(s) of review by candidate: Any written response or comments the faculty member wishes to provide with regard to any item in the file.

IV. ILLUSTRATIVE LETTER: Invitation to External Reviewers

(Divisional Letterhead)

(Date) _____

Dear _____

During the [current] academic year, (name)_____[assistant professor or associate professor] in the Division of [Humanities or Social Sciences or Natural Sciences] at New College of Florida is being considered for [tenure and] promotion to the rank of [Associate Professor or Professor]. External evaluations of a faculty member's research [or scholarship or creative contributions] constitute an important part of our academic review process. You have been suggested as a person who is particularly well-qualified to review and evaluate Professor _____'s scholarly [or creative] work.

I have enclosed [or attached] a copy of Professor_____'s curriculum vitae. While we are particularly interested in your evaluations of Professor_____'s scholarly [or creative] work, if you feel able to make any comments about Professor_____'s teaching or service (to community or profession) we would appreciate those as well. If you know Professor _____, please tell us in what context.

New College is a small public honors college that emphasizes rigorous, high quality undergraduate experiences of which tutorials and independent research, scholarship and creative activities are an important part. Student work is evaluated through narrative evaluations rather than by letter grades. You can find a brief description of the college and its programs at http://www.ncf.edu/academics . Because of our emphasis on student research, it is important that faculty be active, visible researchers who, themselves, produce high quality work. However, the unique aspects of our educational program create major demands on faculty time, and we do not therefore expect the quantity of research that might be appropriate at a research university. *And I note that since spring of 2020, we've all been teaching and working under the challenging conditions of a global pandemic, which has meant in some cases delayed or canceled professional meetings, exhibitions, and publications and more effort adapting to teaching in primarily online or hybrid formats.

Florida sunshine laws and college practice require that your comments be accessible to the candidate and eventually your comments will become part of the publicly accessible record.

Could you please let me know by_____whether you will be able to provide the evaluation I am requesting.

Should you be willing to serve as an external reviewer, we will arrange to send you an appropriate set of Professor_____'s published [or other as appropriate] materials. We will need your evaluation by (date)_____. An electronic copy (PDF file) signed and on your letterhead, will suffice to begin our consideration, but we will need an original signed paper copy of your evaluation for inclusion in our files.

Thank you for your consideration of this request. I look forward to your response.

Sincerely,

V. PAC SUMMARY: STUDENT EVALUATION OF TEACHING

Note: Information from student evaluations must be completed by the Chair of the Provost's Advisory Committee. The candidate is not permitted to complete this section.

Describe information provided from student evaluations of teaching that were reviewed in making this promotion and/or tenure recommendation. Indicate the nature of the instructions, when and how many times they were administered for this candidate, and the number of students participating in consideration of this candidate. Provide a summary of the information derived from the evaluation used.

- Nature of the instruments (attach a copy of the instrument).
- When and how many times they were administered for this candidate.
- The number of students participating in consideration of this candidate.
- A summary of the information derived from the evaluation used.

Review of student teaching evaluations is a fundamental aspect of the evaluation of teaching performance. The instructional evaluation forms (attached) are distributed at the end of each course or tutorial. Students voluntarily complete the form and most present do so. They may sign the form if they wish. Students are aware that the forms are reviewed by the Division Chair, the Provost, and are available to all divisional faculty and the PAC during the tenure process.

Student evaluations were administered in every course at the end of each semester from Fall 2019 to Spring 2024, with the exception of Spring 2023 when Professor Skripnikov was on assigned research leave. Faculty voted to exclude Spring 2020 evaluations from review due to disruptions related to the Covid-19 pandemic. With that exclusion, the total number of evaluations received over this period is 101. These evaluations reflect an overwhelmingly positive student assessment of Professor Skripnikov's teaching. It is clear that Professor Skripnikov's teaching is consistently very strong and is meeting the expectations of tenure and promotion.

Michelle E Barton

Signature of Chair, Provost's Advisory Committee

Michelle E. Barton Necmettin Yildirim 1/17/2025

Name of Chair, Provost's Advisory Committee Date

New College of Florida
Instructional Survey (updated 10/23/2024)

Question 1

As part of the faculty member's permanent record, this form will be used in personnel decisions and for the faculty member's own information. Faculty will not have access to this form until evaluations of students are submitted.

Please comment on...

Question 2

1. The Instructor (e.g., clarity, helpfulness, accessibility, evaluation of your work)

Question 3

2. The Course (e.g., organization, pace, demands, assignments, suggested improvements)

Question 4

3. Your Participation (e.g., expectations, interest, progress, success, effort)

Question 5

4. Any Other Comments

Question 6

About you

Question 7

Number of Terms at New College

Question 8

Transfer Credit

Question 9

Prior Number of Activities

Question 10

...in this field

Question 11

...with this Instructor

Question 12

Attendance

	(1) Option
Regular	○
Sporadic	○
Rare	○

Question 13

Thank you for your feedback!

2. Please attach copies of candidate's annual evaluations for each tenure-earning year for tenure candidates, and the last seven years for promotion candidates. Annual evaluations should include narratives including the statements of "progress toward tenure" (for all faculty seeking tenure.) Note: The Chair of the PAC will be responsible for copying the annual review letters from the candidate's file and placing them in the packet.

New College
THE HONORS COLLEGE of Florida
Division of Natural Sciences

June 17, 2020

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2019-2020 Academic Year

Dear Andrey,

This letter contains an evaluation of your work during the 2019-2020 academic year in the areas of teaching, research, and service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations that you entered into the Student Evaluation System (SES), and our direct interactions during the past year.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. You taught two courses in Statistical Inference for the Data Science (DS) masters program as well as Statistical Learning and Linear Models. These were all new courses for you. The DS courses are an important part of the curriculum, and the other two courses are very useful for intermediate statistics students. As a first year faculty member, you were not expected to supervise thesis students or contracts. You did start working with two students on thesis projects. Although you offered to sponsor ISPs via the usual venues, no student asked you to sponsor an ISP this year. The number of students in your courses was at the median for Fall 2019 (21 students per semester). Your other instructional workload was appropriate for a faculty member in their first year at New College, but I encourage you to think of ways to recruit ISP students.

NOTE: The Spring 2020 semester began as usual, but was significantly disrupted by the COVID-19 pandemic; campus went to 100% "remote instruction" during spring break. In response, faculty voted that spring term Instructional Evaluations would only be used for formative information and be delivered to the faculty concerned. They will not form part of this review, although you should consult them for your own information.

The students thought you were clear, helpful, and accessible. They thought that the courses were well organized, and they appreciated the helpfulness and educational value of the assignments and exams.The students in statistical learning had a range of experience in statistics, so there were a range of opinions about the pace of the course (which is typical in this situation). The DS students though that Statistical Inference moved at an appropriately fast pace. The students enjoyed your courses.

Your evaluations of students included the topics covered in the course and a list of the ways in which the students were evaluated. You provided both quantitative scores for the activities as well as narrative feedback on the projects and other aspects of the course. You listed strong and weak areas,

which will help the students improve. The DS graduate students received grades instead of narrative evaluations. You did provide a narrative summary for the DS students in fall semester.

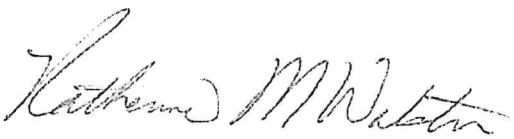
Scholarship
You published one article and have a second article in progress. You are working on a few different projects involving the Tampa Bay Estuary program and red tide data, football rankings, and gene expression data.

Service
As a first year faculty member, you were not expected to serve on committees this year. You attended division and faculty meetings and met with candidates for the computer science faculty position. You also helped write two AOC proposals, one for statistics and one for Data Science. You helped recruit students for the DS program. You met with Dr. Dzyadevich's class to talk to her students in Russian and with a high school Eastern European club to discuss Russian culture. You wrote recommendation letters for one student for REU programs.

Summary
You had a successful year, and you are making satisfactory progress in all three areas of teaching, research, and service. You made important contributions to both the undergraduate statistics program and to the Data Science graduate program. Thank you for everything you are doing for the college.

I would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to my email indicating that you have received and read this letter. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to me, which will be incorporated, along with this evaluation, in your file.

Sincerely,



Katherine M. Walstrom, Ph.D.
Chair, Division of Natural Sciences

New College
THE HONORS COLLEGE of Florida

Natural Sciences

18 June 2021

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2020-2021 Academic Year

This letter contains an evaluation of your work during the 2020-2021 academic year in the areas of teaching, research, and community service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

This was an exceptional year given the ongoing pandemic. Most instruction took place online or in-person with social distance and masking. Disruptions were frequent as testing forced people into quarantine. I recognize that teaching this year required continual adaptation, retooling, and flexibility both for academic work and to attend to the human and emotional toll of multiple factors. In addition, enrollment across the college was on the low end, with a student:faculty ratio of 7:1. Many of the usual opportunities for scholarship and creative work were unavailable under pandemic conditions (lab work, field work, work abroad). This context is important to consider in reviewing this year's performance.

You participated in Kognito and Skillsoft trainings to augment your advising and interaction skills. You also attended the faculty retreat in January to participate in discussions about teaching and student support.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Your academic appointment is part time in the undergraduate program and part time in the graduate program. Thus, I am providing the information for the undergraduate portion and Dr. Bozkaya is commenting on the graduate program.

Undergraduate
First semester, you taught Topics in Statistical Inference for Data Science (2 enrolled) and Linear Models (3 students) in the Fall. Second semester you taught Statistical Learning (4 enrolled). Topics in Statistical Inference for Data Science was a small class held in hybrid format. The two undergraduates enrolled in the class very much appreciated your accessibility and patience in helping them through the class. Students in the Statistical Learning class enjoyed the course. Each indicated that you were accessible and that the class was interesting despite the fact that it was being taught remotely. Students appreciated how you kept them engaged in the topics. It is clear that you made some adjustments to the content and presentations based on feedback from last year.
The students appreciated the clarity of your presentations. Students thought that the courses were paced reasonably. Evaluations of students included a brief description of the topics covered in the course as well as an explanation of how students were evaluated. You provided quantitative scores for the

activities as well as narrative feedback, allowing the students to situate themselves among their classmates as well as to gauge their own strengths and areas for improvement.

This year you sponsored contracts. There were 3 sponsored in Fall and 3 sponsored in Spring for the same students.

You had 4 tutorials this year, one in Fall and 3 in Spring. Two of these were in support of thesis work.

Your ISP, Exposing Lies in a Data-Driven World, had 13 students. The ISP was a collaborative effort with Melissa Crow. You gave a detailed account of work throughout the ISP on various projects including the capstone.

You had 4 tutorials this year, one in Fall and 3 in Spring. Two of these were in support of thesis work. You worked with two thesis students who graduated this year; you were co-sponsor for one of these. As others have noted, co-sponsoring is challenging, so a successful completion is good.

Graduate

First semester, you taught Statistical Inference for Data Science I (15 enrolled) and taught, as an overload, Topics in Statistical Inference for Data Science (11 enrolled) covering for another faculty member who was on leave. Second semester, you taught Statistical Inference for Data Science II (16 enrolled). Clearly, this was a year with many challenges due to the pandemic and you teaching an extra course as an overload is highly appreciated by the Data Science graduate program administration. Students enrolled in these three graduate courses generally thought you were a very effective instructor, successfully engaging students, especially under the conditions of online synchronous teaching. They commented that you clearly conveyed expectations in your course including grading, had a well-structured course design, provided timely and accurate feedback to students, and were very accessible. Many students commented that you are an invaluable asset for the College and that the Data Science program is lucky to have you, to which I happily agree. Clearly, you spent extra effort this year to make your classes more effective and engaging when students had all the reasons to be distracted due to the pandemic.

Research

You have one article currently in review titled, "Using Localize Twitter Activity for Red Tide Impact Assessment" in the journal *Harmful Algae*. You are the lead author along with two collaborators, one of which is a graduate student at New College.

Your interest in social media allowed you to participate in the National Coastal Estuarine Virtual Summit 2020 where you provided an on-demand video presentation along with graduate student Nathaniel Wagner titled, "Twitter Analytics for Florida Red Tide Impact Assessment". This information was also presented at the January meeting of the Tampa Bay Estuary Program.

You are continuing your collaboration with Tampa Bay Estuary program as it relates to use of Twitter.

There are some other projects that are in process for you relating to rankings in college football and gene expression data. These are in various stages of completion. As noted in our discussion, I encourage you to use your time over the summer to move these projects forward.

Service

As a second-year faculty member, you were eligible to serve on committees this year. Near the end of the year when there was an opening on the FASC, you agreed to serve on that committee. You attended division and faculty meetings. You worked with your two colleagues to formulate the curriculum for

New College
THE HONORS COLLEGE of Florida

Natural Sciences

11 January 2023

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2021-2022 Academic Year

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and community service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

You participated in Kognito and Skillsoft trainings to augment your advising and interaction skills.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Your academic appointment is part time in the undergraduate program and part time in the graduate program. Thus, I am providing the information for the undergraduate portion; Dr. Bozkaya, who resigned this year, did not leave information concerning the graduate program work for 2021-2022.

Undergraduate
First semester, you taught Applied Linear Models (2 enrolled) and Applied Statistics I (10 enrolled). Second semester you taught Statistical Learning (3 enrolled) and Applied Statistics II (undergrad enrolled 1; graduate enrolled 9). Applied Linear Models appreciated your accessibility and clarity. Students in the Applied Statistics I class thought that lectures were clear and consistent. Students in the Statistical Learning class second semester enjoyed the course. Like students in other classes, they noted your accessibility and your clarity. They found your style encouraging. As in the past, your evaluations of students included a brief description of topics covered as well as an explanation of how students were evaluated. Narrative feedback allowed students to situate themselves among their classmates as well as to gauge their own strengths and areas for improvement.

This year you sponsored a total of 15 contracts (7 first semester; 8 second semester) contracts.

You had 4 tutorials this year, two in Fall and two in Spring, each working with thesis students.

Your ISP, Exposing Lies in a Data-Driven World, had 10 students. The ISP was a collaborative effort with Melissa Crow. It is clear that you made adjustment from last year for this ISP offering.

You worked with two thesis students who graduated this year; you were co-sponsor for these. In addition, you worked with one other thesis student. In addition to your thesis students, you were a member of 2 other baccalaureate committees.

Research

You published, "Using Localize Twitter Activity for Red Tide Impact Assessment of *Karenia brevis* in Florida, USA," in the journal *Harmful Algae*. You are the lead author along with two collaborators, one of which is a graduate student at New College. In March, you will present this work at the Bay Area Scientific Information Symposium & Association of the National Estuary Program (BASIS7-ANEP). You have another publication submitted, "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football," submitted to *Journal of Applied Statistics*. You did a public lecture on the material in this paper at the Natural Sciences Seminar in October. The paper was published in the 2021 Joint Statistical Meetings Proceedings (Seattle, WA).

You have presented work that is an extension of the "Partially Constrained Group Variable Selection Adjust for Complementary Unit Performance in American College Football" paper in a refereed session of the 2022 Symposium in Data Science and Statistics.

You have worked with a recent NCF graduate to create submissions for the National Undergraduate Research Project Competition and to the *Ecosphere* journal.

You are working with Dr. Roy to create a Twitter analytics web-based dashboard to summarize trends in public conversations about environmental issues. This application to the Tampa Bay Environmental Restoration Fund has been approved and you have started working on Phase I with a graduate data science student.

Service

In your discipline, you served as a refer for a paper titled, Joint Learning of Multiple Granger Causal Networks via Non-Convex Regularizations: Inference of Group-Level Brain Connectivity," submitted to the *Neural Networks* journal.

Within the college, you were a member of the FASC Fall and Spring of this year. This was a very active committee, working on issues of formatting instructional evaluations, as well as introducing a public-facing component to the list of activities evaluated for tenure and promotion.

For the Applied Data Science graduate program, you were a member of the admissions committee.

You wrote several letters for students, including ones for graduate school admission and for competitive scholarships.

Summary

You are making progress in teaching, scholarship, and community service towards tenure and promotion. Work in both the undergraduate and graduate programs shows growth. Thank you for what you are doing at the college. I would be happy to discuss any topic related to your work this year or to your career trajectory. Note that acknowledging receipt of this letter does not mean that you agree with the content. The final letter will be placed in your personnel file. You may address any disagreements or comments about the final letter in writing in a separate letter and this will be placed in your file along with the final letter.

Sincerely,

Sandra L. Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences

Andrey Skripnikov

01/11/2023
Date

the undergraduate program in Statistics, adjusting course requirements in both the primary and secondary fields to delineate each more clearly for students.

For the Data Science graduate program, you contributed by advising graduate students. You also presented your research work, joint with a graduate student, at the Data Science seminar series in Fall 2020.

Summary
You had a good year despite the limitations imposed by continuing COVID restrictions, and you are making satisfactory progress in teaching, research, and service. You made contributions to both the undergraduate statistics program and to the Data Science graduate program, teaching an overload this year in the graduate program first semester. Thank you for everything you are doing for the college. We would be happy to discuss any topic related to your performance or your career trajectory with you. Please respond to the email for that final letter indicating that you have received and read it. Please return a signed copy. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to us, which will be incorporated, along with this evaluation, in your file.

Sincerely,

Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences

Burcin Bozkaya
Professor of Data Science
Director of Data Science

Andrey Skripnikov

06/23/2021
Date

New College of Florida

Natural Sciences

30 August 2024

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2021-2022 Academic Year (replaces misplaced letter)

This letter contains an evaluation of your work during the 2021-2022 academic year in the areas of teaching, research, and community service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Your academic appointment is part time in the undergraduate program and part time in the graduate program. Thus, I am providing the information for the undergraduate portion and your supervisor in the graduate program is commenting on your work there.

You participated in Kognito and Skillsoft trainings to augment your advising and interaction skills. You also attended the faculty retreat in January to participate in discussions about teaching and student support.

Undergraduate
First semester, you taught Applied Linear Models (2 enrolled), and Applied Statistics I (10 enrolled). The undergraduates commented on your accessibility and patience in helping them through the class. Students in the Applied statistics I class also noted your accessibility. Students enjoyed the material you presented. Two students did tutorials with you. You continue to make positive adjustments to your classes based on student feedback.

Second semester, you taught Applied Statistics II (1 enrolled) and Statistical Learning (2 enrolled). You made an informational video for the Statistical Learning class to encourage students to fill out contracts Because these activities were small, you were able to give a lot of attention to the students. Two students did tutorials with you this semester as well.

During ISP, you had 10 students in the Exposing Lies in a data-driven world. This is a large group project for the January interterm, demonstrating the interest in the topic.

You supervised 3 senior projects this year (two were co-sponsored); students successfully completed the project and baccalaureate. Two of these students did a double concentration: one student with a double in biology and statistics while the second student did work in Computer Science and Statistics. Your other student worked on a project doing Statistics with a Museum Studies secondary field. There was another student who finished a thesis the previous Spring during the third year, but continued with courses this year. In addition, you were on another baccalaureate committee for a student doing a thesis in Applied Mathematics with Statistics as a secondary field. This was a very good year for your thesis output. Clearly, a variety of students are interested in working with you and in using statistics as an integral part of their undergraduate education.

First semester, you sponsored 7 contracts and second semester you sponsored 8 contracts. This is an average number of contracts.

Research

You have one paper published this year, "Using localized Twitter activity to assess harmful algal bloom impacts of *Karenia brevis* in Florida, USA". This was published in *Harmful Algae* with your co-authors. In addition, you have submitted a paper to the *Journal of Applied Statistics* titled, "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football". Your work received some publicly facing recognition in media articles.

You were quite active this year in attending meetings and presenting your work. In August, you did a live speed talk and a longer on-demand presentation recording for the Joint Statistical Meetings conference with the title, "Feature Selection to Adjust College Football Team Performance Evaluation for the Complementary Nature of American Football". In March, you did a presentation at the Bay Area Scientific Information Symposium and the Association of National Estuary Programs (BASIS7-ANEP). This presentation was to showcase your work on "Using localized Twitter activity to assess harmful algal bloom impacts of *Karenia brevis* in Florida, USA". Campus lectures to encourage students to consider statistics as a part of their academic concentrations were made in October, February and March. As summer began, in June you made a 25 minute presentation at a refereed session for the Symposium on Data Science and Statistics in Pittsburgh. The presentation title was "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football." Presentations of your work in public settings is a good way to get feedback on methods and outcomes.

This year your wrote one grant to support your work on "Web-based Dashboard for Twitter Analytics on Environmental Issues". This grant was successfully funded through the Tampa Bay Environmental Restoration Fund (TBERF) along with your co-PI, Dr. Roy. This is another publicly facing grant to help improve disaster response by collecting real time data as the environmental events are ongoing. Creating a dashboard that is easy to use and to find is a critical part of getting feedback during a disaster.

Service

You were on the FASC this year in both Fall and Spring semesters. This is an important committee for the college. It is also a good way to learn more about how committees function and how policies impact both faculty and the students.

In the broader community, you refereed two papers in your field. One was submitted to the *Neural Networks* journal and the second was submitted to a special issue of *Florida Scientist*.

Summary

You had a good year. You are making satisfactory progress in teaching, research, and service. You made contributions to both the undergraduate statistics program and to the Data Science graduate program, teaching an overload this year in the graduate program. You have increased your activity at the college in recruiting to your discipline as well as in faculty governance. These are both important areas.

Thank you for everything you are doing for the college. I would be happy to discuss any topic related to your performance or your career trajectory with you. You will receive a final copy of this letter for your file after you have had a chance to review this letter and I have had an opportunity to incorporate your comments. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to us, which will be incorporated, along with this evaluation, in your file.

Sincerely,

Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences

Andrey Skripnikov

09/25/2024
date

New College of Florida

Natural Sciences

1 September 2024

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2022-2023 Academic Year

This letter contains an evaluation of your work during the 2022-2023 academic year in the areas of teaching, research, and community service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Your academic appointment is part time in the undergraduate program and part time in the graduate program. Thus, I am providing the information for the undergraduate portion and your supervisor in the graduate program is commenting on your work there.

Undergraduate
First semester, you taught SET SAIL (10 enrolled) and Applied Statistics I (9 enrolled). As in the past, students noted that you are very accessible to assist with questions. SET SAIL students commented that you were helpful with problems, but a few noted that at times the course pace was difficult. This is the first time that you have taught the SET SAIL as a class; usually you teach it as an ISP you're your colleague Professor Crow. SET SAIL required that you work with a peer leader and that you include campus resources into the content. There is also a requirement that you use a rubric for evaluation. Overall, from the student perspective, this was a successful course. Students in the Applied statistics I class also noted your accessibility. You experimented with the format of the course which affected the pace. Students appreciated the in-class activities. One student did a tutorial with you. This year you experimented with classes, altering the formats. This required adjustments to both content and pace.

Second semester, you were on assigned research leave. This semester, you did have a thesis tutorial for one student.

During ISP, you did two projects with students (you are not required to do ISPs during the ARL). One was a career skills project while the other was a programming project. The skills project was an intensive one in which you met with the student 4.5 hours a week. You worked in conjunction with your colleague Professor Crow who was supervising a second student in the ISP. The activity included guest lectures from the CEO. In addition, you required a final portfolio in which students demonstrated work with a data analysis project that was displayed on Github. The two students also participated in a final interview.

The programming ISP met twice a week for a total of 3 hours. In these meetings, you worked with the student on coding. This was an intensive activity.

You were on one baccalaureate committee for a student doing a thesis in Natural Sciences. You did not supervise a thesis student this year.

First semester, you sponsored 6 contracts. This is an average number.

Research

You have one paper published this year, in the *Journal of Applied Statistics* titled, "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football". This is a paper that you submitted last year. You have a second paper accepted for publication, "Spatial modeling of the relative abundance of wading birds in peninsular Florida using citizen science data," in *Ecosphere*, co-authored by one of your students.

This year, you finished the phase I of work on "Web-based Dashboard for Twitter Analytics on Environmental Issues" funded through the Tampa Bay Environmental Restoration Fund (TBERF) along with your co-PI, Dr. Roy. As a part of this phase, you organized an ad-hoc committee of regional stakeholders including researcher, managers, health officials and others to make the dashboard more useful for both management and research needs. For your ARL in Spring, you began Phase 2 of the research on the grant. You also worked on an extension of your college football paper, presenting it to several colleagues for feedback.

Service

You were on the FASC this year in Fall as the chair. This is an important committee for the college as it is responsible for formalizing faculty voting eligibility criteria. This committee also gave input on the online instructional evaluation schedule. In the division, you led several discussions on tenure and promotion.

In Fall, you worked with the ACM student club to discuss the numbers behind the women's soccer league Equal Pay settlement.

Within statistics discipline, you worked with colleagues about statistics course offerings to update the offerings for listing in Courseleaf. Your group created a common advising document to assist in guiding students.

You wrote 9 letters for students involved in a variety of activities (internships, graduate school, immersion program and Spring practicum). These are valuable and time consuming.

Summary

You had a productive year. You are making satisfactory progress in teaching, research, and service. You made contributions to both the undergraduate statistics program and to the Data Science graduate program. You have increased your activity at the college in recruiting to your discipline as well as in faculty governance as chair of one of the standing committees. Your public-facing research involving citizen science is important in bringing local recognition to the college as well as engaging students in meaningful projects to apply statistics across disciplines.

Thank you for everything you are doing for the college. I would be happy to discuss any topic related to your performance or your career trajectory with you. You will receive a final copy of this letter for your file after you have had a chance to review this letter and I have had an opportunity to incorporate

your comments. Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to us, which will be incorporated, along with this evaluation, in your file.

Sincerely,

Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences

Andrey Skripnikov

09/25/2024
Date

New College of Florida

Natural Sciences

13 September 2024

Professor Andrey Skripnikov
Division of Natural Sciences
New College of Florida
Re: Annual Review for the 2023-2024 Academic Year

This letter contains an evaluation of your work during the 2023-2024 academic year in the areas of teaching, research, and community service. The information contained in this review was obtained from your FAAR form, which is an integral part of this evaluation, Instructional Evaluations, a sampling of evaluations and contract certifications that you entered into the Student Evaluation System (SES), our discussion at the end of the year, and our other direct interactions during the past year.

Teaching
Your FAAR form contains a list of your teaching activities, including the number of students in each class, your tutorials, ISPs, thesis students, service on baccalaureate committees, and the contracts you sponsored for students. Your academic appointment is part time in the undergraduate program and part time in the graduate program. Thus, I am providing the information for the undergraduate portion and your supervisor in the graduate program is commenting on your work there.

Undergraduate
First semester, you taught Applied Linear Models (5 enrolled) and Applied Statistics I (2 enrolled). As in the past, students commented that you are very accessible to assist with questions and very helpful in solving problems. Pace of both courses seemed reasonable to students.

Second semester, you taught Statistical Learning (2 enrolled) and Advanced Applied Statistics (1 student enrolled; this course took the place of Advanced Applied Statistics). You introduced some new material into the Statistical Learning course which required that you rework a few of the lectures.

You had 4 tutorials first semester and two second semester. The records office left off a thesis tutorial Fall and Spring for one of your students.

During ISP, you did one group project on Sports analytics (11 students) and two other ISPs. The group met regularly 2-3 times a week as needed. You created a series of assignments for both takehome and in class. The final was a group presentation to help students develop their soft skills in addition to their analytical skills. The two individual projects also had you meeting with the students 2-3 times a week for each. Both students produced a final report of their findings and did a Github repository including their code.

You were on two baccalaureate committees where you were co-sponsor. One was in Computer Science and Statistics and the other was in Computer Science. The thesis co-sponsored with Dr. Gillman was submitted for consideration for a best student thesis award.

First semester, you sponsored 11 contracts. Second semester, you also sponsored 11 contracts. With increasing enrollments, this is an average number.

Research

You have published two papers this year and have submitted another for consideration. One of the papers, "Twitter/X User Account Classification to Gain Insights into Communication Dynamics and Public Awareness During Tampa Bay's Red Tide Events," was a full paper in Florida Artificial Intelligence Research Society (FLAIRS) conference proceedings which is peer reviewed. The second published paper is in the conference proceedings for the Joint Statistical meetings (2023) which is not peer-reviewed. This paper, "Partially Regularized Ordinal Regression to Measure Impacts of Complementary Unit Performance in American College Football," was accepted for publication. You have also submitted this paper for consideration to the American Statistician, which is peer-reviewed.

In addition to your publications, you had a poster accepted to the New England Symposium for Statistics in Sports hosted by Harvard. Two presentations were accepted for conference presentations. You were also invited to give a talk about your environmental Twitter dashboard research at the "Open Science" meeting organized by the Tampa Bay Estuary Program.

You made excellent progress this year on research projects. Phase 2 of the grant-funded Twitter Analytics on Environmental Issues was completed in Fall semester which ultimately resulted in a published paper. For this grant, there were four meetings with the ad hoc committee of regional stakeholders. These meetings allow you to get feedback on findings. You plan to work with 3 students over the summer to expand the analytics of the project and to continue to improve the dashboard.

During the summer, you plan to hire a graduate student to continue work on college football project extending it to the National Football League.

This was a very productive year. Clearly, you used the Assigned Research Leave last year to move several projects to fruition.

Service

You were on the FASC this year in Fall and Spring as the chair. This is an important committee for the college as it is responsible for formalizing faculty voting eligibility criteria. Your committee also conducts elections. In the division and in faculty meetings, you participated to keep colleagues informed of progress and changes in various appointment issues. The committee also conducts the evaluation surveys of both the President and the Provost.

As a service to the New College community, you have begun an analysis of internal NCF Faculty salary data in comparison to external data to develop an adjustment mechanism that could be generalized to this year as well as into the future. Though this is local, it might be possible to get a publication from the model itself. This analysis will allow an understanding of salary inversion and compression.

Within the Division, you were on the math search committee and the data science/statistics search committee. The math search was a heavy lift as there were over 160 applicants. When long list was generated, you participated in zoom interviews with candidates to winnow the list to final candidates. You also participated in on campus interviews and in candidate dinners. For the data science/statistics search, there were only about 30 applications. You participated in online interviews of candidates and in the in person interviews, including some dinners.

In Fall, you worked with the ACM student club to discuss the numbers behind the women's soccer league Equal Pay settlement.

You wrote 7 letters for students involved in a variety of activities (internships, graduate school, and NSF graduate fellowship). These are valuable and time consuming. On of the students received an NSF fellowship.

Summary
You had a productive year. You are making satisfactory progress in teaching, research, and service. You made contributions to the undergraduate statistics program. As in the previous year, your public-facing research involving citizen science is important in bringing local recognition to the college as well as engaging students in meaningful projects to apply statistics across disciplines. You worked with several students to extend projects which resulted in conference presentations and publications.

Thank you for everything you are doing for the college. I would be happy to discuss any topic related to your performance or your career trajectory with you. **You will receive a final copy of this letter for your file after you have had a chance to review this letter and I have had an opportunity to incorporate your comments.** Note that acknowledging receipt does not indicate agreement with the contents. You may address any disagreements or comments of your own in a separate letter to us, which will be incorporated, along with this evaluation, in your file.

Sincerely,

Sandra Gilchrist
Professor of Biology and Marine Science
Chair, Natural Sciences

Andrey Skripnikov

09/25/2024
Date

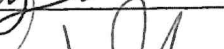
Candidate: Andrey Skripnikov

VI. EVALUATIONS BY THE PROVOST ADVISORY COMMITTEE, DIVISION CHAIR AND THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

1. In comparison with faculty in similar positions with similar assignments, indicate your agreement with a check mark of the candidate's satisfactory performance in the following chart (evaluations must include all assigned duties including service).

Performance Area	Division Chair	Provost Advisory Committee	Provost & VP for Academic Affairs
Teaching	✓	✓	✓
Research, Scholarship, Creative Activity	✓	✓	✓
Service (all areas)	✓	✓	✓
Overall Quality	✓	✓	✓

- Each reviewing body should append a narrative to support the evaluation.
- Each narrative should include a careful analysis of the evaluation with rationale and reasons for positive and/or negative evaluation.
- Do the candidate's talents, expertise, experience and resources fit the needs, plans and goals of the Program/Division/College? Explain.
- The narratives should be appended in the order of review (Division Chair, Provost Advisory Committee, and Provost and Academic Vice President).
- Where a split evaluation exists, the committee should provide a Majority Report and a Minority Report to provide a balanced view.

Position Title	Name	Signature	Date
Division Chair	Sandra Gilchrist Michelle E Barton		27/I/2025 1/17/2025
PAC Chair	Necmettin Yildirim		1/17/2025
Provost	David Rohrbacher		3-24-25

Candidate:_____

DIVISION CHAIR EVALUATION:

Dr. Skripnikov is a strong candidate for tenure. He has excelled in teaching, research, and community service.

Teaching: Dr. Skripnikov teaches half time in the undergraduate program and half time in the master's program. I will address only the undergraduate teaching developing courses to emphasize teamwork and problem-solving skills.

Sports analytics courses have opened statistics to students who would likely not have taken an interest in statistics. Dr. Skripnikov has developed courses and independent study projects to embrace interests of a range of students at the undergraduate level.

He has mentored a variety of thesis students in different disciplines including computer science and statistics. His ability to work with students effectively is evidenced by very strong teaching evaluations.

Research: Dr. Skripnikov is a productive scholar who attends conferences, presents invited talks and has publications. Presenting papers and posters at conferences is a way of testing out ideas as well as showcasing research. Work with students on projects can also be featured at conferences.

Dr. Skripnikov has garnered a grant through the Tampa Bay Estuary Program to create a dashboard for examining citizen science use of Twitter/X for communicating about red tide events. This has been a very successful collaboration with colleagues at New College as well as a valuable tool for TBEP. The work has involved students as well.

Service: Dr. Skripnikov has been selfless in his service activities. He has participated in Divisional work, including serving on multiple search committees. He has been a leader on the search committees, participating fully in the interviews, seminars and social responsibilities. This is unusual for an untenured faculty member.

Dr. Skripnikov has been a participant on standing committees, including serving as chair of the Faculty Appointment and Status Committee. This is a committee with a heavy workload. Again, it is unusual for an untenured faculty member to become chair of this type of committee. The committee is responsible for promulgating faculty rules, regulations, and policies as well as conducting faculty elections. It is also responsible for carrying out the evaluation of the college President and Provost.

Dr. Skripnikov has done outstanding work at the college in teaching, research and community service. Keep in mind in reviewing this letter that it only represents half of the contributions made by Dr. Skripnikov. He also teaches and does service in the Applied Data Science Master's Program.

He is an excellent candidate for tenure.

New College
THE HONORS COLLEGE of Florida

Letter of Evaluation from the Director of Data Science for Andrey Skripnikov

Each semester, Andrey contributes one course to the graduate program in Applied Data Science, which I chair since July 2023 on an interim basis, and since July 2024 on a permanent basis. In this role, I would like to offer an evaluation of the Applied Statistics I and II course sequence that Andrey offers each year.

Here is a summary of the classes Andrey taught for the graduate program in Applied Data Science since he started at New College in 2019. These include Applied Statistics I and II, and one offering of Advanced Applied Statistics in Fall of 2020 as an overload to help out the program in a time of great need:

Course	Semester	Number of Students
Applied Statistics I	Fall 2019	14
Applied Statistics II	Spring 2020	14
Applied Statistics I	Fall 2020	17
Advanced Applied Statistics (Overload)	Fall 2020	14
Applied Statistics II	Spring 2021	17
Applied Statistics I	Fall 2021	10
Applied Statistics II	Spring 2022	10
Applied Statistics I	Fall 2022	9
(Research Leave)	Spring 2023	-
Applied Statistics I	Fall 2023	14
Applied Statistics II	Spring 2024	14
Applied Statistics I	Fall 2024	9

Andrey's classes are highly regarded and consistently praised by graduate students. Feedback from the most recent iterations of Applied Statistics I and II includes remarks such as:

> *"Andrey is an amazing instructor. He is so well-versed... not only in statistics, but also in pedagogical techniques and strategy."*
>
> *"Absolutely STELLAR PROFESSIONAL kind helpful available clear organized everything you want in a professor. Goes above and beyond to provide feedback, clarifications."*
>
> *"One of the most helpful and accessible professors I've ever had at New College. Very thorough and timely evaluation of work, amazing explanations, able to cater to all levels of students. [...]Best professor, we need more of him. "*

"Skripnikov is exceptionally knowledgeable about the course's concepts and does a wonderful job explaining concepts to the class."

In fact, it is hard to find any less enthusiastic student evaluations of the instructor. The few that seem the least enthusiastic read like

"The instructor was helpful during office hours and the clarity of slides was good."

"The instructor was very helpful throughout the course."

One contribution to the overall success of Andrey's classes are his **organization** of the class content, lectures and homework:

"Skripnikov was absolutely the most organized professor I experienced this semester. He had excellent lesson plans, kept to time constraints, and had an extremely well-considered timeline for the class."

"The course was extremely well organized and has remained on schedule the entire semester."

"Very very well paced and organized course. Everything is well planned and thought out."

"This is definitely the most organized course and the expectations are very clearly laid out at the beginning of the semester. There is never any question of what will be on the exams or homework. The homework assignments and projects have been very reasonably paced."

A further contribution to Andrey's success is his **clarity**, both in terms of expectations and in terms of lectures, as commented on by students:

"Evaluations of work are very thorough and clear, I love how on the exams we know how many points each question is worth ahead of time. Formatting is very consistent for everything which is helpful in preparation. There is also always opportunities to get clarification on any grading, between office hours from the TA and the Instructor."

"He was Helpful and clarity of lecture is top notch."

Finally, almost all students highly appreciate Andrey's **accessibility**, which is an important part when teaching in the graduate program, as most graduate students are off-campus and only commute three days of the week to New College.

"Goes above and beyond to provide feedback, clarifications, if a question is asked in class that he cannot immediately answer we get a long follow up announcement, Andrey is amazing."

"He also provides a specific duration post-exam to argue your point if you think there was unfair evaluation, which I think is an exceptionally respectful way to manage his role."

As all these comments show, Andrey is a well-respected and effective professor in the graduate program. I can only corroborate those comments from all the interactions with first- and second year graduate students that I have in my role as director of the program. I meet each graduate student multiple times throughout the semester. Every single meeting in which the subject of Applied Statistics comes up, Andrey's teaching and organization is praised in the highest terms.

In addition to teaching the Applied Statistics sequence, Andrey contributes in other ways to the graduate program. The last three years, he served on the graduate admissions committee, reviewing an average of around 30 applications each year. He takes part in faculty meetings for the data science program, where we discuss all program matters, beginning with the curriculum, to outreach and recruiting, to internships.

With all the turmoil that the graduate data science program has been through in recent years (with changes in directorships, staffing of courses, and a failed experiment to offer courses at an accelerated pace and both online and in person), Andrey has been a reliable part of it. It is impossible to imagine the program without Andrey's contributions.

Bernhard Klingenberg

Bernhard Klingenberg
Prof. of Statistics
Director, Applied Data Science
New College Florida

PROVOST'S ADVISORY COMMITTEE EVALUATION:

Professor Skripnikov is an Assistant Professor of Statistics. He joined the New College faculty in Fall 2019.

TEACHING

Professor Skripnikov specializes in Applied Statistics. He regularly teaches a range of core courses within the Statistics Program (including undergraduate courses: Applied Linear Models, Statistical Learning, Data Science & Machine Learning) and the Data Science program (including graduate courses: Applied Statistics, Advanced Modeling and Time Series Analysis).

Chair and Director of Data Science evaluations, as well as letters from students and colleagues, indicate that Profesor Skripnikov covers graduate and undergraduate statistics courses that are indispensable to his discipline. Professor Skripnikov's syllabi are well organized and clearly state content, learning objectives, and evaluation criteria. His evaluations of students in his undergraduate classes are thorough (graduate students receive letter grades). Beyond numerical scores, he provides informative analyses of areas of strength and where more work is needed across a spectrum of pedagogical activities.

Professor Skripnikov's courses are well received by current students, whose evaluations of his teaching are overwhelmingly positive. Students regularly mention his clarity, availability for help, organization, and patience. They think he clearly conveys expectations (including grading), had a well structured course design, provided timely and accurate feedback to students, and was very accessible. Many students commented that they learned a great deal; they noted that they enjoyed his courses and believe he is an effective and engaging teacher with high academic standards.

Outside of his formal courses, Professor Skripnikov has sponsored and taught a number of tutorials and ISPs that cover important topics of interest to students and help them to develop valuable skills. In particular, he has taught three group ISPs since 2019: "Exposing Lies in a Data-Driven World", "Sports Analytics: Importance of Probability-Based Thinking in Sports", and "Career Skills for Data Scientists", with an average

enrollment of 10 per ISP. Over 5 years, he sponsored a total of 38 ISPs. He sponsored 7 theses, and served as a. He also sponsored 49 contracts.

Overall, Professor Skripnikov's teaching has been excellent. He has taught a range of Statistics and Data Science courses that are crucial to both disciplines. Both his colleagues and his students have been very appreciative of his contributions.

SCHOLARSHIP

Professor Skripnikov is an applied statistician who does research in high-dimensional spatial modeling and time-series data analysis. His current focus is applying statistical methods to sports analytics, in which he explores statistical methods to enhance sports analytics, conceptualizing questions, analyzing data and interpreting the findings.

Since joining New College, Professor Skripnikov has made consistent progress in his research, and has published four peer-reviewed papers, and has five additional papers currently under peer review. Of these nine papers, five undergraduate and two graduate students are co-authors, which demonstrates his commitment to mentoring students and including them on professional research projects. As one of the external reviewers mentioned, Professor Skripnikov's papers show a variety and versatility over and above his specialized research program. This makes him effective as a collaborator and mentor, and speaks well for the future of his research and teaching.

Upon his arrival, Professor Skripnikov began working on projects with the Tampa Bay Estuary program analyzing red tide data; he became a Principal Investigator on a grant from the Tampa Bay Environmental Restoration Fund ($38K) in 2022. From these studies, Professor Skripnikov has published two papers as first author on Twitter activity to assess harmful algal blooms (Karenia brevis). In addition, he has worked on other marine ecology related papers, and has published on spatial monitoring of bird populations.

Professor Skripnikov's research on sports analytics centers on statistical adjustment of offense statistics in college football. A recent paper on this topic was published in the

adjustment for the quality of the complementary unit when evaluating teams' offense and defense. In the next paper, currently under review by The American Statistician, he was able to obtain play-by-play data to further develop the adjustment based on drive-by-drive data. The manuscript is titled "Partially Regularized Ordinal Regression to Measure Impacts of Complementary Unit Performance on Scoring in American College Football." He has begun a new project that will evaluate this adjustment utilizing professional football statistics.

In addition, he has expanded his research in game modeling to measure the impacts of factors such as scoring context, and red cards, inter alia, on teams' offensive output rates in soccer. He invited an undergraduate student to collaborate with him on this topic and take it on as a thesis project, and now has two papers under review: "Statistical Adjustment for Tactical Choices When Evaluating Team's Offensive Output Across Five Major European Club Soccer Leagues," submitted to The Open Sports Sciences Journal; and, "Leveraging Minute-by-Minute Soccer Match Event Data to Adjust Team's Offensive Production for Game Context," submitted to the Journal of Quantitative Analysis of Sports. Professor Skripnikov has also authored three papers on sports analytics, published in non-peer-reviewed proceedings.

Overall, Professor Skripnikov has pursued an active and productive scholarship agenda. He continues engagement with his profession, and consistently creates opportunities for students to participate in his research.

SERVICE

During his time at New College, Professor Skripnikov has served on the Faculty Appointment and Status Committee (FASC), the Ad-Hoc Committee on Salary Inversion and Compression, and on three important search committees (Statistics, Mathematics, and Statistics/Data Science), playing a key role in all of these activities. He has worked on the FASC since Fall 2021 to the present (excluding a semester of research leave in Spring 2023). He provided informal leadership to the committee in 2021-2022, and has

served as Chair of the FASC for four additional semesters. Professor Skripnikov's colleagues praise his efficient and confident leadership of the FASC as the committee facilitated elections to faculty committees and offices and worked on such important issues as tenure and promotion guidelines, teaching evaluation format, faculty handbook language, and conducting the President/Provost evaluations in spring 2022, Spring 2024, and Fall 2024. Professor Skripnikov also developed Qualtrics surveys for feedback on proposals and a coding script for calculating the results of the preferential ballots for the FASC, using his technical expertise to make the committee's work more efficient.

Professor Skripnikov's work on the ad-hoc committee for studying the issues of faculty salary inversion and compression utilizes his statistical expertise to evaluate these issues for our faculty. His work on search committees has also been substantial: he chaired the search for a Visiting Assistant Professor in Statistics in 2023 and served on the Statistics/Data Science and Math search committees, the latter one with over one hundred sixty applicants.

An important part of Professor Skripnikov's service has been developing coursework and AOC guidelines in two relatively new academic programs at New College, Statistics and Data Science, as well as recruiting students for these two growing areas of study. He took a leading role in developing and then refining the new AOC in Statistics. In addition to formulating a program of study in Statistics and documenting the course offerings in Courseleaf, Professor Skripnikov and his colleagues created a common advising document for the use of all the NCF academic programs with introductory statistics requirements. He has participated in multiple AOC fairs and admissions' Preview Days to recruit students for the Statistics AOC. He has been equally important to the development and maintenance of the Data Science program, developing coursework, mentoring students and serving on the admissions committee for the Data Science Masters program in Spring 2022 and Spring 2024.

Professor's Skripnikov's service to his profession included reviewing two manuscripts for professional journals, while his work with the Computer Science student club (ACM) and visits to a local high school's Eastern European club to talk to students about Russian

culture demonstrated an engagement with a wider community. Over the period of review, Professor Skripnikov wrote 45 letters of recommendation for his students for graduate school admissions, REUs, scholarships and job applications, many with impressive outcomes, demonstrating his commitment to helping our students flourish beyond the classroom.

Overall, Professor Skripnikov has demonstrated a very strong record of service to the college and beyond. His work in these service capacities reflects notable initiative, as well as competence and expertise.

Candidate: AC

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS EVALUATION:

I strongly support Andrey Skripnikov in his application for tenure and promotion to Associate Professor. The record shows that he is a thoughtful and rigorous teacher of both undergraduate and graduate students. He has a solid record of scholarship. His focus on sports statistics in both teaching and research is well timed to support our new student athletes. His willingness to serve as chair of the Faculty Appointments and Status Committee before tenure, at a time when this committee was particularly taxed, demonstrates his dedication to the institution. I am confident that Professor Skripnikov will continue to make important contributions to the college in the future.

Candidate: AS

VI. TENURE RECOMMENDATION

A. CANDIDATE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

New College of Florida's College-wide guidelines on tenure and promotion state:

The College has established minimum criteria for tenure and promotion as follows. Tenure and promotion in the professorial ranks will be granted only to persons of significant achievement, especially in teaching, research/creative activity and service. As a minimum standard for tenure and/or promotion, there must be evidence of strong performance in both teaching and scholarship and outstanding achievement in at least one of these areas. Public and professional service also receives significant emphasis.

Total length of time served in tenure earning position at New College of Florida: 5.5 years

Total length of time that the nominee has served in tenure earning positions during his/her professional career at accredited institutions, other than New College of Florida: 0 years

3. On the following table, list the names and locations of all institutions, including the New College of Florida, where the nominee served in tenure earning positions but did not earn tenure. In each case, indicate the length of each tenure earning period with beginning and ending dates as well as the highest ranks or titles held by the nominee during these periods.

Name of Institution	Highest Title/ Rank	Beginning Date	Ending Date	Number of Years
New College of Florida	Assistant Professor	08/2019	Current	5.5

4. On the following table, list the names and locations of institutions at which the applicant actually held tenure prior to coming to New College of Florida. In each case, show beginning and ending dates of tenured employment and highest title or rank.

Name of Institution	Highest Title/ Rank	Beginning Date	Ending Date	Number of Years
None				

Candidate: Andrey Skripnikov

B. PROVOST'S ADVISORY COMMITTEE: COMPLETE THIS SECTION FOR TENURE RECOMMENDATION

RECOMMENDATIONS

1. Vote of Members of the Division.

Number of Members of the Division:

American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
0	0	1	3	0	0	3	1	9	7	12	11

Grant Tenure	23	Abstain	0
Deny Tenure	0	Absent	0
Defer Tenure	0	Ineligible	0

Michelle E Bartsch Necmettin Yildirim

Name of Chair, Provost Advisory Committee

Michelle E Bartsch

Signature of Chair, Provost Advisory Committee

1/17/2025

Date

2. Vote of Provost's Advisory Committee

Number of Members of the Committee:

American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
			1					2	3	2	4

Grant Tenure	6	Abstain	0
Deny Tenure	0	Absent	0
Defer Tenure	0	Ineligible	0

NAME	SIGNATURE	DATE
Necmettin Yildirim		12-16-24
Xia Shi		12-16-24
Kristopher Fennie		12-16-24
April Flakne		12/16/24
Alina Wyman	Alina Wyman	12/16/2024
Michelle Barton		12/16/2024

Candidate: Andrey Skripnikov

WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE			
Divisional Recommendation	PAC Vote Yes	No	Composite Recommendation
YES 23 NO ∅	YES 6 NO ∅		YES ✓ NO ___
No +	0 1 2 3 4	6 5 4 3 2	= No
No +	5 6	1 0	= Yes
*Yes +	0 1 2	6 5 4	= No
*Yes +	3	3	= No (Tenure) = Yes (Promotion)
*Yes +	4 5 6	2 1 0	= Yes

*A divisional recommendation of "yes" requires more than a simple majority. It requires a positive vote by at least three-fourths in a case of tenure [and by at least two-thirds in the case of promotion].

	Yes	No
Divisional Ballot	23	∅
PAC Vote	6	∅

Candidate: Skripnikov

RECOMMENDATIONS ON THE CANDIDACY FOR TENURE

Division Chair

- [x] My recommendation is to GRANT tenure for this candidate.
- [ ] My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- [ ] My recommendation is to DENY tenure for this candidate.

Name: Sandra Gilchrist Signature:
Date: 2/7/2025

Provost & Vice President for Academic Affairs

- [x] My recommendation is to GRANT tenure for this candidate.
- [ ] My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- [ ] My recommendation is to DENY tenure for this candidate.

Name: David Rohrbacher Signature:
Date: 3/24/25

President

- [x] My recommendation is to GRANT tenure for this candidate.
- [ ] My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
- [ ] My recommendation is to DENY tenure for this candidate.

Name: Signature: Richard Corrozza
Date: 3/24/25

Candidate:_____

Chairman, New College Board of Trustees

☐ My recommendation is to GRANT tenure for this candidate.
☐ My recommendation is to DEFER tenure at this time (applicable only to candidates applying prior to their 6th year in tenure earning status).
☐ My recommendation is to DENY tenure for this candidate.

Name:_____ Signature: _____
Date: _____

Candidate: AS

STATEMENT OF REVIEW BY CANDIDATE PRIOR TO CONSIDERATION BY THE PRESIDENT.

I have reviewed the ratings and recommendations made on my application and have had the opportunity to enter a statement as provided above.

Signature: _____ Date: 01/28/2025

Signing does not imply consent, approval, or agreement only REVIEW of the document(s) involved in my nomination for tenure.

Candidate: Andrey Skripnikov

PAC: COMPLETE THIS SECTION FOR PROMOTION RECOMMENDATION

VII. PROMOTION RECOMMENDATION

RECOMMENDATIONS

1. Vote of Division Faculty.

Number of Members of the Division:

American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
0	0	1	3	0	0	3	1	9	7	12	11

Grant Promotion	23	Abstain	0
Deny Promotion	0	Absent	0
Defer Promotion	0	Ineligible	0

Michelle Barton Necmettin Yildirim

Name of Chair, Provost Advisory Committee

Michelle E Barton

Signature of Chair, Provost Advisory Committee

4/7/2025

Date

2. Vote of Provost's Advisory Committee

Number of members of the Committee:

American Indian or Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		Hispanic		White, not Hispanic		Total	
Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
			1					2	3	2	4

Grant Promotion	6	Abstain	0
Deny Promotion	0	Absent	0
Defer Promotion	0	Ineligible	0

NAME	SIGNATURE	DATE
Necmettin Yildirim		12-16-24
Xia Shi		12/16/24
Kristopher Fennie		12-16-24
April Flakne		12/16/24
Alina Wyman	Alina Wyman	12/16/2024
Michelle Barton		12/16/2024

Candidate: Andrey Skripnikov

WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR PROMOTION			
Divisional Recommendation	PAC Vote Yes	No	Composite Recommendation
YES 23 NO Ø	YES 6 NO Ø		YES ✓ NO ___
No +	0 1 2 3 4	6 5 4 3 2	= No
No +	5 6	1 0	= Yes
*Yes +	0 1 2	6 5 4	= No
*Yes +	3	3	= No (Tenure) = Yes (Promotion)
*Yes +	4 5 6	2 1 0	= Yes

*A Divisional recommendation of "yes" requires more than a simple majority. It requires a positive vote by at least two-thirds in the case of promotion.

	Yes	No
Divisional Ballot	23	0
PAC Vote	6	0

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 9, 2025

SUBJECT: New Academic Degree Programs at New College

PROPOSED BOARD ACTION

Approve the proposal requesting a new academic degree programs at New College of Florida including Master's Degree in Education in Educational Leadership, Bachelor of Arts in Great Books, and Bachelor of Arts in International Commerce. Approval and submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program. Delegate to the President or his designees the ability to make editorial revisions and additions following review by the Board of Governors staff.

BACKGROUND

- Board of Governors Regulation 8.011 established criteria and processes for new academic program authorization. There are three proposals including a Master's Degree in Education in Educational Leadership, Bachelor of Arts in Great Books, and Bachelor of Arts in International Commerce following the Board of Governors proposal template for new degree programs and demonstrates that New College has met the required criteria and followed the correct processes.

- The New College of Florida Board of Trustees Regulation 4-2005 established polices consistent with Board of Governors Regulation 8.011 regarding the process of adopting new degree programs at New College.

- This proposal will go to the Board of Governors in time for consideration at their next meeting. The proposal must be approved by the New College of Florida Board of Trustees before the Board of Governor's meeting.

Supporting Documentation Included:

Board of Governors Annual Academic Degree Program List (August 2025 - July 2026)

Other Supporting Documents Available:

BOG Regulation 8.011
New College of Florida Regulation 4-2005

Facilitators/Presenters: Vice Provost David Rancourt

Instructions:

Please use the table below to report the new academic degree program proposals the university plans to submit to the Board of Governors' office in the 2025-2026 Academic Year. Your institution's board of trustees must have reviewed this list prior to submission to the Board office. Please submit the completed table via the Information Request System by **June 30, 2025.**

*If a program was on a previous list that was submitted to the board of trustees, but the program proposal was not submitted to the Board office, please include the program on this list and indicate the appropriate date it was submitted to the board of trustees.

Anticipated New Academic Programs for the 2025-26 Academic Year

CIP Code	Name	Level	Other SUS Institutions that Offer the Program	Projected Student Enrollment for Year 1	Date Submitted to the University Board of Trustees
24.0101	Great Books	BA	None	10	April 9, 2025
52.111	International Commerce	BA	FIU, FSU, UNF, USF	40	April 9, 2025
13.0401	Educational Leadership	MA	FIU, FSU, UNF, USF, UWF, FAMU, UCF, FGCU, FAU, UF	25	April 9, 2025

Signature of Provost/Vice President for Academic Affairs

Date

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 9, 2025

SUBJECT: New Academic Degree Programs at New College: Master of Education in Educational Leadership

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PROPOSED BOARD ACTION

Approve the proposal requesting a new academic degree program at New College of Florida – the Master of Education in Educational Leadership. Approval and submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program. Delegate to the President or his designees the ability to make editorial revisions and additions following review by the Board of Governors staff.

BACKGROUND

- Board of Governors Regulation 8.011 established criteria and processes for new academic program authorization. The following proposal meets the Board of Governors proposal template for the new degree program and demonstrates that New College has met the required criteria and followed the correct processes.

- The New College of Florida Board of Trustees Regulation 4-2005 established polices consistent with Board of Governors Regulation 8.011 regarding the process of adopting new degree programs at New College. The proposal for a Master of Education in Educational Leadership is consistent with NCF Regulation 4-2005.

- This proposal will go to the Board of Governors in time for consideration at their next meeting. The proposal must be approved by the New College of Florida Board of Trustees before the Board of Governor's meeting.

Supporting Documentation Included:

New College of Florida Proposal for a Master of Education in Educational Leadership

Other Supporting Documents Available:

BOG Regulation 8.011
New College of Florida Regulation 4-2005

Facilitators/Presenters: Vice Provost David Rancourt

STATE UNIVERSITY SYSTEM OF FLORIDA

Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

New College of Florida
Institution Submitting Proposal

Fall 2025
Proposed Implementation Term

New College of Florida
Name of College(s) or School(s)

Graduate Studies
Name of Department(s)/Division(s)

Educational Leadership
Academic Specialty or Field

Master of Education in Educational Leadership
Complete Name of Degree

13.0401: Ed Admin/Leadership
Proposed CIP Code (2020 CIP)

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

Date Approved by the University Board of Trustees

President's Signature **Date**

Board of Trustees Chair's Signature **Date**

Provost's Signature **Date**

STATE UNIVERSITY SYSTEM OF FLORIDA

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	New College of Florida proposes to offer a Master of Education in Educational Leadership degree program beginning in Fall 2025. This program will complement our existing undergraduate programs by providing: A. Master of Education in Educational Leadership B. The purpose of this two-year program is to equip students with skills that will propel them into the workforce of this dynamic area. C. Throughout the program, students will receive hands-on training, which will make them marketable in a variety of sectors upon the completion of the program. **Overall Purpose** Nationwide, the education sector has a shortage of well-prepared school leaders who are equipped to found and lead schools that, in partnership with families, develop the full potential of their students. This is evidenced by gaps and declines in student learning outcomes on statewide and national assessments and shortages in the supply of teacher candidates. By placing students at the heart of their learning journey, the mission of New College of Florida offers the opportunity to develop a best-in-class program that will empower future school leaders to excel in their roles, drive positive change within the field of education, and create a model for others to adopt. The New College Master of Education (M.Ed.) in Educational Leadership will prepare future school leaders through a two-year program that instills the knowledge, skills, and mindsets that are key levers in leading excellent schools. Specifically, recipients of the New College M.Ed. in Educational Leadership will be ready to create exceptional school culture, lead highly performing school teams, and build talent that leads to outlier outcomes for students and families. These leaders will both learn and apply their leadership skills to ensure they have mastered the core pillars of leadership before completing the program. **With this end in mind, the guiding principles that framed the development of the program are:**

	• All students and staff can achieve at a high level through high expectations and rigorous support from strong leadership. • The quality of a teacher is the key variable in ensuring students succeed. • Effective leaders make running excellent schools a team sport. • The principal's core role is to ensure highly effective instruction and response to student learning analysis, and create/maintain a strong student and staff culture that supports this. • Effective teaching practices have largely been codified, thus, school leaders' role is to ensure teachers are mastering key teaching techniques. This happens through instructional coaching. • Teachers and leaders grow fastest when they receive bite-sized action steps, create a plan to implement, and practice implementation with feedback. • School leaders are responsible for overseeing talent recruitment, rigorous selection, and training/onboarding of new staff. • Student character and virtue are as important as student achievement, which is a distinct attribute of the classical liberal arts and its role in driving American exceptionalism. Great schools are stewards of strong character and virtue. • School leaders are responsible for building character and endowing virtue in their students, thus, leadership programs need to teach candidates how to do this. • Adult learners, especially future leaders, learn from each other's talents, feedback, and esprit de corps. These bonds are the beginning of a professional network that alumni will leverage throughout their careers. • Humility as learners and leaders is a shared value for all community members of the NCF M.Ed. in Educational Leadership. This community commits to learning and developing in the unceasing pursuit of knowledge, innovation, and excellence.
Degree Level(s):	Master
Majors, Concentrations, Tracks, or Specializations	The program has no concentrations, tracks, or specializations in its founding years and its goal is to prepare future school leaders.
Total Number of Credit Hours	36

Program Type	☑ **E&G Program** ☐ **Market Tuition Rate Program*** ☐ **Self-Supporting Program*** *Refer to Board Regulation 8.002, Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	Graduates of this program will be equipped with the skills and leadership qualities to serve in positions including Principals, District Administrators, Directors, Supervisors, and Instructional Coordinators at Elementary, Middle, and High Schools.

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan? Programs of Strategic Emphasis List

☐ Yes, it does qualify as a Program of Strategic Emphasis.
☑ No, it does not qualify as a Program of Strategic Emphasis.

C. Does the program fall under one of the CIP codes listed below that qualify for the Programs of Strategic Emphasis Waiver? *(for baccalaureate programs only)*

CIP CODE	CIP TITLE
11.0101	Computer and Information Sciences
11.0103	Information Technology
13.1001	Special Education and Teaching
13.1202	Elementary Education and Teaching
14.0801	Civil Engineering
14.0901	Computer Engineering
14.1001	Electrical and Electronics Engineering
14.1901	Mechanical Engineering
27.0101	Mathematics
52.0301	Accounting
52.0801	Finance
52.1201	Management Information Systems

☐ Yes. If yes, students in the program will be eligible for the Programs of Strategic Emphasis waiver. Refer to Board Regulation 7.008 and the Programs of Strategic Emphasis Waiver Guidance.
☐ No
☑ Not Applicable

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. **The State University System's Strategic Plan goals.**

   The New College M.Ed. in Educational Leadership directly supports the Board of Governors' 2025 Vision by producing outcomes-focused school leaders who will drive our state's schools to be the talent engines of the future. Far too often, school leaders are trained to be functional middle managers, checking on compliance and stewards of the status quo. New College graduates in Education Leadership will break the mold with a focus on driving learning outcomes, creating the institutional culture, and hiring and developing the team that will yield breakthrough results for the students of Florida to thrive in a knowledge economy.

   New College school leaders will demonstrate proficiency in leadership competencies that have been proven to produce excellent results. They will have a keen vision for excellence and how to achieve it both instructional and operationally in a school, how to lead a classroom and a school using data, and continuously improve Schools led by such leaders will lead to greater K-12 education attainment, in turn leading to higher success rates in the states colleges and universities and great efficiency and productivity related to degrees and community and business engagement.

2. **The institution's strategic plan and goals the program will directly advance.**

   The future of liberal education depends on a well-educated citizenry. New College's goals to innovate in higher education, encourage "Civil Discourse", and strive for excellence will be advanced through the founding of the nation's premier principal development program, the Master's in Educational Leadership. Students across our nation realize their full intellectual potential and character learning from great teachers. Great teachers are developed and retained by great principals. The New College M.Ed. in Educational Leadership alumni will serve as a consistent pipeline of excellent school leaders supporting liberal arts education in schools near and far. These leaders will build strong cultures of excellence, persistence, and continuous improvement to ensure strong character development, improvement in learning outcomes, and teacher effectiveness at their schools.

3. **The university's mission.**

   The New College Master's in Educational Leadership will help address the broken culture of complacency typically associated with undergraduate education degrees and compliance-driven educational leadership programs. The New College M.Ed. in Educational Leadership will be driven by serving as a new

home for education reformers and leading the development of new approaches to educating tomorrow's school leaders. This program will help realize the college's mission to be the best liberal arts college in America. Through providing an unequaled approach to education, the M.Ed. program will foster the New College principles in an innovative master's program, forging a new path to develop talented school leaders for the communities of Florida. This New College Master's seeks to harness the transformative power of a competency-based leadership model built around clinically proven best practices taught by experienced leaders.

4. **The benefit to the university, the local community, and the state.**

   Redefining public education through excellence in principal leadership. There exists a number of master's programs in educational leadership, however, none expressly name the goal to develop exceptional principals. The research on the impact of outlier principals is clear - high-performing principals lead to strong learning outcomes and the nurturing and development of the talents of our children. However, too many principals are not instructional experts but were selected for their competency in operations and the business side of the school. These are important areas to address, yet they are not sufficient to run a good or excellent school. Instructional leadership is at the core of every school, and the schools that hold high the goals of student learning, development of strong character, and the norms of a community that supports growth and character are the schools that succeed and, most importantly, sustain success.

5. **Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents, Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.**

   The pre-proposal was presented to the CVAP on September 13, 2023, and no specific concerns were raised.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill.

The New College M.Ed. in Educational Leadership program will impact the workforce by addressing the current challenges within the education system. The college will serve as a new home for education reformers, creating strong leaders and ushering in the development of new approaches to school administration. Graduates of this program will be equipped with the skills and leadership qualities to serve in positions including Principals, District Administrators, Directors, Supervisors, and Instructional Coordinators at Elementary, Middle, and High Schools. The education sector currently includes compliance-driven leadership programs that further the status quo, however, there does not exist a masters program that explicitly develops principals who can close the many gaps that plague our nation.

The program will benefit from ongoing research into the effectiveness of its alumni as they go into schools. The leadership of the program will be responsible for collecting student achievement data for the leadership portfolio of its graduates, as well as notable awards and evidence of impact, and potential areas of growth and improvement. Surprisingly rare for education programs, the New College M.Ed. in Educational Leadership will define its success through the outcomes of its alumni. The leadership of the program would then publish via journal article or white paper its findings.

Through the teaching and leadership capstone courses, New College M.Ed. in Educational Leadership candidates will be providing service in the local schools and classrooms in which they are working. This will help to further connect the college with the community and create connections and relationships, leading to stronger talent pipelines for schools, students, and families to benefit.

Job Outlook
Employment of elementary, middle, and high school principals is projected to grow 5 percent from 2021 to 2031, about as fast as the average for all occupations. About 23,500 openings for elementary, middle, and high school principals are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.[1]

Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 13.0401

Education Administrators, Kindergarten through Secondary (SOC Code=11.9032)
Education Administrators, Postsecondary (SOC = 11.9033)

		2023 Wages		
	Location	**Low**	**Median**	**High**

[1] https://www.bls.gov/ooh/management/elementary-middle-and-high-schoolprincipals.htm#:~:text=in%20May%202021.-,Job%20Outlook,on%20average%2C%20over%20the%20decade

Education Administrators, Kindergarten through Secondary	United States	$70,050	$103,460	$163,010
	Florida	$62,700	$87,390	$129,380
Education Administrators, Postsecondary	United States	$62,970	$102,610	$209,870
	Florida	$63,010	$90,480	$173,400

Projected Employment for Education Administrators, Kindergarten through Secondary

		Employment #		Percent Change	Projected Annual Job Openings*
Education Administrators, Kindergarten through Secondary	Year	2023	2033		
	United States	316,600	315,000	-1%	**20,800**
	Year	2022	2032		
	Florida	13,650	15,260	12%	**1,110**
Education Administrators, Postsecondary	Year	2023	2033		
	United States	216,400	222,700	3%	**15,200**
	Year	2022	2032		
	Florida	11,670	13,060	12%	**950**

Sources:
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Education%20Administrators,%20Kindergarten%20through%20Secondary&onetcode=11-9032.00&location=Florida

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Education%20Administrators,%20Postsecondary&onetcode=11903300&location=Florida
Date Retrieved: 03/26/2025

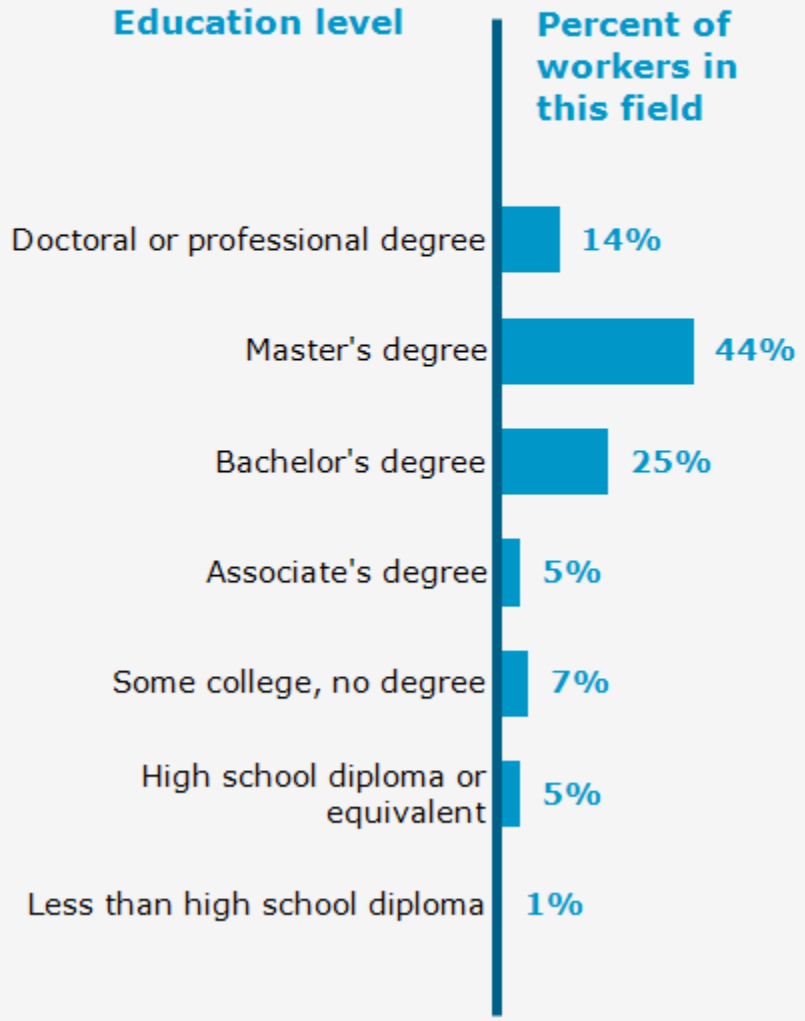
Typical Education for the two SOC code jobs:

Education Administrators, Kindergarten through Secondary (SOC Code=11.9032)

Education Administrators, Postsecondary (SOC = 11.9033)

Typical education

How much education do most people in this career have?



B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
11.9032	**Education Administrators, Kindergarten through Secondary**	The SOC code is selected based on the CIP SOC Crosswalk developed by the Bureau of Labor Statistics and the National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56
11.9033	**Education Administrators, Postsecondary**	The SOC code is selected based on the CIP SOC Crosswalk developed by the Bureau of Labor Statistics and the National Center for Education Statistics. https://nces.ed.gov/ipeds/cipcode/post3.aspx?y=56

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.

   Year 1: 20-25 (one cohort)
   Year 2: 40-75 (two cohorts: year 1, one cohort year 2)
   Year 3: 60-100
   Year 4: 80-100
   Year 5: 80-100

2. **Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.**

- New College's CEO Office reports promising interest in the Master's in Educational Leadership program. Currently, 10 undergraduate students are enrolled in the Pathways to Teaching program, with one student having just completed it, demonstrating successful progression. Additionally, there has been expressed enthusiasm from both students and staff, with several learners and a couple of staff members expressing a strong likelihood of pursuing the graduate program in educational leadership.
- As reported by the Athletics Department, a number of graduate assistants have expressed interest in the Master's in Educational Leadership program and plan to apply, further demonstrating the program's appeal to emerging leaders within the institution.
- There have been 96 New College students who have produced past thesis work on a wide range of education topics, underscoring a deep interest in advancing educational leadership and highlighting the need for a master's program to further develop expertise and influence in the field.
    - **NCF Student Education Theses: https://ncf.sobek.ufl.edu/theses/contains/?t=%22Education%22&f=TO**
    - ***Note:** There are currently 96 theses under education. Students have recently started adding key terms and tags to their theses, so this does not accurately reflect all the educational theses. Furthermore, not all of these are fully available online due to copyright and the time needed to digitize.
    - Examples of some projects include:
      Adventure Education (2004)
      American Educational Thought 1900 to Present (1993)
      Backpacks and Education (2008)
      Barriers and Enablers to Program Impact (2003)
      Does Participation in Extracurricular Activities Increase Test Scores? (2006)
      The Effects of a Recycling/Resource Management Curriculum on Elementary School Students (1998)
      Evaluation of Sarasota County's Early Childhood Music Project (2001)
      Field Trips and Informal Education (2012)
      Four Workshops in Activities for Early Childhood Education (1973), Implementing Self-Directed Learning in the Latter Years of Formal Schooling (2003)
      Introducing "Mathematics" (2010)
      Matching Teaching Curricula to Student Learning Preferences by Incorporating Informal Learning Resources into the Formal Learning Classroom (2005)
      The Redistributive Effect of Higher Education in the United States (1975)

The Role of Educational Philosophy in School Choice (2007)
Science Outreach for Students (2007)
A Study of Selected Aspects of Education for Exceptional Children in Sarasota County
Teaching to Cultivate
Tension Within Education
War on Education: A Sociological & Political Approach

IV. Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

Based on thorough research within each of the ten institutions sharing CIP codes, we have concluded that there is no program where 60 percent of the coursework is comparable. We looked specifically at the modality of the program (in-person, hybrid, or remote) and the course titles, descriptions, and, when available, syllabi. While some programs offer master's degrees in education leadership, the approach to the knowledge, skills, competencies, and ongoing development of master's candidates varies widely from the vision of NCF's program. For further information, please see Appendix H.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

The NCF M.Ed. in Educational Leadership is distinct from the FAMU program in both the program goals, target student population, and approach. While both programs are in the realm of educational leadership, NCF's program explicitly prepares best-in-class future principals with the latest research in cognitive science, performance management, and the long tradition of classical liberal arts education. NCF will also accept recent undergraduate degree recipients who will spend their summers building their classroom teaching expertise.[2]

[2] https://www.famu.edu/academics/all-programs/coe/educational-leadership-ms.php

V. Curriculum

A. If the program is a bachelor's degree, please identify if the university is seeking any of the following statuses for the program.

☑ Not Applicable

Status	Yes	No	If yes, complete the following
Common Prerequisites			Appendix C
Exception to 120 Credits			Appendix D
Specialized Admissions			Appendix E

B. Describe the admissions criteria and graduation requirements for the program.

Candidates are required to have completed an undergraduate degree with evidence of academic achievement, demonstrated through narrative evaluations, competency-based assessments, or other alternative forms of academic recognition. Candidates must also show a commitment to service and leadership in education. Ideal candidates will demonstrate a strong work ethic through sustained academic engagement, growth, and involvement in leadership roles within educational environments, including coaching, mentoring, and teaching. A commitment to collaborating with teams of teachers and children, self-awareness, humility, and alignment with the guiding principles of the program are also essential. Any transfer students who have obtained a GPA from another institution must have earned an undergraduate degree with a GPA of 3.0 or higher.

Must meet NCF Admission and English Proficiency requirements as well as requirements for admission to the major, listed below.

- Professional Resume
- Letter of Intent outlining experience and goals for the degree (1-2 pages).
- Two letters of professional recommendation from persons knowledgeable about the applicant's academic and professional competence, addressing the applicant's instructional expertise and leadership potential. At least one of the two recommendations must be from the applicant's current or recent direct supervisor.

Additional Application Materials:

Note for applicants pursuing state licensure via the K-12 Public School Leadership Concentration, the following may be required as part of the preparation for licensure:

- A State of Florida Level I Educational Leadership Certification (a valid Florida Professional Educator's Certificate)
- Documentation of two years of full-time teaching experience
- Documentation of successful demonstration of the core standards for effective educators outlined in the Florida Educator Accomplished Practices (FEAPs) and a documented track record of achieving student gains. Candidates not employed by a Florida public school district may provide equivalent documentation of two years of effective instruction with a record of learning gains.
- Proof of English for Speakers of Other Languages (ESOL) training

For graduation requirements, please describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements*).*
N/A

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines for such programs, as outlined in State Board of Education Rule 6A-10.024. List any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

☑ Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program in the table below.

The course framework is 36 credit hours built over four semesters: Year 1, fall and spring, and Year 2, fall and spring. Candidates take three 3-credit hour courses each semester. In the spring of each year, one of these courses is a capstone course where candidates get the opportunity to implement and further hone the development of their skill set in a school environment with frequent coaching and feedback.

Course Prefix & Number	Course Title	Required or Elective	Credit Hours	Course Description
Pre-Orientation				
Pre-Orientation Reading • *The Paideia Principle*, Mortimer Adler • Classic Texts and the Nature of Authority, Dan Cowan • The Knowledge Deficit, E.D. Hirsch • Good to Great, Jim Collins • Norms and Nobility, David Hicks				
Year 1 - Fall				
	Champion Instruction -	Required	3	Develop the skills to

	Pedagogical Methods that Lead to Outlier Outcomes			model and identify excellent outcome-driven instructional practices and teach them to teachers. Coursework includes best practices in developing a strong classroom culture and pedagogical techniques that support the mastery of rigorous learning objectives. Teach Like a Champion, 3.0, Doug Lemov The Skillful Teacher, Jon Safier
	Curriculum, Content, and Assessment through Leadership Lens	Required	3	Develop a deep understanding of rigorous K-12 content, research on content-specific pedagogy and assessment, and leadership best practices to support excellence in this realm. The New Art and Science of Teaching, Robert Marzano Data-Driven Instruction, Paul Bambrick Why Don't Students Like School? Daniel Willingham The Knowledge Deficit, E.D. Hirsch
	Leadership: Emotional Intelligence, Presence, and Communication	Required	3	Develop deep awareness of talents, strengths, and growth areas as leaders and how to leverage these for high-impact communication and communication through the use of working style/talent inventory and one-on-one coaching to

				create a development plan. Emotional Intelligence, Daniel Goleman Founder's Mentality, Chris Zook Made to Stick/Power of Moments: Chip and Dan Heath Drive, Daniel Pink
Year 1 - Spring				
	Instructional Leadership and the Coaching Model	Required	3	Use a model of effective coaching to deliver high-quality, high-leverage, bite-sized feedback and have teachers plan and practice implementing the new skill or technique. Add the use of video for teaching, coaching, and leadership coaching. Get Better Faster 2.0, Paul Bambrick Leadership Is an Art, Max De Pree
	Data-Driven Instruction	Required	3	Analyze and identify trends in achievement data and student work samples across grades and disciplines to create strategic interventions to improve learning outcomes. Includes analysis of the Florida assessments and leadership moves to reach exemplary status as evaluated by the

				state. Data-Driven Instruction, Paul Bambrick Why Don't Students Like School? Daniel Willingham Florida School Report Card Blueprint
	Excellence in Teaching Capstone	Required	3	Develop proficiency in planning and teaching core content areas through teaching class(es) at local schools with high-touch instructional coaching. Daily lesson practice, real-time feedback, and self-analysis using video footage will support growth. Excellence in Teaching Rubric Get Better Faster Scope and Sequence
Year 1 - Summer				
	Excellence in Teaching Practicum (for students without 2 years of classroom experience)	Paid/required	3.0	For candidates who have not taught in a classroom setting, they will teach summer school with expert coaching and support.
	Excellence in Coaching Practicum	Paid/required	3.0	All candidates have the opportunity to join the summer practicum to sharpen their teaching skills.
Year 2 - Fall				
	Managing High-Performing Teams and Executive Leadership in Schools	Required	3	Apply best practices in leading and managing high-performing teams and leadership teams through school-based case studies. Develop a vision and plan for performance goals, structure, leadership, and

				overall school culture to meet the goals. Build mastery around crisis management skills. Leverage Leadership 2.0 Paul Bambrick First Break All the Rules Better: A Surgeon's Notes on Performance Atul Gawande The Five Dysfunctions of a Team Patrick Lencioni
	Science of Learning, Cognitive Science, Positive Psychology	Required	3	Develop deep and practical mastery of key science related to the development of early and late literacy skills, conceptual understandings, and fluency in mathematics, developing a culture of error and motivation with a growth mindset. Grit Angela Duckworth Proust and the Squid: Maryanne Wolf Language at the Speed of Sight Mark Seidenberg iGen Jean Twenge Why Don't Students Like School Daniel Willingham Mindset Carol Dweck Atomic Habits James Clear

				Article: https://nymag.com/news/features/27840/
	Talent Recruitment, Selection, Onboarding, and Retention	Required	3	Learn from top schools/organizations how to recruit, select, and onboard for key competencies and mission alignment. Develop an effective plan for staff retention and longevity. Talent Code, Daniel Coyle Who: The A Method for Hiring, Randy Street
Year 2 - Spring				
	Philosophy/History of Education/Ed Law	Required	3	Develop a deep understanding of the history of education in the United States, its classical liberal arts foundations, its role in our democracy, and the educational philosophy that supports striving for excellence. ● The Making of Americans, E.D. Hirsch ● The Identity Trap, Yascha Mounk ● The Coddling of the American Mind, Lukianoff and Haidt ● Florida Ed Law 101
	Leading Special Education with High Expectations and Innovative Support	Required	3	Understanding the legal frameworks for serving students with individual education plans and moving beyond just meeting compliance to support strong growth and outcomes for these learners. ● Exceptional

				Learners: An Introduction to Special Education, Daniel Hallihan, James Kauffman
	Leading in Florida Metrics, Law, and Budgeting	Required	3	Case study-focused course that puts MEDL candidates into realistic scenarios and helps them build and adopt strong intellectual frameworks for strategic, proactive, and reactive decisions related to these areas.
	Excellence in Instructional Leadership Capstone	Required	3	Develop core leadership skills of coaching new/novice teachers by leading observation feedback meetings, real-time coaching, student work analysis, and planning meetings. ● Excellence in Instructional Leadership Rubric

E. **Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?**

☐ Yes - we will build this as we launch the program.
☑ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

Working from detailed analyses produced by Stanford's Hoover Institute, the Florida Charter Institute, nationwide studies of school effectiveness, and top school leaders in the state of Florida, the need for effective principals is at an all-time high. Principals for many generations, principals have been trained in compliance, operations, and finance. They have overseen organized labor, which has left them to be figureheads, leading communication with the community, planning and officiating at a high level, but without experience managing performance, accountability, clear focus on outcomes, and instructional leadership. Over the past decade, there has been a groundswell of analysis and research showing that our best schools are led by principals with a different set of competencies. These leaders are outcomes-focused and data-driven and create strong supportive cultures around these efforts. They root all members of the team in the shared goal of student success and are willing

and able to roll up their sleeves to model-teach, lead PD, and demonstrate effective executive leadership with parents, teachers, staff, and the community. They are developers of talent and stewards of career growth. They lead teams of coaches and teachers through weekly team meetings and data stepbacks. They look at student work data and analyze progress and stagnation continuously to ensure all students are growing. New College's new master's degree will provide the sector with a new cohort of leaders each year, ready to lead with these competencies not only developed but mastered.

The New College will convene an advisory council composed of top school leaders in Florida, leaders of statewide education policy, and national groups who have developed expertise in this area. The council will inform the ongoing planning and stewardship of the program. This group will help the college assess the success of each cohort.

F. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

We will immerse our M.Ed.L candidates in case study experiences with the best competency-based tools to help develop their skill and proficiency in teaching excellence, instructional leadership excellence, leadership surveys, organizational health surveys, and school culture tools. Case studies will be built with input from Florida principals and superintendents to ensure alignment and relevance. Once the program is launched, we will engage the advisory council to analyze a sample of student summative assessments to get feedback and adjust expectations and instruction.

G. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

☑ Yes
☐ No

H. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in Section 1004.08, Florida Statutes.

For teacher preparation programs, identify the courses with the competencies required in Section 1004.04, Florida Statutes.

☑ Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

I. Select the anticipated mode of delivery for the proposed program.

- ☑ Face-to-Face
- ☐ Hybrid
- ☐ Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

J. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses, or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

This program is a full-time graduate program that is self-contained and will have no impact on the other institutional academic programs or departments.

K. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☐ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

Currently, our undergraduate students have the opportunity to engage in a teaching internship with local schools and we plan to extend this opportunity to the graduate students through extending our MOUs to include the master's program. We have had preliminary conversations with two school districts to host our teaching and leadership practicum experiences each year. Both Sarasota and Manatee school district leadership have expressed strong interest in extending pre-existing MOUs with the New College to the M.Ed.L.

L. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The program will be administered on the main campus of the New College with practicum experiences taking place in partnering local school districts.

M. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations. If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix A.

The program most closely associated with this proposal is our only other

graduate degree program, the Master of Science in Applied Data Science. While the Applied Data Science program has not sought specialized accreditation, the program was reviewed by SACSCOC. The SACSCOC committee reviewing the Applied Data Science program recommended New College:

1. Develop a more detailed assessment plan to produce evidence that demonstrates the extent to which students are achieving the learning outcomes.
2. Establish an advisory board for curriculum development and review Faculty within the Applied Data Science program quickly developed a more detailed assessment plan and established an advisory committee, and SACCOC approved the program with no additional requests for information.

The New College M.Ed. in Educational Leadership program proposal was developed with these recommendations in mind:

This proposal includes a detailed assessment plan for the program. The plan, similar to the methods of assessment employed by our Applied Data Science program, includes well-defined student learning outcomes, common definitions of levels of mastery, and assessments embedded within classes.

VI. Faculty

A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty, in the table below. Additionally, provide the curriculum vitae for each identified faculty member.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program
C	“New Hire”	Program Director	Non-Tenure	Fall 2025
C	“New Hire”	Assistant Professor	Tenure	Fall 2025
C	“New Hire”	Assistant Professor	Tenure	Fall 2025
C	“New Hire”	Assistant Professor	Non-Tenure	Fall 2027

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to the assigned course load	Enterprise Auxiliary Funds

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

N/A, as this is an entirely new department and a program director and faculty will be newly hired.

VII. Estimate of Investment

A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
$474.33	$1,169.47

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per Board of Governors Regulation 8.002, complete Appendix F, Self-Supporting & Market Rate Tuition.

B. Complete the summary table below.

1. **Provide funding sources for Years 1 and 5 of program operation.**
2. **Provide headcount (HC) estimates of student enrollment for Years 1 through 5.**

Implementation Timeframe	HC	E&G Funds	Contract & Grant Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	**20-25**	$26,180	0	0	$654,500
Year 2	**40-75**				
Year 3	**60-100**				
Year 4	**80-100**				
Year 5	**80-100**	$7,832	0	0	$783,250

C. **Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and**

funding, before enrollment of students to the program?

- ☑ Yes
- ☐ No. If not, is there a plan to establish the infrastructure to support the program? Please describe.

VIII. Institutional Resources

Describe any additional library resources needed to implement and/or sustain the program through Year 5.

- ☑ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

No specialized equipment needed. Office space for the program director, faculty members, and staff will be needed.

Classrooms needed:
Year 1: 1
Year 2: 2-3
Years 3-5: 3-5

Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII. D. below.

- ☑ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

We are able to run the entire program with existing facilities, offices, and campus space.

If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non-I&R activities.

- ☑ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

- ☑ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through the Year

Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

☑ Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

IX. Required Appendices

Table 1 outlines the required appendices by degree level. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Appendices

	Appendix Title	Degree Level	Required for Specific Programs	Included Yes/No
A	Consultant's Report and Institutional Response	Doctoral or Professional		No
B	Letters of Support or MOUs from Other Academic Units	Any new program	Only for programs offered in collaboration with other academic unit(s) within the institution	No
C	Common Prerequisite Request Form	Bachelor's		No
D	Request for Exception to the 120 Credit Hour Requirement	Bachelor's	Requesting approval to exceed the 120 credit hour requirement	No
E	Request for Specialized Admissions Status	Bachelor's	Requesting approval for specialized admissions status	No
F	Self-Supporting & Market Rate Tuition Programs	Graduate programs	Only for self-supporting or market tuition rate programs	No
G	Faculty Curriculum Vitae	Any new program		No, in progress.

Table 2. Additional Appendices

Appendix	Appendix Title	Description
H	SUS Comparison of M.Ed.L Programs	SUS Comparison Between Ten Universities & New College of Florida: M.Ed. in Educational Leadership Program