



**New College of Florida**  
*The Honors College*

**New College of Florida Board of Trustees**  
**Wednesday, April 9, 2025 from 3:00 p.m. – 5:00 p.m. EST**

**Sudakoff Conference Center**  
**5845 General Dougher Pl**  
**Sarasota, FL 34243**

**Virtual viewing link:**  
<https://www.youtube.com/@NewCollegeofFL>

### **Meeting Agenda**

- 1. Pledge of Allegiance**
- 2. Call to Order**
  - Roll Call, Establish Quorum, Confirm Public Notice of Meeting
- 3. Call for Public Comment**
- 4. Consent Agenda**

### **ACTION ITEMS**

- Approve Minutes for the February 13, 2025 BOT Meeting
- **Academic, Student, and External Affairs Committee**
  - Approval of New Academic Degree Program: Great Books
  - Approval of New Academic Degree Program: Master of Education in Educational Leadership
- **Finance and Administration Committee**
  - Approval of Temporary Student Housing Agreement
  - Approval of Proposed Amendment to Regulation 3-1002 Tuition and Fees
  - Approval of Proposed Amendment to Regulation 3-4012 Employee Bonus Plans

### **INFORMATIONAL ITEM**

- **FY 2024 State Financial Audit**

**BOARD MOTION: APPROVAL OF CONSENT AGENDA ACTION ITEMS AND  
ACCEPTANCE OF CONSENT INFORMATIONAL ITEM**

5. **President's Report** Richard Corcoran, *President*
6. **Tenure Consideration** David Rohrbacher, *Provost and Vice President of Academic Affairs*
  - Approval of Tenure Track Candidate – Dr. Andrey Skripnikov
7. **2025 Accountability Plan** David Rohrbacher, *Provost and Vice President of Academic Affairs*
  - Approval of the 2025 Accountability Plan
8. **New Academic Degree Program** David Rohrbacher, *Provost and Vice President of Academic Affairs*
  - Approval of New Academic Degree Program: International Commerce & Society
9. **New College of Florida Campus Naming Opportunities List** Sydney Gruters, *Vice President of Advancement and Executive Director, New College Foundation, Inc*
  - Approval of the New College of Florida Campus Naming Opportunities List
10. **New Business**
11. **Adjournment**

**New College of Florida Board of Trustees  
Draft Minutes for February 13, 2025**

**Call to Order**

The meeting was called to order at 3:02 p.m. and a quorum was established.

**Trustees Present:** Debra A. Jenks (Chair), Ron Christaldi (Vice Chair), Mark Bauerlein, Patrick McDonald, Joe Jacquot, Lance Karp, Charles Kesler, Sarah Mackie, Olivia Mikkelsen, Don Patterson, Christopher Rufo, and Matthew Spalding. Not present: Ryan Anderson

**Acknowledgment of Notice of Meeting**

Chief of Staff Christie Fitz-Patrick confirmed the meeting had been duly noticed.

**Call for Public Comment**

Public comment process ensued. The following members of the public provided comments: Ginger Lyon, Rodrigo Diaz, Mike Sanderson, Karen Stack, Peter Schelhorn

**Presidential Evaluation Standing Committee**

Chair Jenks requested that Ron Christaldi, Vice Chair of the Board of Trustees and Chair of the Presidential Evaluation Standing Committee to present President Corcoran's Annual Evaluation and Award of Incentive Compensation.

A motion to approve President Corcoran's Annual Evaluation and Award of Incentive Compensation was brought to the board as a recommendation of the Presidential Standing Committee, seconded by Trustee Karp, and was approved by roll call vote unanimously.

**Consent Agenda**

The consent agenda was presented and a request was made by Chair Jenks that it be approved.

**ACTION ITEMS**

- Approve Minutes for the November 19, 2024 BOT Meeting
- Approve Minutes for the December 16, 2024 BOT Meeting
- Approval of the New Members to the NCF Foundation Board of Directors
- **Audit and Compliance Committee**
  - Annual Performance Funding Metrics Audit Report

**INFORMATIONAL ITEM**

- Second Quarterly Budget Update

Trustee Mikkelsen requested that the Approval of the New Members to the NCF Foundation Board of Directors be pulled from the Consent Agenda.

A motion to approve the remaining consent agenda was made by Trustee Karp, seconded by Trustee Patterson, and was approved by voice vote unanimously.

### **Approval of the New Members to the NCF Foundation Board of Directors**

A motion to approve the New Members to the NCF Foundation Board of Directors was made by Trustee Karp, seconded by Trustee Patterson, and was approved by voice vote unanimously.

### **President's Report**

President Richard Corcoran shared his remarks.

### **Approval of New College of Florida 2025-2026 & 2026-2027 Undergraduate Academic Calendar**

Chair Jenks requested that David Rancourt, Vice President of Enrollment Management & Vice Provost present the New College of Florida 2025-2026 & 2026-2027 Undergraduate Academic Calendar.

A motion to approve the New College of Florida 2025-2026 & 2026-2027 Undergraduate Academic Calendar was made by Trustee Karp, seconded by Trustee Patterson, and was approved by roll call vote 2 voting no and 10 voting yes.

### **Approval of Florida Police Benevolent Association, Inc. Collective Bargaining Agreement**

Chair Jenks requested that David Brickhouse, Vice President of Legal Affairs present the Approval of Florida Police Benevolent Association, Inc. Collective Bargaining Agreement.

A motion to approve the Florida Police Benevolent Association, Inc. Collective Bargaining Agreement was made by Trustee Karp, seconded by Trustee Patterson, and was approved by roll call vote unanimously.

### **Update on Post Tenure Review**

Chair Jenks requested that David Brickhouse, Vice President of Legal Affairs present the Update on Post Tenure Review.

### **New Business**

No new business ensued.

### **Adjournment**

There being no other business, the meeting was adjourned at 3:57 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:** New Academic Degree Programs at New College

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### **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, and Bachelor of Arts in Great Books. 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 New College of Florida Board of Trustees Regulation 4-2005 established policies 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.
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### **Supporting Documentation Included:**

Great Books Academic Learning Compact  
Master's Degree in Education in Educational Leadership

### **Other Supporting Documents Available:**

BOG Regulation 8.011  
New College of Florida Regulation 4-2005

**Facilitators/Presenters:** David Rohrbacher, *Provost and Vice President of Academic Affairs*

## Great Books Academic Learning Compact

### **Overview:**

The Area of Concentration in Great Books, an interdisciplinary program spanning multiple fields of study, offers New College of Florida students a timeless education and aims to teach them critical thinking and communication skills through close reading and sustained engagement with some of the most influential texts ever written. A Summer 2023 faculty working group defined “Great Works” (in this case, including both classic texts and masterworks of the visual and performing arts) as follows:

*By “Great Works” we mean those exceptional and enduring products of imagination, ingenuity, and craft whose richness and complexity provoke ever renewed questions (and sometimes answers) about what it means to be human. What makes life worth living? What makes it extraordinary? What do we owe to each other? To ourselves? What should be preserved, what altered? Are there right and wrong, better and worse ways to pursue and answer these questions? To live the lives that these answers promise? “Great works” are generally familiar and foundational, often referenced, imitated, lampooned, debated, and engaged by other works, yet they continue to surprise and seduce each reader/observer who encounters them afresh.*

The Great Books do not belong to any nation, race, or creed, but represent the shared cultural heritage of humankind—the best that has been thought and written over the last three thousand years. Written centuries or even millennia in the past, they still speak to us today, and offer the wisdom of the ages as a guide to the challenges of our contemporary world.

### **Program Requirements:**

The Great Books curriculum at New College of Florida consists of the following components:

1. HUM 2210 and 2230: Introduction to the Great Books (a two-term interdisciplinary survey of classic works from antiquity to the present, which are required of all students in the program).
2. NCF General Education courses. Up to 2 units (8 credit hours) from this category may be counted toward Great Books AOC requirements.
  - HUM 2020: Homer’s Odyssey. Students will take the mod-credit course, “Homer’s Odyssey,” that forms part of the NCF Core Curriculum, after which they may also choose to take an “Odyssey Plus” mod-2 seminar. The coverage of these courses will vary year-to-year, but will take the Odyssey as the point of departure for the deeper examination of selected topics.
  - POS 2041: American Government and Civics: Great Books option, “Foundations of American Democracy,” which uses foundational texts to introduce students to the study of American politics, history, and society.
3. Great Books electives and seminars: thematic courses on topics related to the Great Books. At the discretion of program faculty, some of these courses may

be cross-listed with other disciplines or programs at the college and/or classified as Enduring Human Questions seminars under the NCF Core Curriculum. At least half of the electives and seminars taken to meet requirements for the primary or joint AOC should be upper- level (3000 or 4000 level).

4. Great Books Research Practicum and Thesis Tutorials.

#### **Requirements for a Primary Area of Concentration in Great Books (10 units):**

1. Introduction to the Great Books (2 units)
2. Great Books electives (including Gen Ed courses) and seminars. Students should select at least 3 courses in a single discipline or thematic area, which will serve as the foundations for their thesis work. (7 units total)
3. Great Books Research Practicum, to be taken in preparation for thesis research (1 unit)
4. Students whose primary concentration is in Great Books should take at least two semesters of an ancient or modern language. Students considering graduate study in a field related to Great Books are strongly encouraged to study at least one language to the advanced level.

#### **Requirements for a Joint Area of Concentration Including Great Books (7 units):**

1. Introduction to the Great Books (2 units)
2. Great Books electives and seminars, may include Gen Ed courses (5 units total)

Note: Students declaring a Joint AOC may choose to take the Research Practicum and complete a thesis in Great Books, but may also choose to pursue thesis work in the other field represented in their joint concentration.

#### **Requirements for a Secondary Area of Concentration in Great Books (4 units):**

1. Introduction to the Great Books (2 units)
2. Any two additional Great Books courses (2 units)

<b>Expected outcomes for Great Books AOC</b>	<b>Content Knowledge</b>	<b>Communication Skills</b>	<b>Critical Thinking</b>
1. Students demonstrate in-depth knowledge of classic texts from antiquity to the present.	X		
2. Students can communicate their ideas effectively both orally and in writing.		X	x
3. Students can interpret complex texts, evaluate competing arguments, and engage their peers in critical debate about key ideas and concepts respectfully and open- mindedly.	X	X	x

4. Students can compare and contrast classic texts across periods and genres and apply insights from the great minds of the past to engage with contemporary issues.	x	X	x
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### **Measures to Track Student Progress:**

Beginning and continuing students in courses are evaluated based on homework assignments, exams, written responses to assigned texts, term papers, oral presentations, group work, and participation in class discussions. Evaluative comments are summarized at the end of each semester in a narrative course evaluation.

The faculty in the Great Books program reviews all aspects of a student's work at several stages in each student's career: upon completion of the Introduction to the Great Books survey, at the time of declaration of an Area of Concentration in Great Books, upon submission of a prospectus for the senior thesis or project in the Great Books Research Practicum, and in the course of the baccalaureate examination that marks the culmination of their undergraduate education.

### **Specific measures to demonstrate each graduate's competencies:**

Most students with a primary concentration in Great Books will define a thesis topic in the Research Practicum and write a senior thesis under the direction of a member of the New College faculty affiliated with the Great Books Program. With the approval of their baccalaureate committee, some students may elect to pursue a non-thesis option for the senior project (a creative work, a digital project, or an internship/service-learning project). All students will then present their work to a faculty committee in a public oral baccalaureate exam.

Senior theses are judged according to the comprehensiveness of the research, the strength and originality of the interpretation, and the clarity and elegance of the writing style. Other senior projects will be evaluated according to terms defined in advance by consultation between the student, the sponsor, and the baccalaureate committee. Performance on the oral exam is judged by how well the student responds to questions, demonstrates knowledge of the field, and defends his or her interpretation.



## **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

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

**Educational Leadership**  
Academic Specialty or Field

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

**Fall 2025**  
Proposed Implementation Term

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

**Master of Education in Educational Leadership**  
Complete Name of Degree

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**

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

\_\_\_\_\_  
**President's Signature      Date**

\_\_\_\_\_  
**Provost's Signature      Date**

## I. Overview

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

<p><b>Purpose</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>A. Master of Education in Educational Leadership</li> <li>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.</li> <li>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.</li> </ul> <p><b>Overall Purpose</b></p> <p>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.</p> <p><b>With this end in mind, the guiding principles that framed the development of the program are:</b></p>
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	<ul style="list-style-type: none"> <li>• All students and staff can achieve at a high level through high expectations and rigorous support from strong leadership.</li> <li>• The quality of a teacher is the key variable in ensuring students succeed.</li> <li>• Effective leaders make running excellent schools a team sport.</li> <li>• 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.</li> <li>• 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.</li> <li>• Teachers and leaders grow fastest when they receive bite-sized action steps, create a plan to implement, and practice implementation with feedback.</li> <li>• School leaders are responsible for overseeing talent recruitment, rigorous selection, and training/onboarding of new staff.</li> <li>• 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.</li> <li>• School leaders are responsible for building character and endowing virtue in their students, thus, leadership programs need to teach candidates how to do this.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Degree Level(s):</b>	Master
<b>Majors, Concentrations, Tracks, or Specializations</b>	The program has no concentrations, tracks, or specializations in its founding years and its goal is to prepare future school leaders.
<b>Total Number of Credit Hours</b>	36

<b>Program Type</b>	<input checked="" type="checkbox"/> <b>E&amp;G Program</b> <input type="checkbox"/> <b>Market Tuition Rate Program*</b> <input type="checkbox"/> <b>Self-Supporting Program*</b>  <small>*Refer to <a href="#">Board Regulation 8.002</a>, Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.</small>
<b>Possible Career Outcomes</b>	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

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**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 unequalled 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**

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**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.<sup>1</sup>

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)**

		<b>2023 Wages</b>		
	<b>Location</b>	<b>Low</b>	<b>Median</b>	<b>High</b>

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

<b>Education Administrators, Kindergarten through Secondary</b>	United States	\$70,050	\$103,460	\$163,010
	Florida	\$62,700	\$87,390	\$129,380
<b>Education Administrators, Postsecondary</b>	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*
	Year	2023	2033		
<b>Education Administrators, Kindergarten through Secondary</b>	United States	316,600	315,000	-1%	<b>20,800</b>
	Year	2022	2032		
	Florida	13,650	15,260	12%	<b>1,110</b>
	Year	2023	2033		
<b>Education Administrators, Postsecondary</b>	United States	216,400	222,700	3%	<b>15,200</b>
	Year	2022	2032		
	Florida	11,670	13,060	12%	<b>950</b>
	Year	2023	2033		

Sources:

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

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?key word=Education%20Administrators.%20Postsecondary&onetcode=11903300&location=Florida>

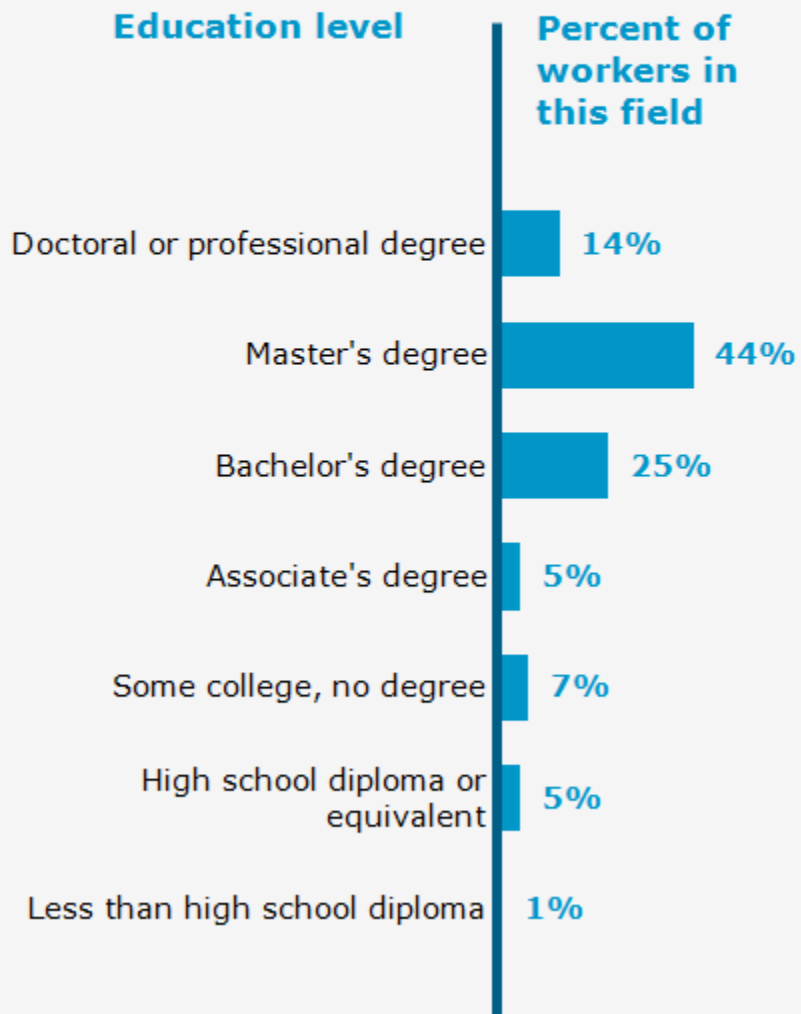
Date Retrieved: 03/26/2025

### 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**

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

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

- 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
- 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

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- 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.<sup>2</sup>

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<sup>2</sup> <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
<b>Pre-Orientation</b>				
Pre-Orientation Reading				
<ul style="list-style-type: none"> <li>• <i>The Paideia Principle</i>, Mortimer Adler</li> <li>• <i>Classic Texts and the Nature of Authority</i>, Dan Cowan</li> <li>• <i>The Knowledge Deficit</i>, E.D. Hirsch</li> <li>• <i>Good to Great</i>, Jim Collins</li> <li>• <i>Norms and Nobility</i>, David Hicks</li> </ul>				
<b>Year 1 - Fall</b>				
	Champion Instruction -	Required	3	Develop the skills to

	Pedagogical Methods that Lead to Outlier Outcomes			<p>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.</p> <p><u>Teach Like a Champion</u>, 3.0, Doug Lemov</p> <p><u>The Skillful Teacher</u>, Jon Safier</p>
	Curriculum, Content, and Assessment through Leadership Lens	Required	3	<p>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.</p> <p><u>The New Art and Science of Teaching</u>, Robert Marzano</p> <p><u>Data-Driven Instruction</u>, Paul Bambrick</p> <p><u>Why Don't Students Like School?</u> Daniel Willingham</p> <p><u>The Knowledge Deficit</u>, E.D. Hirsch</p>
	Leadership: Emotional Intelligence, Presence, and Communication	Required	3	<p>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</p>

				<p>create a development plan.</p> <p><u>Emotional Intelligence</u>, Daniel Goleman</p> <p><u>Founder's Mentality</u>, Chris Zook</p> <p><u>Made to Stick/Power of Moments</u>: Chip and Dan Heath</p> <p><u>Drive</u>, Daniel Pink</p>
<b>Year 1 - Spring</b>				
	Instructional Leadership and the Coaching Model	Required	3	<p>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.</p> <p><u>Get Better Faster 2.0</u>, Paul Bambrick</p> <p><u>Leadership Is an Art</u>, Max De Pree</p>
	Data-Driven Instruction	Required	3	<p>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</p>

				state.  <u>Data-Driven Instruction</u> , Paul Bambrick  <u>Why Don't Students Like School?</u> 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
<b>Year 1 - Summer</b>				
	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.
<b>Year 2 - Fall</b>				
	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

				<p>overall school culture to meet the goals. Build mastery around crisis management skills.</p> <p><u>Leverage Leadership 2.0</u> Paul Bambrick</p> <p><u>First Break All the Rules</u></p> <p><u>Better: A Surgeon's Notes on Performance</u> Atul Gawande</p> <p><u>The Five Dysfunctions of a Team</u> Patrick Lencioni</p>
	Science of Learning, Cognitive Science, Positive Psychology	Required	3	<p>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.</p> <p><u>Grit</u> Angela Duckworth</p> <p><u>Proust and the Squid:</u> Maryanne Wolf</p> <p><u>Language at the Speed of Sight</u> Mark Seidenberg</p> <p><u>iGen</u> Jean Twenge</p> <p><u>Why Don't Students Like School</u> Daniel Willingham</p> <p><u>Mindset</u> Carol Dweck</p> <p><u>Atomic Habits</u> James Clear</p>

				Article: <a href="https://nymag.com/news/features/27840/">https://nymag.com/news/features/27840/</a>
	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
<b>Year 2 - Spring</b>				
	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. <ul style="list-style-type: none"> <li>• <u>The Making of Americans</u>, E.D. Hirsch</li> <li>• <u>The Identity Trap</u>, Yascha Mounk</li> <li>• <u>The Coddling of the American Mind</u>, Lukianoff and Haidt</li> <li>• Florida Ed Law 101</li> </ul>
	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. <ul style="list-style-type: none"> <li>• Exceptional</li> </ul>

				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. <ul style="list-style-type: none"> <li>Excellence in Instructional Leadership Rubric</li> </ul>

**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.**

- Provide funding sources for Years 1 and 5 of program operation.**
- 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**

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**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





## NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

**Meeting Date:** April 9, 2025

**SUBJECT:** Approve Student Temporary Housing Purchase Orders – Hotel Purchase Agreement

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### **PROPOSED BOARD ACTION**

Authorize the President to execute a contract with Home2Suites for temporary student housing for the Summer 2025 through Spring 2026 terms not to exceed \$5,700,000.

### **BACKGROUND**

Due to both the overwhelming demand for on campus housing, and prudent decision to take certain rooms offline until facility conditions can be addressed, the College is in an oversubscribed situation. This situation was caused by both a surge enrollment, as well as removing of all of the PEI dorms due to safety concerns.

The total cost of this agreement is \$5,600,932.30 for 109 rooms including (85) singles and (24) doubles from May 26, 2025 – May 26, 2026.

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**Supporting Documentation:** Home2Suites Contract

**Facilitator(s)/Presenter(s):** Christie Fitz-Patrick, *Chief of Staff and Vice President of Finance and Administration*, Almeda Jacks, *Vice President of Student Affairs*

## **NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES**

**Meeting Date:** April 9, 2025

**SUBJECT:** Approval of Regulation Amendment – 3-1002 Tuition and Fees

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### **PROPOSED BOARD ACTION**

Approve the amendments to New College of Florida Regulation 3-1002 Tuition and Fees

### **BACKGROUND INFORMATION**

The proposed regulation amendment updates several fees including housing rates, meal plans and parking.

#### **Housing Rate Adjustments (FY 25-26):**

- Addition of single room rate for Banyans Modular Units. (new lower rate)
- Addition of preferred singles for the hotel and Atala Hall. (same rate as Dort, and Goldstein just adding the hotel and Atala Hall)
- Addition of preferred doubles for Dort, Goldstein, Hotel, and Atala Hall. (same rates)
- Removal of the PEI double room rate. (PEI dorms offline)
- All adjusted rates are the same as previously charged or lower.

#### **Meal Plan Rate Adjustments:**

- Increase of 3.6%.
- Increase is in accordance with the agreement with Aramark, the college is subject to an annual increase in meal plan rates set forth by greater of (i) 3% or (ii) the greater percentage change, if any, during the previous calendar in (A) the Consumer Price Index published by the United States Department of Labor and Bureau of Labor Statistics, Food Away from Home, or a comparable index if the index is not available, or (B) the Employment Cost Index public by the United States Bureau of Labor Statistics (June 1989= 100% base period), total Compensation for Private Industry Workers in Business Services or a comparable index if that index is not available.
- New College will still have the lowest meal plan rates within the State University System.

#### **Parking Rate Adjustments:**

- Changes to visitor daily parking rates.
  - Addition of visitor parking semester and annual pass options.
- 

**Supporting Documentation Included:** Notice of Proposed Regulation Amendment 3.1002, Public comment from Ben Brown

**Facilitators/Presenters:** David Brickhouse, *Vice President, Legal Affairs* and Christie Fitz-Patrick, *Chief of Staff and Vice President of Finance and Administration*

## **NOTICE OF PROPOSED REGULATION DEVELOPMENT**

The New College of Florida Board of Trustees

Date: March 10, 2025

### **REGULATION CHAPTER NUMBER:**

Chapter 3 – Administrative Affairs

### **REGULATION NUMBER AND TITLE:**

3-1002: Tuition and Fees Schedule

**AUTHORITY:** Article IX, Sec. 7, Fla. Constitution; Chapters 1001 and 1009, Florida Statutes; BOG Regulations 1.001, 7.001, 7.002, and 7.005.

### **SUMMARY OF PROPOSED REGULATION AMENDMENT:**

3-1002: The proposed regulation amendment provides technical amendments, updates references to room types for student housing to reflect current options, and establishes fees for visitor parking.

### **TEXT OF PROPOSED REGULATIONS:**

The full text of the proposed regulation is set out following this notice.

### **NEW COLLEGE OFFICIAL INITIATING THE REGULATION:**

Christie Fitz-Patrick, Vice President for Finance and Administration

### **PROCEDURE FOR COMMENTING ON PROPOSED REGULATION:**

Comments concerning the proposed regulation should be submitted **within 14 days of the date of this notice** to David Brickhouse, Vice President for Legal Affairs, 5800 Bay Shore Road, Sarasota, Florida 34243, (941)-487-4106 office, [generalcounsel@ncf.edu](mailto:generalcounsel@ncf.edu). Comments provided to Mr. Brickhouse will be presented to the Board of Trustees for consideration.

### **THE FULL TEXT OF THE PROPOSED REGULATION IS BELOW**

~~Strikethrough~~ indicates deletion; Underlining indicates addition

# **NEW COLLEGE OF FLORIDA REGULATIONS MANUAL**

## **CHAPTER 3 - Administrative Affairs**

### **3-1002 Tuition and Fees Schedule**

(1) Purpose. This regulation establishes tuition and fees to be assessed at New College of Florida for the 2020-2021 Academic Year and all future years pursuant to Florida Board of Governors' Resolutions adopted on January 7, 2003 and July 21, 2005; Section 1009.24, Florida Statutes; and the Florida General Appropriations Act.

#### **(2) Definitions**

(a) Tuition. Tuition shall be defined as fees assessed to students for enrollment in credit courses at the College. Tuition consists of the following fees, depending on whether a student is a Florida resident or non-resident:

1. Florida resident tuition, comprised of the following, shall be defined as the fees charged an enrolled student who qualifies as a Florida resident as defined in Chapter 1009.21, Florida Statutes:

- a. Matriculation Fee
- b. Tuition Differential Fee
- c. Student Financial Aid Fee
- d. Capital Improvement Trust Fund Fee
- e. Health Fee
- f. Athletic Fee
- g. Activity and Service Fee
- h. Technology Fee
- i. Sustainability "Green" Fee

2. Non-Florida resident tuition, comprised of the following, shall be defined as the fees charged an enrolled student who does not qualify as a Florida resident as defined in Chapter 1009.21, Florida Statutes:

- a. Matriculation Fee
- b. Tuition Differential Fee
- c. Non-Resident Fee
- d. Student Financial Aid Fee
- e. Non-Resident Student Financial Aid Fee
- f. Capital Improvement Trust Fund Fee
- g. Health Fee
- h. Athletic Fee
- i. Activity and Service Fee
- j. Technology Fee

k. Sustainability “Green” Fee

(b) Fees. Fees shall be defined as assessments for particular services provided by the College that do not relate directly to enrollment in credit courses. Fees include housing rental fees; housing room fees and damage fees; meal plan rates; parking permit rates; parking fines; course material and supply fees, including laboratory fees; off-campus fees; technology fees; and special fees, fines and penalties.

(3) Tuition for 2020-2021 Academic Year and each year thereafter. The following tuition shall be levied and collected for the fall semester 2020 and the spring semester 2021 for each student regularly enrolled, unless otherwise provided for herein:

Fee per Student Credit Hour (SCH)	Undergraduate		Graduate	
	Florida Resident	Non-Florida Resident	Florida Resident	Non-Florida Resident
Matriculation	\$105.07	\$105.07	\$398.13	\$398.13
Tuition Differential	\$40.13	\$ 40.13	-	-
Non-Florida Resident Fee	-	\$609.23	-	\$662.04
Student Financial Aid Fee	\$5.25	\$5.25	\$19.90	\$19.90
Non-Florida Resident Student Financial Aid Fee		\$30.46		\$33.10
Capital Improvement Fee	\$6.14	\$6.14	\$6.14	\$6.14
Activity and Service Fee	\$14.25	\$14.25	\$14.25	\$14.25
Health Fee	\$6.30	\$6.30	\$6.30	\$6.30
Athletic Fee	\$8.71	\$8.71	\$8.71	\$8.71
Technology Fee	\$5.25	\$5.25	\$19.90	\$19.90
Sustainability “Green” Fee	\$1.00	\$1.00	\$1.00	\$1.00
<b>TOTAL PER SCH</b>	<b>\$192.10</b>	<b>\$831.79</b>	<b>\$474.33</b>	<b>\$1,169.47</b>

Undergraduate Tuition Calculation Example:

	Florida Resident	Non-Florida Resident
Fall Semester – with individual study (20 SCH)	\$3,842.00	\$16,635.80
Spring Semester (16 SCH)	\$3,073.60	\$13,332.64
Total Annual Tuition	\$6,915.60	\$29,944.44

Note: Undergraduate tuition for students enrolled for their eighth semester contract is based on 12 SCH.

Graduate Tuition Calculation Example:

	<b>Florida Resident</b>	<b>Non-Florida Resident</b>
Total Annual Tuition (24 SCH)	\$11,383.92	\$28,067.28
(b) Each student enrolled in the same undergraduate college-credit course more than twice, shall be assessed an additional \$189.76 per credit hour charge in addition to the matriculation fees outlined above for each such course.		

- (4) Housing Rental Rates. All housing contracts are inclusive of the Fall and Spring Terms. Rates set out below are per person. Effective for July 1, 2022, in those instances where a room classification has been modified based on this amendment, the President is hereby delegated authority to phase in the new classification room rates, based on market demand, with the goal of achieving full occupancy. This delegation of authority to the President expires effective July 1, 2026.

<b>Room Type</b>	<b>Authorized Annual Rental Rate</b>
Triple Room (Offered at the College's Discretion)	\$5,200
<u>Single Room (Banyans Modular Units)</u>	<u>\$6,000</u>
<del>Double Room (Pei B)</del>	<del>\$7,000</del>
Single Room (Letter <del>Dorms</del> <u>Residence Hall</u> , Palmer B)	\$9,000
Studio Double (Letter <del>Dorms</del> <u>Residence Hall</u> , Palmer B)	\$7,500
Preferred Single (Dort, Goldstein, <u>Hotel, Atala Hall</u> ) <del>Palmer B, Pei, Letter Dorms</del>	\$10,500
<del>Resident Assistant, All Rooms</del>	<del>\$1,600</del>
<u>Preferred Double (Dort, Goldstein, Hotel, Atala Hall)</u>	<u>\$9,000</u>

(5) Housing Room Fees Including Damage Fees:

- (a) Housing Deposit Fee .....\$100.00
- (b) Student Initiated Room Change Charge .....\$20.00
- (c) Improper, Check-in, Check-out Fee .....\$100.00
- (d) Failure to vacate room by designated checkout date..... \$200.00 plus appropriate daily rate
- (e) Unauthorized pet in room ..... \$100.00 plus cleaning
- (f) Winter Break Housing Rates ..... Daily rate of current Fall/ISP room rates
- (g) Summer School Housing Rates ..... Daily rate of current Spring room rates
- (h) Student Employee Summer Housing Rates, plus sales tax ..... 13.48-25.00/person/day
- (i) Conference Housing Rate, plus sales tax ..... \$25.00-40.00/person/day
- (j) Early Arrival Rate ..... \$150.00/person/day
- (k) Grant-Funded Housing Rate ..... Rates will be determined on a grant by grant basis
- (l) Food Service Conference Rate, plus sales tax ..... Varies, based on menu selected and quantity

- (m) Occupant Induced Fumigation ..... \$25.00-50.00 for each treatment
- (n) Lockout fee ..... \$5.00/lockout
- (o) Replacement Key (during the academic year) .....\$24.00
- (p) Replace Lock Core
1. Pei/Viking/Palmer B (includes 2 replacement keys)  
.....\$148.00
2. Dort/Goldstein (includes 4 replacement keys)  
.....\$196.00
- (q) Paint Room .....
1. Whole room, prorated otherwise .....\$640.00
2. High ceiling rooms ..... \$640.00/wall
3. Extra treatment required ..... Materials plus labor (r)  
Slats for blinds (each) .....\$15.00
- (s) Damaged/Missing Furniture ..... Repair/Replacement Cost
1. Waste Baskets .....\$25.00
2. Smoke Detectors .....\$100.00
3. Screens .....\$175.00
4. Light Fixtures ..... \$175.00-1,000.00
5. Toilet Tissue Dispensers .....\$60.00
6. Robe Hooks .....\$35.00
7. Closet Racks .....\$100.00
8. Door Signs .....\$25.00
9. Light Switch and Outlet Plates .....\$15.00
- (t) Damaged Carpet ..... Repair/Replacement Cost, \$50.00/carpet square
- (u) Items on Doors/Windows/Mirrors (per item removed)  
.....\$5.00
- (v) Extra Cleaning .....\$25.00/hour, minimum \$25.00
- (w) Trash Removal ..... \$10.00/hour
- (x) Carpet Cleaning ..... Cost to clean, minimum \$75.00
- (y) Broken/Cracked Window or Door Glass ..... Materials plus labor
- (z) Damaged Bathroom Fixtures ..... Materials plus labor
- (aa) Room Door Damage ..... Materials plus labor
- (bb) Graffiti/Art Removal – Cement/Brick Surfaces ..... Materials plus labor
- (cc) Furniture Removal
1. Heavy .....\$25.00/hour, \$75.00 minimum
2. Light .....\$25.00/hour, \$25.00 minimum
- (6) Meal Plan Rates. All meal plan contracts are inclusive of Fall and Spring Terms. The rates below are subject to increase by at least 3% each year.

Base Meal Plan	Fall	Spring	Total	ISP
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<b>Residential <u>Bronze</u></b>	<b>\$ <del>1,528</del> <u>1978.76</u></b>	<b>\$ <del>1,528</del> <u>1978.76</u></b>	<b>\$ <del>3,056</del> <u>3,957.52</u></b>	<b>\$ <del>486</del> <u>554.26</u></b>
<b>Commuter <del>25 Block</del> <u>Basic</u> <u>60</u></b>	<b>\$ <del>425</del> <u>518</u></b>	<b>\$ <del>425</del> <u>518</u></b>	<b>\$ <del>850</del> <u>1036</u></b>	
<b>Commuter <del>50 Block</del><u>120</u> <u>Block</u></b>	<b>\$ <del>600</del> <u>1025</u></b>	<b>\$ <del>600</del> <u>1025</u></b>	<b>\$ <del>1,200</del> <u>2050</u></b>	
<b>Commuter <del>100 Block</del><u>All</u> <u>Access</u></b>	<b>\$ <del>900</del> <u>1706.70</u></b>	<b>\$ <del>900</del> <u>1706.70</u></b>	<b>\$ <del>1,800</del> <u>3413.40</u></b>	

Students may increase their buying power above the mandatory base rates through the purchase of supplementary meal plans.

Fees include buying power in the dining hall and sales tax, if applicable

(7) Parking Permit Rates

<b><u>Type</u></b>	<b><u>Amount</u></b>
Staff – Annual .....	\$75.00
Staff – Semester .....	\$37.50
Student – Annual .....	\$75.00
Student – Semester .....	\$37.50
Motorcycle, Annual, motorcycle only spaces .....	\$5.00
Motorcycle, Annual, regular vehicle spaces .....	\$75.00
<del>Monthly</del>	
Visitor -- <del>Daily</del> <u>Permits</u> .....	<u>\$5.00</u>

~~\$10.00~~

Visitor – Semester .....	\$75.00
Visitor – Annual .....	\$150.00

Replacement Cost for Lost or Stolen Permits

First Replacement: .....	\$10.00 or full permit price, whichever is less
Second Replacement: .....	\$10.00 or full permit price, whichever is less
Third Replacement: .....	Full Permit Price

(8) Parking Fines

Violation Description: .....	Amount
Unauthorized parking in disabled space .....	\$275.00
Blocking access to disabled space or ramp .....	\$275.00
Unauthorized parking in a reserved space – 1 <sup>st</sup> time .....	\$35.00
Unauthorized parking in a reserved space – 2 <sup>nd</sup> time, subsequent offenses .....	\$75.00, plus
.....	immediate immobilization or tow
Unauthorized parking in a service drive .....	\$25.00
Unauthorized parking on grass .....	\$25.00
No current permit displayed .....	\$25.00 w/ first citation dismissed
.....	upon permit purchase
Unauthorized parking in state vehicle space .....	\$30.00

Parking out of assigned area during restricted hours .....	\$30.00
Blocking traffic .....	\$30.00
Parking in a “no parking zone” or barricaded area .....	\$30.00
Unauthorized removal and/or damage to a clamp .....	\$125.00, plus replacement or repair ..... cost to device and parking privileges restricted or revoked for one year.
Displaying a revoked, altered, lost, stolen or counterfeit permit .....	\$125.00, plus immediate immobilization or tow and parking restricted or revoked for one year
Blocking a ramp .....	\$75.00
Double parked or parked over the line .....	\$15.00
Overtime violation .....	\$15.00
Improper parking permit display .....	\$15.00
Parking in an angled parking space facing traffic .....	\$15.00
Late payment of violation .....	\$10.00
All bicycle parking violations .....	\$15.00

(9) Use of College Property.

- (a) The President or their designee may establish fees and costs related to the licensing or use of College property, including public and non-public areas, in accordance with NCF Regulation 5-001 “Use of NCF Space.”
- (b) The President or their designee shall be responsible for implementing this subsection by written policy, which shall be published on the NCF website.
- (c) The President or their designee, upon good cause shown, may grant a variance or a waiver of this subsection to NCF students, faculty, and community members.

(10) Material and Supply Fees including Laboratory Fees. The following fees are assessed per student per course.

(a) Organic Chemistry .....	\$85.00
(b) Biochemistry .....	\$135.00
(c) Physical Chemistry .....	\$50.00
(d) Field Ecology .....	\$20.00
(e) Cell Biology .....	\$150.00
(f) Organismic Biology .....	\$150.00
(g) Toxicology Lab .....	\$35.00
(h) Advanced Physics Lab .....	\$35.00
(i) Optics/Laser .....	\$35.00
(j) Drawing I .....	\$10.00
(k) Painting I .....	\$50.00
(l) Painting II .....	\$50.00 (m)
Sculpture – Beginning .....	\$65.00
(n) Sculpture– Intermediate/Advanced .....	\$75.00
(o) Mold Making and Casting .....	\$75.00 (p)
Woodworking .....	\$75.00
(q) Welding .....	\$50.00

(r)	Printmaking .....	\$50.00	
(s)	Time & Movement: Stop Motion Animation .....	\$50.00	
(t)	Experimental Imaging .....	\$50.00	
(u)	Kinetic Art .....	\$50.00	
(v)	Plant Physiology .....	\$50.00	
(w)	All other labs .....	\$25.00	
(x)	Entomology Lab .....	\$50.00	
(y)	Genetics – Part 1 & 2 .....	\$75.00	
(z)	Neurobiology/Behavior .....	\$130.00	
(aa)	Organic Chemistry Inquiry Lab .....	\$75.00	(bb)
	Inorganic Lab .....	\$200.00	
(cc)	Analog Electronics Lab .....	\$80.00	
(dd)	Thesis/Tutorial ISP .....	\$65.00	
(ee)	Invertebrate Zoology .....	\$150.00	
(ff)	Molecular Biology .....	\$110.00	
(gg)	General Chemistry .....	\$35.00	
(hh)	Fish Biology .....	\$65.00	(ii)
	Modern Physics Lab (previously in Other Labs) .....	\$50.00	
(jj)	Animal Behavior Lab (previously in Other Labs) .....	\$50.00	
(kk)	Intro to Biology – Techniques Laboratory .....	\$50.00	
(ll)	Biology of Sharks, Skates and Rays Laboratory .....	\$115.00	(mm)
	Sensory Biology of Fishes Laboratory .....	\$40.00	(nn)
	Biology of Climate Change .....	\$50.00	
(oo)	Botany Lab (previously in Other Labs) .....	\$50.00	
(pp)	Coral Reef Issues .....	\$50.00	
(qq)	Ecology Lab .....	\$40.00	
(rr)	Foundations of Biology I (previously in Other Labs) .....	\$20.00	(ss)
	Foundations of Biology II (previously in Other Labs) .....	\$20.00	

(11) Special Fees, Fines and Penalties. The following special fees, fines and penalties shall be levied and collected as provided hereafter:

- (a) Application Fee – Individuals who make application for admission to the College shall pay a nonrefundable Application Fee of \$30.00.
- (b) Admissions Deposit Fee – Individuals who are accepted to the College shall pay a non-refundable admissions deposit fee of \$200.00 that shall be applied to the student’s tuition upon enrollment. If the student does not enroll, the fee shall be applied to financial aid, scholarships, financial assistance or student academic and career counseling services.
- (c) Late Registration Fee – Students who fail to initiate registration in the regular registration period shall be assessed a late Registration Fee of \$50.00.
- (d) Late Payment Fee – Students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition by the deadline set by the College, which shall be no later than the end of the first week of classes, shall be assessed a Late Payment Fee of \$100.00
- (e) Late Contract Fee .....\$50.00

- (f) Returned Check Fee ..... \$25.00
- (g) Overdue Library Book – \$0.25 per book/unit, per day, to a maximum of \$10.00, non-refundable (declared lost after 40 days)
- (h) Overdue Reserve Library Book- \$0.25 per item, per hour to a maximum of \$10.00, nonrefundable
- (i) Overdue Recalled Book or Unit \$2.50 per item, per day
- (j) Lost/Damaged Book or Unit –  
  - \$100.00 or the cost to replace the lost or irreparably damaged material if greater than \$100, plus a \$5.00 non-refundable administration fee, and the amount of the overdue fine, if any
- (k) Security/Access/Identification Card
  - 1. Initial .....\$10.00
  - 2. First and Second Duplicates within an academic year if original damaged and returned ..... Free
- 2. Third and all subsequent duplicates ..... \$15.00 (l) Overdue Laptop Computer (per hour) .....\$5.00
- (m) Lost or Damaged Laptop Computer  
 (Repair/Replacement Cost not to exceed \$2,000.00 plus \$20.00 Service Charge)
- (n) Lost key – (includes cylinder charge) .....\$124.00
- (o) Equipment Damage or Loss ..... \$50.00/hr labor + repair/replacement cost (p) Interlibrary Loans (overdue out-of-state materials)  
 At 7 days overdue: non-refundable \$10.00 overdue fine.  
 At 30 days day overdue: non-refundable replacement cost, as determined by lending library
- (q) Transcript Fee .....\$10.00
- (r) Diploma Replacement Fee .....\$10.00
- (s) Failure to appear at a meeting scheduled to address student disciplinary issues or failure to follow lawful instructions of College officials .....\$10.00
- (t) Student disciplinary fines ranging from \$5.00 to \$100.00 may be assessed when a student fails to perform disciplinary measures directed by the Office of the Dean of Students. In determining the amount of an assessment, the Dean of Students or the Judicial Officer shall consider the extent to which the disciplinary measure related to activities that threatened the health and safety of others; resulted in property damage; insulted or threatened others on account of race, national origin, religion, gender, sexual orientation, gender identity, or gender expression; or was hostile or demeaning to another member of the College community.
- (u) Installment Payment Plan .....\$15.00
- (v) Library Guest Borrower Fee ..... \$75.00 (annual)
- (w) Thesis Electronic Copy Fee ..... \$25.00 + tax
- (x) Archives Duplication Fee \$.50 per page photocopied, with a minimum charge of \$15  
 \$5.00 per page scanned, with a minimum charge of \$15 \$15.00 per photograph, scanned or photocopied  
 \$15.00 minimum charge for the creation of CDs/DVDs  
 \$5.00 administrative processing fee  
 \$4.00 mailing fee, if required (all fees plus tax)
- (y) Fitness Center Fee ..... Daily: \$2.00  
 Fall or spring semester: \$50.00  
 Summer: \$30.00  
 Annual: \$120.00
- (z) Late Course Request Fine .....\$100.00
- (aa) Convenience Fee will be charged when paying for tuition and fees by credit cards. The charge will be equal to 2.5% of the transaction amount.

*Authority: Article IX, Sec. 7, Fla. Constitution; Fla Stat. Chapters 1001 and 1009; Florida General Appropriations Act; Fla. Board of Governors Regulations 1.001, 7.001, 7.002, and 7.005*

*History: Adopted as Emergency Regulation 2005-01 and as Emergency Rule 6C-11 ER05-01; Revised and renumbered 10-30-05; Revised 06-13-09, 06-29-10, 06-18-11, 06-16-12, 06-15-13, 05-31-14, 061315, 06-11-16, 02-17-17 (technical amendment), 07-10-17, 06-06-20, 01-05-2022, 01-11-22, 06-22-22; Revised 11-19-24; Revised 04-09-25*

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March 24, 2025

New College of Florida Board of Trustees

**Re: Mar. 10, 2025 *Notice of Proposed Regulation Development: 3-1002 Tuition and Fees Schedule***

Dear Sirs and Madams:

In respectful reference to the formal public notice of proposed regulations, dated Mar. 10, 2025, I suggest that the Board of Trustees consider the proposed increases in the costs of students' meal plans relative to the overall public subsidies New College of Florida receives, and to the longstanding goal of increasing the quality of campus food services.

Discussion at the January 30, 2025 State University System Board of Governors meeting, excerpted below, reflects that cost-per-student at New College is currently around \$ 90,000 and could increase to between \$ 114,000 and \$ 140,000. Yet, the College still appears to lack a successful admissions operation (relying too heavily on scholarships and outstanding athletics opportunities to recruit students), and there is widespread student dissatisfaction with program quality.

Ordinarily a college on a positive trajectory could upwardly adjust the cost of meal plans to reflect increases in the actual cost of providing food service. However, this question is complex in New College's case, due to the widespread student dissatisfaction and high rate of

attrition. And, given the very substantial public funding the College receives, is there possibly room in the budget to continue offering meal plans at the current, more affordable rates?

I also suggest that your discussion of this proposed regulation should include discussion of food service quality (if not already on the agenda for your discussion). Given New College's small size, providing desirable, high quality food service has always been a logistical challenge, and relatively low food service quality has been something of a black mark against New College in college guides such as those from The Princeton Review and Fiske. This problem certainly existed when I attended the College from 2005 to 2009. If the meal plan rates are to be increased, let that change go hand-in-hand with updates and future planning meant to assure food service quality.

Thank you very much for your consideration. I am a 2009 graduate of the College and recently served as the Chair of the Alumni Association.

Very truly yours,



Benjamin Brown

Excerpt of Discussion at Jan. 30, 2025 Board of Governors Meeting

(Governor Eric Silagy) “You’ll recall the conversation we had last fall about what the spending was at New College and it wasn’t clear. I said it was \$ 91,000 a student, [President Corcoran] thought it was \$ 60,000 a student, I think we both now agree it’s between \$ 88,000 and \$ 91,000 a student . . . . I’ve gone through New College’s budget as proposed by its Board of Trustees and what the Legislature is relying on in order to fund this 24/25 cycle. And that one says it’s \$ 105 million in expenses, which, depending on how you want to divide it, by number of students, and that, apparently, is a point of question, even though it’s published, it’s 759; President Corcoran said it’s 880; okay. It’s somewhere

between \$ 140,000 a student or \$ 114,000 a student. We can bridge it. My point is that, in order to really be able to make a thoughtful— and have thoughtful dialog around whether or not we believe, to Mr. Watkins’ point, we’re providing the best value in the country on education, we need to know what the real numbers are, so we can also provide guidance to the Legislature and fill our Constitutional obligation to make sure that the universities are spending money wisely.”

The full recording of the meeting is available at The Florida Channel’s website: <https://thefloridachannel.org/videos/1-30-25-florida-board-of-governors-meeting/>. These comments begin at 2:48:50 in the recording.



## **NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES**

**Meeting Date:** April 9, 2025

**SUBJECT:** Approval of Regulation Amendment – 3-4012 Employee Bonus Plans

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### **PROPOSED BOARD ACTION**

Approve the amendments to New College of Florida Regulation 3-4012 Employee Bonus Plans

### **BACKGROUND INFORMATION**

The proposed regulation amendment establishes employee bonus plans, as authorized by Florida Board of Governors Regulation 9.015.

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**Supporting Documentation Included:** Notice of Proposed Regulation Amendment 3-4012

**Facilitators/Presenters:** David Brickhouse, *Vice President, Legal Affairs*

## **NOTICE OF PROPOSED REGULATION DEVELOPMENT**

The New College of Florida Board of Trustees

Date: March 10, 2025

### **REGULATION CHAPTER NUMBER:**

Chapter 3 – Administrative Affairs

### **REGULATION NUMBER AND TITLE:**

3-4012: Employee Bonus Plans

**AUTHORITY:** Article IX, Sec. 7, Fla. Constitution; sec. 1012.978, Florida Statutes; BOG Regulations 1.001, 7 and 9.015.

### **SUMMARY OF PROPOSED REGULATION AMENDMENT:**

3-4012: The proposed regulation amendment establishes employee bonus plans, as authorized by Florida Board of Governors Regulation 9.015.

### **TEXT OF PROPOSED REGULATIONS:**

The full text of the proposed regulation is set out following this notice.

### **NEW COLLEGE OFFICIAL INITIATING THE REGULATION:**

Christie Fitz-Patrick, Chief of Staff and Vice President for Finance and Administration

### **PROCEDURE FOR COMMENTING ON PROPOSED REGULATION:**

Comments concerning the proposed regulation should be submitted **within 14 days of the date of this notice** to David Brickhouse, Vice President for Legal Affairs, 5800 Bay Shore Road, Sarasota, Florida 34243, (941)-487-4106 office, [generalcounsel@ncf.edu](mailto:generalcounsel@ncf.edu). Comments provided to Mr. Brickhouse will be presented to the Board of Trustees for consideration.

### **THE FULL TEXT OF THE PROPOSED REGULATION IS BELOW**

~~Strikethrough~~ indicates deletion; Underlining indicates addition

### 3-4012 Employee Bonus Plans ~~Recognition Program~~

(1) The New College of Florida bonus plan is designed to comply with Section 1012.978, Florida Statutes, and the Florida Board of Governors (BOG) Regulation 9.015. Bonuses may be awarded to Executive Service, Administrative and Professional, Faculty, and USPS employees when specific criteria and/or conditions are met. The New College of Florida Board of Trustees (BOT) delegates authority to the President or the President's designee to establish procedures to implement this bonus plan, including levels of approvals and compensation for specific bonuses described in this bonus plan.

(2) Definition: Bonuses are lump sum payments which are nonrecurring compensation, and the amount will not be included in the compensation upon which State retirement benefits are calculated. Bonuses are subject to the availability of funds and will be subject to tax and FICA withholding as required by law. Proposed bonus payments must include written justification and be approved by the President or designee.

(3) Criteria for Awarding Bonus Payments Based on *Employee Work Performance* may include:

a) Variable Compensation Plan Award. The Variable Compensation Plan (VCP) Award is a pre-approved plan that provides for a lump-sum award based on successful attainment of established goals. A VCP establishes the eligible faculty or staff's contribution to departmental objectives, which typically includes revenue generation, and specific targets to be achieved with a pay-out schedule based on achieving the stated goals within the fiscal year. There must be an evaluation on file for the faculty or staff to be eligible for this bonus.

(4) The President or designee shall develop written procedures establishing the submission and approval process, and such other requirements as may be necessary or desirable.

(5) Bonus payments may be approved once within a 12-month period per employee. Requests for exceptions must include additional written justification and be approved by the President or designee.

(6) Reporting: In the first quarter of each fiscal year, the President or designee shall report to the Board of Trustees the total amount paid during the prior fiscal year for performance bonuses. The report shall include the President's certification that any bonuses paid during the reporting period complied with the University's bonus plan criteria and were paid from funds contained within the University's budget as approved by the Board of Trustees.

~~(1) The New College of Florida Employee Recognition Program shall provide for recognition of eligible employees.~~

~~(2) The College is authorized to expend State funds for recognition and awards to employees in compliance with this rule. Any award will be contingent upon the availability of funds. Nothing in this rule is intended to govern the expenditure of private funds to which the College may have access.~~

~~(3) The awards provided for herein shall acknowledge employee achievement in the~~

following components:

~~(a) Superior Accomplishment—Exemplary performance by faculty members, Administrative and Professional (A&P), or USPS employees that is deemed to have significantly contributed to their respective field, thereby reflecting positively on the caliber of the State University System.~~

~~(b) Service—Sustained satisfactory service with the State University System by faculty members, A&P, or USPS employees.~~

~~1. Eligible employees may be recognized for service upon retirement.~~

~~2. Eligible employees will be recognized upon achieving increments of five continuous years of satisfactory service at the College.~~

#### ~~(4) Superior Accomplishment Component~~

~~(a) Awards for superior accomplishment may be presented to eligible employees on an individual basis or collectively for outstanding group performance. The Human Resources Director coordinates the selection process for the College-wide Outstanding Staff Awards. The Equal Opportunity Affairs officer coordinates the selection process for the Affirmative Action awards. Divisional awards may be presented by Deans or Directors.~~

~~(b) Awards for superior accomplishment, whether College-wide or division, shall be in accordance with the following provisions:~~

~~1. No cash award granted under the superior accomplishment component shall exceed \$1,000, excluding applicable taxes. Savings Bonds or other items in lieu of cash may be awarded, provided the cost of such item does not exceed \$1,000.~~

~~2. Certificates, pins, plaques, letters of commendation, or other appropriate tokens of recognition of superior service may be awarded, provided the cost of the token does not exceed \$50.~~

~~3. Lump-sum bonuses based solely on performance will not be awarded.~~

~~4. All divisional award activity must be reported to the Human Resources Director.~~

#### ~~(5) Service Award Component~~

~~(a) Divisions may recognize retiring employees or appointed members of a state board or commission upon the expiration of his or her term whose service has been satisfactory. Awards may take the form of suitable framed certificates, pins, or other tokens of recognition and appreciation, provided such awards do not cost in excess of \$50 each. All service awards shall be reported to the Human Resources Director.~~

~~(b) The Human Resources Director shall be responsible for the administration and coordination of the continuous satisfactory service awards program. The College shall recognize employees~~

~~who have attained continuous satisfactory service in increments of five years.~~

- ~~(6) The College shall prepare an annual report to be presented to the Board of Education for outlining the level of participation in the employee recognition program.~~
- ~~(7) New College of Florida shall submit to the Board a calendar year report that includes at least the following items:~~
  - ~~(a) The number of employees recognized for superior accomplishments;~~
  - ~~(b) The number of employees recognized for continuous satisfactory service to the College; and~~
  - ~~(c) The College's Human Resources Director shall be responsible for regularly gathering data regarding the number of individual employees being recognized under any component of this program.~~

*Authority: Article IX, Sec. 7, Fla. Constitution; sec. 1012.978, Florida Statutes; Fla. Board of Governors Regulations 1.001 and 9.015*

*History: Adopted 01-28-04, as Rule 6C11 8.012; Revised 03-11-17 (technical amendment); Revised 04-09-25*

# STATE OF FLORIDA AUDITOR GENERAL

## Financial Audit

### NEW COLLEGE OF FLORIDA

For the Fiscal Year Ended  
June 30, 2024



Sherrill F. Norman, CPA  
Auditor General

## Board of Trustees and President

During the 2023-24 fiscal year, Richard Corcoran served as President of New College of Florida and the following individuals served as Members of the Board of Trustees:

Debra A. Jenks, Chair	Dr. Charles R. Kesler
Ronald A. Christaldi, Vice Chair	Dr. Sarah S. Mackie
Dr. Ryan T. Anderson	Olivia Mikkelsen from 5-2-24 <sup>a</sup>
Dr. Mark Bauerlein	Don Patterson from 11-6-23 <sup>b</sup>
Joe Jacquot	Dr. Amy Reid <sup>c</sup>
Dr. Lance Karp	Christopher Rufo
Grace Keenan through 5-1-24 <sup>a</sup>	Dr. Matthew Spalding

<sup>a</sup> Student Body President.

<sup>b</sup> Trustee position vacant 7-1-23, through 11-5-23.

<sup>c</sup> Faculty Senate President.

The Auditor General conducts audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations.

The team leader was Barbara S. Coleman, CPA, and the audit was supervised by Hector J. Quevedo, CPA.

Please address inquiries regarding this report to Jaime N. Hoelscher, CPA, Audit Manager, by e-mail at [jaimehoelscher@aud.state.fl.us](mailto:jaimehoelscher@aud.state.fl.us) or by telephone at (850) 412-2868.

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**State of Florida Auditor General**

**Claude Pepper Building, Suite G74 · 111 West Madison Street · Tallahassee, FL 32399-1450 · (850) 412-2722**

# NEW COLLEGE OF FLORIDA

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## SUMMARY

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### SUMMARY OF REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Our audit disclosed that the basic financial statements of New College of Florida (a component unit of the State of Florida) were presented fairly, in all material respects, in accordance with prescribed financial reporting standards.

### SUMMARY OF REPORT ON INTERNAL CONTROL AND COMPLIANCE

Our audit did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* issued by the Comptroller General of the United States.

### AUDIT OBJECTIVES AND SCOPE

Our audit objectives were to obtain reasonable assurance about whether the financial statements as a whole were free from material misstatements, whether due to fraud or error, and to issue an auditor's report that included our opinion. In doing so we:

- Exercised professional judgment and maintained professional skepticism throughout the audit.
- Identified and assessed the risks of material misstatement of the financial statements, whether due to fraud or error, and designed and performed audit procedures responsive to those risks.
- Obtained an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control.
- Evaluated the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluated the overall presentation of the financial statements.
- Concluded whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.
- Examined various transactions to determine whether they were executed, in both manner and substance, in accordance with governing provisions of laws, rules, regulations, contracts, and grant agreements.

An examination of Federal awards administered by the University is included within the scope of our Statewide audit of Federal awards administered by the State of Florida.

### AUDIT METHODOLOGY

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and applicable standards contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.





Sherrill F. Norman, CPA  
Auditor General

# AUDITOR GENERAL STATE OF FLORIDA

Claude Denson Pepper Building, Suite G74  
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Tallahassee, Florida 32399-1450



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The President of the Senate, the Speaker of the  
House of Representatives, and the  
Legislative Auditing Committee

## INDEPENDENT AUDITOR'S REPORT

### Report on the Audit of the Financial Statements

#### ***Opinions***

We have audited the financial statements of New College of Florida, a component unit of the State of Florida, and its discretely presented component unit as of and for the fiscal year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

In our opinion, based on our audit and the reports of the other auditors, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of New College of Florida and of its discretely presented component unit as of June 30, 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the blended and discretely presented component units. The financial statements of New College of Florida Development Corporation, a blended component unit, represent 2 percent, 0.6 percent, 0.7 percent, and 0.8 percent, respectively, of the liabilities, net position, revenues, and expenses reported for New College of Florida as of June 30, 2024. The financial statements of the discretely presented component unit represent 100 percent of the transactions and account balances of the discretely presented component unit columns as of June 30, 2024. Those financial statements were audited by other auditors whose reports have been furnished to us, and our opinions, insofar as they relate to the amounts included for the blended and discretely presented component units, are based solely on the reports of the other auditors.

#### ***Basis for Opinions***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*).

Our responsibilities under those standards are further described in the ***Auditor's Responsibilities for the Audit of the Financial Statements*** section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that **MANAGEMENT'S DISCUSSION AND ANALYSIS**, the **Schedule of the University's Proportionate Share of the Total Other Postemployment Benefits Liability**, **Schedule of the University's Proportionate Share of the Net Pension Liability – Florida Retirement System Pension Plan**, **Schedule of University Contributions – Florida Retirement System Pension Plan**, **Schedule of the University's Proportionate Share of the Net Pension Liability – Health Insurance Subsidy Pension Plan**, **Schedule of University Contributions – Health Insurance Subsidy Pension Plan**, and **Notes to Required Supplementary Information** be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated March 21, 2025, on our consideration of the New College of Florida's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, rules, regulations, contracts, and grant agreements and other matters included under the heading **INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the

results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the New College of Florida's internal control over financial reporting and compliance.

Respectfully submitted,



Sherrill F. Norman, CPA  
Tallahassee, Florida  
March 21, 2025

# MANAGEMENT'S DISCUSSION AND ANALYSIS

---

Management's discussion and analysis (MD&A) provides an overview of the financial position and activities of the University for the fiscal year ended June 30, 2024, and should be read in conjunction with the financial statements and notes thereto. The MD&A, and financial statements and notes thereto, are the responsibility of University management. The MD&A contains financial activity of the University for the fiscal years ended June 30, 2024, and June 30, 2023.

## FINANCIAL HIGHLIGHTS

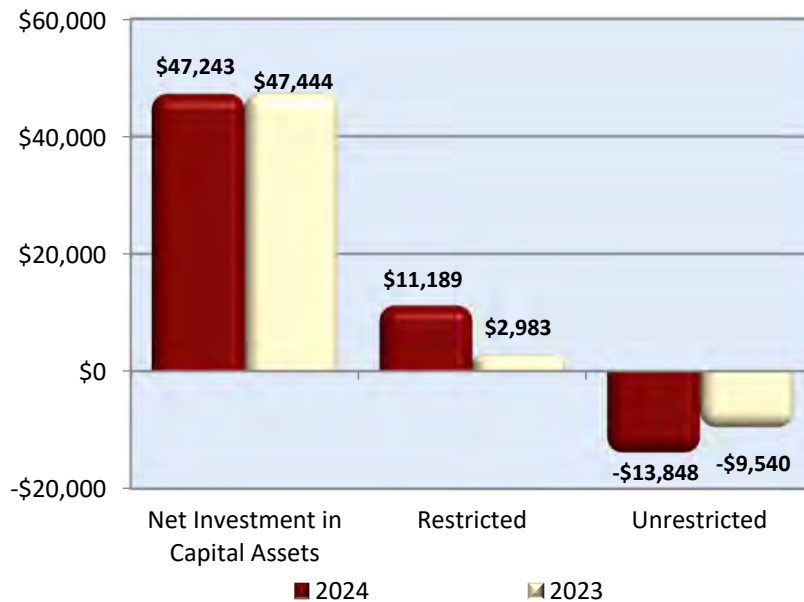
The University's assets and deferred outflows of resources totaled \$119.1 million at June 30, 2024. This balance reflects a \$3.9 million, or 3.4 percent, increase as compared to the 2022-23 fiscal year, resulting from increases in cash in banks, and receivables due from State, offset by decreases in investments, depreciable capital assets, and deferred outflows of pension resources, and other postemployment benefit resources. While assets and deferred outflows of resources increased, liabilities and deferred inflows of resources increased by \$0.2 million, or 0.2 percent, totaling \$74.5 million at June 30, 2024, resulting from increases in accounts payable, compensated absences liability, net pension liability, other postemployment benefits payable, and deferred inflows of pension resources, offset by decreases in construction contracts payable, certificates of participation payable, and deferred inflows of other postemployment benefits resources. As a result, the University's net position increased by \$3.7 million, resulting in a year-end balance of \$44.6 million.

The University's operating revenues totaled \$9.6 million for the 2023-24 fiscal year, representing a 4.7 percent increase compared to the 2022-23 fiscal year due mainly to an increase in other operating revenues, offset by decreases in nongovernmental and State and local grants and contracts received. Operating expenses totaled \$87.6 million for the 2023-24 fiscal year, representing an increase of 61.1 percent as compared to the 2022-23 fiscal year due mainly to increases in compensation and employee benefits, services and supplies expenses, and scholarships and depreciation expenses, slightly offset by a decrease in utilities expenses.

Net position represents the residual interest in the University's assets and deferred outflows of resources after deducting liabilities and deferred inflows of resources. The University's comparative total net position by category for the fiscal years ended June 30, 2024, and June 30, 2023, is shown in the following graph:

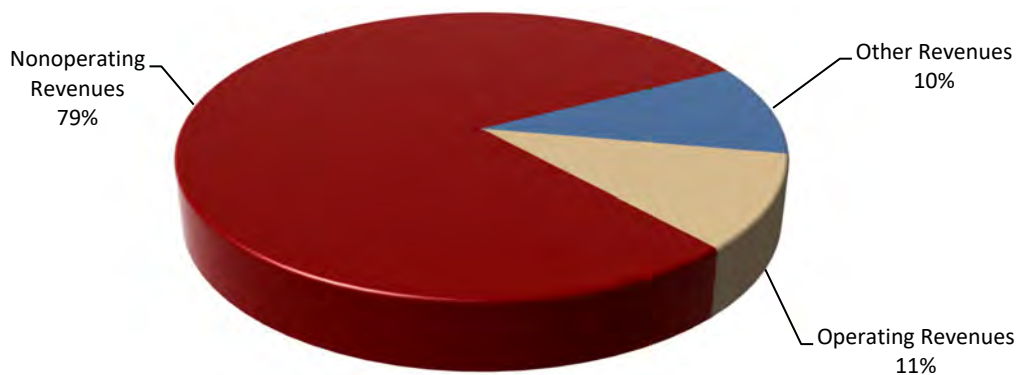


### Net Position (In Thousands)



The following chart provides a graphical presentation of University revenues by category for the 2023-24 fiscal year:

### Total Revenues 2023-24 Fiscal Year



## OVERVIEW OF FINANCIAL STATEMENTS

Pursuant to the Governmental Accounting Standards Board (GASB) Statement No. 35, the University's financial report consists of three basic financial statements: the statement of net position; the statement of revenues, expenses, and changes in net position; and the statement of cash flows. The financial statements, and notes thereto, encompass the University and its component units. These component units include: New College Foundation, Inc. (Foundation) and the New College of Florida Development Corporation (Development Corporation). Based on the application of the criteria for determining

component units, the Development Corporation is included within the University reporting entity as a blended component unit, and the Foundation is included within the University reporting entity as discretely presented component unit.

Information regarding these component units, is presented in the notes to financial statements. This MD&A focuses on the University, excluding the discretely presented component unit.

### **The Statement of Net Position**

The statement of net position reflects the assets, deferred outflows of resources, liabilities, and deferred inflows of resources of the University, using the accrual basis of accounting, and presents the financial position of the University at a specified time. Assets, plus deferred outflows of resources, less liabilities, less deferred inflows of resources, equals net position, which is one indicator of the University's current financial condition. The changes in net position that occur over time indicate improvement or deterioration in the University's financial condition.

The following summarizes the University's assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position at June 30:

#### **Condensed Statement of Net Position at June 30** (In Thousands)

	<u>2024</u>	<u>2023</u>
<b>Assets</b>		
Current Assets	\$ 39,146	\$ 32,958
Capital Assets, Net	68,258	69,554
Other Noncurrent Assets	<u>617</u>	<u>620</u>
<b>Total Assets</b>	<u>108,021</u>	<u>103,132</u>
<b>Deferred Outflows of Resources</b>	<u>11,031</u>	<u>12,059</u>
<b>Liabilities</b>		
Current Liabilities	5,801	5,399
Noncurrent Liabilities	<u>57,837</u>	<u>56,224</u>
<b>Total Liabilities</b>	<u>63,638</u>	<u>61,623</u>
<b>Deferred Inflows of Resources</b>	<u>10,830</u>	<u>12,681</u>
<b>Net Position</b>		
Net Investment in Capital Assets	47,243	47,444
Restricted	11,189	2,983
Unrestricted	<u>(13,848)</u>	<u>(9,540)</u>
<b>Total Net Position</b>	<u><u>\$ 44,584</u></u>	<u><u>\$ 40,887</u></u>

Current assets at June 30, 2024, totaled \$39.1 million, compared to \$33 million at June 30, 2023, reflecting an increase of \$6.1 million. This increase is due to increases in receivables due from State of \$8.2 million, and cash and cash equivalents of \$0.3 million, offset by a decrease of \$2.2 million in investments, and a decrease of \$0.2 million in receivables due from component units.

Total capital assets of \$68.3 million decreased by \$1.3 million from the prior fiscal year. This decrease was due to increases related to depreciable capital assets of \$2.6 million and construction in progress of \$0.2 million, offset by an increase in accumulated depreciation of \$4.1 million.

Deferred outflows of resources decreased by \$1 million, due to decreases in other postemployment benefits resources of \$0.9 million, and \$0.1 million in pension resources.

Liabilities at June 30, 2024, totaled \$63.6 million, compared to \$61.6 million at June 30, 2023. This represents a \$2 million increase. This is composed primarily of increases of \$1.2 million in other postemployment benefits liability, \$1.2 million in pension liability, \$0.5 million in compensated absences payable, \$0.4 million in accounts payable, and \$0.2 million in unearned revenues and accrued salaries and wages, offset by decreases of \$0.4 million in construction contracts payable and \$1.1 million in certificates of participation payable.

Deferred inflows of resources at June 30, 2024, totaled \$10.8 million, compared to \$12.7 million at June 30, 2023. This represents a \$1.9 million decrease. This is due to a decrease in other postemployment benefit resources of \$2.6 million, offset by an increase in pension resources of \$0.7 million.

In summary, New College of Florida's net position of \$44.6 million at June 30, 2024, includes \$47.2 million net investment in capital assets, \$11.2 million in restricted expendable net position, and a deficit of \$13.8 million in unrestricted net position, as disclosed in Note 2.

### **The Statement of Revenues, Expenses, and Changes in Net Position**

The statement of revenues, expenses, and changes in net position presents the University's revenue and expense activity, categorized as operating and nonoperating. Revenues and expenses are recognized when earned or incurred, regardless of when cash is received or paid.

The following summarizes the University's activity for the 2023-24 and 2022-23 fiscal years:

**Condensed Statement of Revenues, Expenses, and Changes in Net Position  
For the Fiscal Years  
(In Thousands)**

	<u>2023-24</u>	<u>2022-23</u>
Operating Revenues	\$ 9,571	\$ 9,145
Less, Operating Expenses	<u>87,628</u>	<u>54,392</u>
<b>Operating Loss</b>	(78,057)	(45,247)
Net Nonoperating Revenues	<u>72,274</u>	<u>52,994</u>
<b>Income (Loss) Before Other Revenues</b>	(5,783)	7,747
Other Revenues	<u>9,480</u>	<u>1,943</u>
<b>Net Increase In Net Position</b>	<u>3,697</u>	<u>9,690</u>
Net Position, Beginning of Year	40,887	31,188
Adjustment to Beginning Net Position (1)	<u>-</u>	<u>9</u>
<b>Net Position, End of Year</b>	<u><u>\$ 44,584</u></u>	<u><u>\$ 40,887</u></u>

- (1) For the 2022-23 fiscal year, the University's beginning net position was increased to reflect the cost of an asset capitalized in the 2021-22 fiscal year but written down to separate into two assets.

**Operating Revenues**

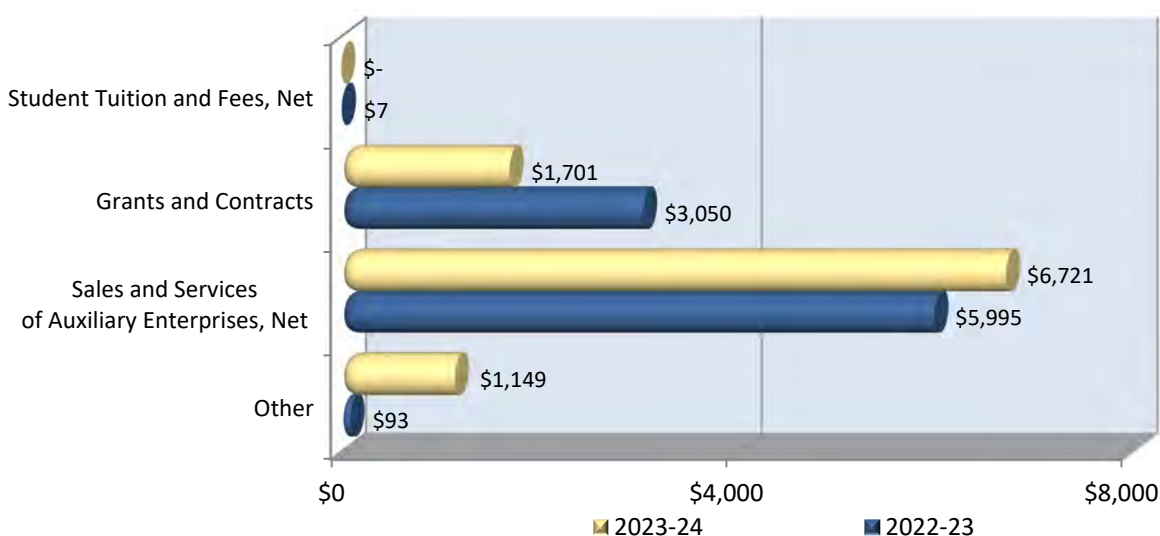
GASB Statement No. 35 categorizes revenues as either operating or nonoperating. Operating revenues generally result from exchange transactions where each of the parties to the transaction either gives or receives something of equal or similar value.

The following summarizes the operating revenues by source that were used to fund operating activities for the 2023-24 and 2022-23 fiscal years:

<b>Operating Revenues For the Fiscal Years (In Thousands)</b>		
	<u>2023-24</u>	<u>2022-23</u>
Student Tuition and Fees, Net	\$ -	\$ 7
Grants and Contracts	1,701	3,050
Sales and Services of Auxiliary Enterprises, Net	6,721	5,995
Other	<u>1,149</u>	<u>93</u>
<b>Total Operating Revenues</b>	<u><u>\$ 9,571</u></u>	<u><u>\$ 9,145</u></u>

The following chart presents the University's operating revenues for the 2023-24 and 2022-23 fiscal years:

### Operating Revenues (In Thousands)



Total operating revenues increased by \$0.4 million in the 2023-24 fiscal year due primarily to increases in other operating revenues, net sales and services of auxiliary enterprises, and Federal grants and contracts, offset by decreases in nongovernmental, and State and local grants and contracts.

### Operating Expenses

Expenses are categorized as operating or nonoperating. The majority of the University's expenses are operating expenses as defined by GASB Statement No. 35. GASB gives financial reporting entities the choice of reporting operating expenses in the functional or natural classifications. The University has chosen to report the expenses in their natural classification on the statement of revenues, expenses, and changes in net position and has displayed the functional classification in the notes to financial statements.

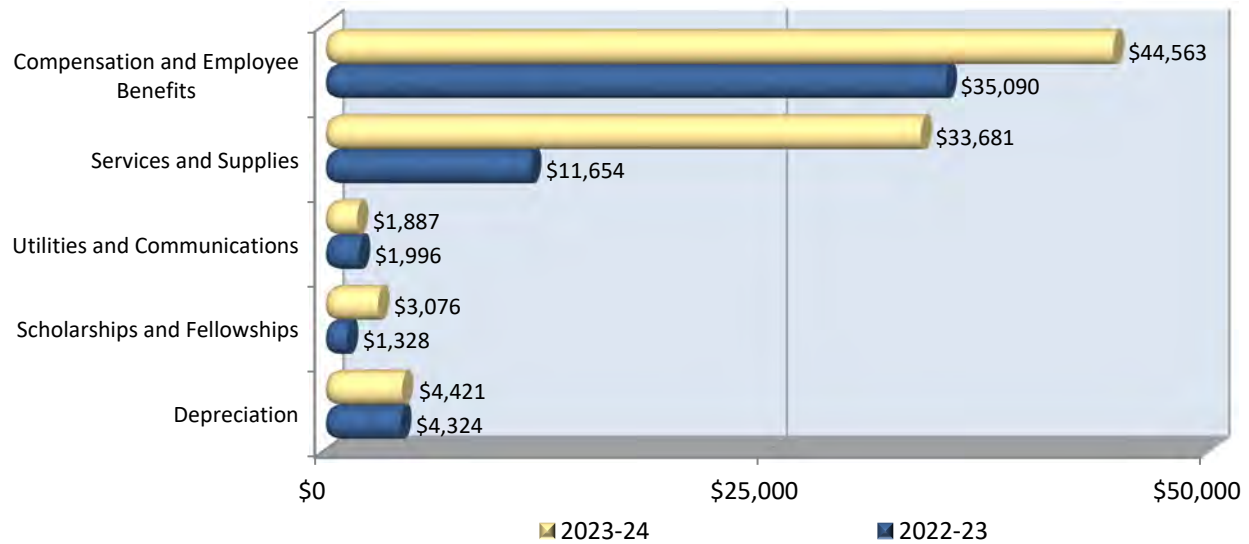
The following summarizes operating expenses by natural classification for the 2023-24 and 2022-23 fiscal years:

### Operating Expenses For the Fiscal Years (In Thousands)

	2023-24	2022-23
Compensation and Employee Benefits	\$ 44,563	\$ 35,090
Services and Supplies	33,681	11,654
Utilities and Communications	1,887	1,996
Scholarships and Fellowships	3,076	1,328
Depreciation	4,421	4,324
<b>Total Operating Expenses</b>	<b>\$ 87,628</b>	<b>\$ 54,392</b>

The following chart presents the University's operating expenses for the 2023-24 and 2022-23 fiscal years:

**Operating Expenses**  
(In Thousands)



Total operating expenses for the 2023-24 fiscal year were \$87.6 million as compared to \$54.4 million for the 2022-23 fiscal year, which is a \$33.2 million, or 61.1 percent increase. The increase is due to increases in services and supplies of \$22 million, compensation and employee benefits of \$9.5 million, scholarships and fellowships of \$1.7 million, and depreciation expense of \$0.1 million, offset by a decrease in utilities and communications of \$0.1 million.

**Nonoperating Revenues and Expenses**

Certain revenue sources that the University relies on to provide funding for operations, including State noncapital appropriations, Federal and State student financial aid, certain gifts and grants, and investment income, are defined by GASB as nonoperating. Nonoperating expenses include capital financing costs and other costs related to capital assets. The following summarizes the University's nonoperating revenues and expenses for the 2023-24 and 2022-23 fiscal years:

**Nonoperating Revenues (Expenses)**  
**For the Fiscal Years**  
(In Thousands)

	2023-24	2022-23
State Noncapital Appropriations	\$ 66,586	\$ 48,688
Federal and State Student Financial Aid	3,105	3,134
Noncapital Grants, Contracts, and Donations	1,668	1,585
Investment Income	1,690	357
Other Nonoperating Revenues	25	33
Interest on Capital Asset-Related Debt	(704)	(740)
Loss on Disposal of Capital Assets	-	(3)
Other Nonoperating Expenses	(96)	(60)
<b>Net Nonoperating Revenues</b>	<b>\$ 72,274</b>	<b>\$ 52,994</b>

Net nonoperating revenues increased \$19.3 million during the 2023-24 fiscal year. The increase was due to a \$17.9 million increase in State noncapital appropriations, a \$1.3 million increase in net investment income, and a \$0.1 million increase in noncapital grants, contracts, and donations.

### **Other Revenues**

This category is composed of State capital appropriations. The following summarizes the University's other revenues for the 2023-24 and 2022-23 fiscal years:

<b>Other Revenues For the Fiscal Years (In Thousands)</b>		
	<b><u>2023-24</u></b>	<b><u>2022-23</u></b>
State Capital Appropriations	\$ 9,480	\$ 1,943
<b>Total</b>	<b><u>\$ 9,480</u></b>	<b><u>\$ 1,943</u></b>

Total other revenue for the 2023-24 fiscal year increased by \$7.5 million due to the appropriation of State Public Education Capital Outlay and Debt Service (PECO) and Capital Improvement Fee Trust Fund (CITF) funds for remodeling, improvements, and renovations of University buildings.

### **The Statement of Cash Flows**

The statement of cash flows provides information about the University's financial results by reporting the major sources and uses of cash and cash equivalents. This statement will assist in evaluating the University's ability to generate net cash flows, its ability to meet its financial obligations as they come due, and its need for external financing. Cash flows from operating activities show the net cash used by the operating activities of the University. Cash flows from capital financing activities include all plant funds and related long-term debt activities. Cash flows from investing activities show the net source and use of cash related to purchasing or selling investments, and earning income on those investments. Cash flows from noncapital financing activities include those activities not covered in other sections.

The following summarizes cash flows for the 2023-24 and 2022-23 fiscal years:

<b>Condensed Statement of Cash Flows For the Fiscal Years (In Thousands)</b>		
	<b><u>2023-24</u></b>	<b><u>2022-23</u></b>
Cash Provided (Used) by:		
Operating Activities	\$(71,008)	\$(39,513)
Noncapital Financing Activities	71,363	53,498
Capital and Related Financing Activities	(3,955)	(3,808)
Investing Activities	<u>3,878</u>	<u>(10,176)</u>
<b>Net Increase in Cash and Cash Equivalents</b>	<b>278</b>	<b>1</b>
Cash and Cash Equivalents, Beginning of Year	<u>1,695</u>	<u>1,694</u>
<b>Cash and Cash Equivalents, End of Year</b>	<b><u>\$ 1,973</u></b>	<b><u>\$ 1,695</u></b>

Major sources of funds came from proceeds from sales and maturities of investments (\$73.4 million), State noncapital appropriations (\$66.5 million), net sales and services of auxiliary enterprises (\$6.7 million), Federal and State student financial aid (\$3.1 million), noncapital grants, contracts, and donations (\$1.8 million), grants and contracts (\$1.7 million), other operating receipts (\$1.2 million), and Federal direct loans program receipts (\$1 million). Major uses of funds were for purchases of investments (\$70.4 million), payments made to and on behalf of employees totaling \$42.4 million, payments to suppliers totaling \$35.2 million, purchase or construction of capital assets totaling \$3.4 million, payments to students for scholarships and fellowships totaling \$3.1 million, principal and interest payments on capital debt totaling \$1.8 million, and Federal direct program loan disbursements totaling \$1 million. Changes in cash and cash equivalents were the result of the following factors:

- The increase of \$31.5 million in net cash used by operations was due to increases in payments to suppliers by \$21.4 million, payments to employees by \$8.3 million, distribution of scholarship and fellowships to students by \$1.7 million, and a reduction in grants and contracts received by \$1.5 million, offset by increases in sales and services of auxiliary enterprises by \$0.4 million and other operating receipts by \$1 million.
- The increase of \$17.9 million in net cash provided by noncapital financing activities was primarily due to an increase in nonrecurring State appropriations of \$18 million, offset by a combined \$0.1 million decrease in noncapital grants, contracts, and donations, net other receipts and expenses, and Federal and State student financial aid.
- The increase of \$0.1 million in net cash used by capital and related financing activities was primarily due to an increase of \$1.3 million used for the purchase or construction of capital assets, offset by an increase of \$1.2 million in State capital appropriations.
- The increase of \$14 million in net cash provided by investing activities was due to a \$32.7 million increase in the proceeds from sales and maturities of investments and a \$0.4 million increase in investment income, offset by an increase of \$19.1 million in the purchase of investments.

<p style="text-align: center;"><b>CAPITAL ASSETS, CAPITAL EXPENSES AND COMMITMENTS, AND DEBT ADMINISTRATION</b></p>
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### **Capital Assets**

At June 30, 2024, the University had \$147.6 million in capital assets, less accumulated depreciation of \$79.3 million, for net capital assets of \$68.3 million. Depreciation charges for the current fiscal year totaled \$4.4 million. The following table summarizes the University's capital assets, net of accumulated depreciation, at June 30:



**Capital Assets, Net at June 30**  
(In Thousands)

	<u>2024</u>	<u>2023</u>
Land	\$ 4,562	\$ 4,562
Works of Art and Historical Treasures	77	77
Construction in Progress	510	285
Buildings	56,404	58,644
Infrastructure and Other Improvements	4,088	3,658
Furniture and Equipment	698	355
Right-to-Use Lease Assets	1,907	1,966
Computer Software	12	7
<b>Capital Assets, Net</b>	<u><u>\$ 68,258</u></u>	<u><u>\$ 69,554</u></u>

Additional information about the University's capital assets is presented in the notes to financial statements.

**Capital Expenses and Commitments**

Major capital expenses through June 30, 2024, were incurred for repairs and renovations of the Caples Estate complex, the enhancement of the students' recreation area known as Robertson Park, and the replacement of the University's greenhouse. The University's construction commitments at June 30, 2024, are as follows:

	<u>Amount</u> <u>(In Thousands)</u>
Total Committed	\$ 944
Completed to Date	<u>510</u>
<b>Balance Committed</b>	<u><u>\$ 434</u></u>

Additional information about the University's construction commitments is presented in the notes to financial statements.

**Debt Administration**

As of June 30, 2024, the University had \$19 million in outstanding certificates of participation payable, representing a decrease of \$1.1 million, or 5.3 percent, from the prior fiscal year.

Additional information about the University's long-term debt is presented in the notes to financial statements.

**ECONOMIC FACTORS THAT WILL AFFECT THE FUTURE**

The University's economic condition is closely tied to that of the State of Florida, as well as to student enrollment levels. State noncapital and capital appropriations for the 2023-24 fiscal year totaled \$66.6 million and \$9.5 million, respectively, and are the largest sources of funding. The total level of State noncapital support from Education and General (E&G) funds budgeted for the 2024-25 fiscal year is \$62.4 million or \$3.3 million (5.6 percent) more than the level that level of funding from E&G provided

to the University in the 2023-24 fiscal year. This includes an increase in base funding of \$3.5 million, offset by a \$0.2 million reduction in lottery revenue distribution. The University continues concerted efforts to attract new students and retain existing students, therefore, expecting an increase in enrollment that will result in revenue from student tuition and fees greater than the 2023-24 fiscal year. Amounts that can be charged for student tuition and fees are still expected to remain unchanged by the Florida Legislature.

The University received a total of \$2 million from the Foundation, during the 2023-24 fiscal year, including \$0.3 million in scholarships and \$1.7 million in other program support. Included in the \$1.7 million of other program support is \$0.5 million to subsidize faculty and other personnel costs. These funds are used to support the University's low student to faculty ratio, a feature that has been crucial in attracting students and increasing enrollment at the University. In the unlikely event the Foundation becomes unable to fund these contributions, losing this funding could adversely impact the University if not offset by additional funding appropriated by the Legislature or generated through increases in student tuition and fees.

#### REQUESTS FOR INFORMATION

Questions concerning information provided in the MD&A or other required supplemental information, and financial statements and notes thereto, or requests for additional financial information should be addressed to the Controller's Office, New College of Florida, 5800 Bay Shore Road, Sarasota, Florida 34243-2109.

# ***BASIC FINANCIAL STATEMENTS***

## **NEW COLLEGE OF FLORIDA A Component Unit of the State of Florida Statement of Net Position**

**June 30, 2024**

	<b>University</b>	<b>Component Unit</b>
<b>ASSETS</b>		
Current Assets:		
Cash and Cash Equivalents	\$ 1,973,493	\$ 4,315,628
Investments	25,755,477	-
Accounts Receivable, Net	402,880	81,015
Due from State	10,431,322	-
Due from Component Unit	112,546	-
Other Current Assets	470,001	84,657
<b>Total Current Assets</b>	<b>39,145,719</b>	<b>4,481,300</b>
Noncurrent Assets:		
Investments	-	44,526,927
Restricted Investments	617,224	-
Depreciable Capital Assets, Net	61,201,986	634,067
Nondepreciable Capital Assets	5,148,787	421,832
Right-to-Use Land Lease, Net	1,906,755	-
<b>Total Noncurrent Assets</b>	<b>68,874,752</b>	<b>45,582,826</b>
<b>Total Assets</b>	<b>108,020,471</b>	<b>50,064,126</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Other Postemployment Benefits	4,654,127	-
Pensions	6,376,622	-
<b>Total Deferred Outflows of Resources</b>	<b>11,030,749</b>	<b>-</b>
<b>LIABILITIES</b>		
Current Liabilities:		
Accounts Payable	948,824	112,479
Construction Contracts Payable	308,551	-
Salary and Wages Payable	1,872,987	-
Due to University	-	112,546
Unearned Revenue	337,685	313,224
Other Current Liabilities	158,716	-
Long-Term Liabilities - Current Portion:		
Certificates of Participation Payable	1,115,000	-
Note Payable	-	8,693
Right-to-Use Land Lease Payable	34,507	-
Compensated Absences Payable	581,968	-
Other Postemployment Benefits Payable	442,467	-
<b>Total Current Liabilities</b>	<b>5,800,705</b>	<b>546,942</b>

	<u>University</u>	<u>Component Unit</u>
<b>LIABILITIES (Continued)</b>		
Noncurrent Liabilities:		
Certificates of Participation Payable	17,920,681	-
Note Payable	-	304,267
Right-to-Use Land Lease Payable	1,944,009	-
Compensated Absences Payable	3,087,210	-
Other Postemployment Benefits Payable	16,566,245	-
Net Pension Liability	18,318,434	-
Other Noncurrent Liabilities	-	61,517
<b>Total Noncurrent Liabilities</b>	<u>57,836,579</u>	<u>365,784</u>
<b>Total Liabilities</b>	<u>63,637,284</u>	<u>912,726</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Other Postemployment Benefits	9,513,682	-
Pensions	1,316,182	-
Gift Annuities and Charitable Remainder Unitrust	-	164,112
<b>Total Deferred Inflows of Resources</b>	<u>10,829,864</u>	<u>164,112</u>
<b>NET POSITION</b>		
Net Investment in Capital Assets	47,243,330	742,939
Restricted for Nonexpendable:		
Endowment	-	36,570,592
Restricted for Expendable:		
Capital Projects	10,756,582	-
Other	432,718	9,899,923
Unrestricted	<u>(13,848,558)</u>	<u>1,773,834</u>
<b>TOTAL NET POSITION</b>	<u><u>\$ 44,584,072</u></u>	<u><u>\$ 48,987,288</u></u>

The accompanying notes to financial statements are an integral part of this statement.

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**NEW COLLEGE OF FLORIDA**  
**A Component Unit of the State of Florida**  
**Statement of Revenues, Expenses, and Changes in Net Position**  
**For the Fiscal Year Ended June 30, 2024**

	<u>University</u>	<u>Component Unit</u>
<b>REVENUES</b>		
Operating Revenues:		
Student Tuition and Fees	\$ 7,199,777	\$ -
Tuition Scholarship Allowance	(7,199,777)	-
Federal Grants and Contracts	381,509	-
State and Local Grants and Contracts	62,865	-
Nongovernmental Grants and Contracts	1,256,878	-
Sales and Services of Auxiliary Enterprises, Net of Scholarship Allowance \$1,184,668 (\$4,711,627 Pledged for Housing Facility Revenue Certificates of Participation)	6,720,830	-
Gift and Donations	-	2,432,103
Other Operating Revenues	1,149,276	106,605
<b>Total Operating Revenues</b>	<u>9,571,358</u>	<u>2,538,708</u>
<b>EXPENSES</b>		
Operating Expenses:		
Compensation and Employee Benefits	44,563,104	-
Services and Supplies	33,680,980	-
Utilities and Communications	1,887,519	-
Scholarships and Fellowships	3,076,173	-
Depreciation	4,420,930	-
Other Operating Expenses	-	5,481,071
<b>Total Operating Expenses</b>	<u>87,628,706</u>	<u>5,481,071</u>
<b>Operating Loss</b>	<u>(78,057,348)</u>	<u>(2,942,363)</u>
<b>NONOPERATING REVENUES (EXPENSES)</b>		
State Noncapital Appropriations	66,585,987	-
Federal and State Student Financial Aid	3,104,718	-
Noncapital Grants, Contracts, and Donations	1,667,573	-
Investment Income	1,689,960	3,342,076
Other Nonoperating Revenues	25,460	-
Interest on Capital Asset-Related Debt	(703,846)	-
Other Nonoperating Expenses	(95,746)	(28,738)
<b>Net Nonoperating Revenues</b>	<u>72,274,106</u>	<u>3,313,338</u>
<b>Income (Loss) Before Other Revenues</b>	<u>(5,783,242)</u>	<u>370,975</u>
State Capital Appropriations	9,480,372	-
Contributions to Permanent Endowments	-	552,100
<b>Increase in Net Position</b>	<u>3,697,130</u>	<u>923,075</u>
Net Position, Beginning of Year	<u>40,886,942</u>	<u>48,064,213</u>
<b>Net Position, End of Year</b>	<u>\$ 44,584,072</u>	<u>\$ 48,987,288</u>

The accompanying notes to financial statements are an integral part of this statement.

**NEW COLLEGE OF FLORIDA**  
**A Component Unit of the State of Florida**  
**Statement of Cash Flows**

**For the Fiscal Year Ended June 30, 2024**

	<u>University</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Student Tuition and Fees, Net	\$ (2,788)
Grants and Contracts	1,749,025
Sales and Services of Auxiliary Enterprises, Net	6,730,950
Other Operating Receipts	1,216,470
Payments to Employees	(42,410,527)
Payments to Suppliers for Goods and Services	(35,214,959)
Payments to Students for Scholarships and Fellowships	(3,076,173)
<b>Net Cash Used by Operating Activities</b>	<u>(71,008,002)</u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>	
State Noncapital Appropriations	66,509,983
Federal and State Student Financial Aid	3,104,718
Noncapital Grants, Contracts, and Donations	1,817,099
Federal Direct Loan Program Receipts	1,019,125
Federal Direct Loan Program Disbursements	(1,019,125)
Other Nonoperating Receipts	25,460
Other Nonoperating Disbursements	(93,592)
<b>Net Cash Provided by Noncapital Financing Activities</b>	<u>71,363,668</u>
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>	
State Capital Appropriations	1,291,530
Purchase of Construction of Capital Assets	(3,447,016)
Principal Paid on Capital Debt and Leases	(1,098,378)
Interest Paid on Capital Debt and Leases	(701,354)
<b>Net Cash Used by Capital and Related Financing Activities</b>	<u>(3,955,218)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Proceeds from Sales and Maturities of Investments	73,435,147
Purchases of Investments	(70,374,641)
Investment Income	817,363
<b>Net Cash Provided by Investing Activities</b>	<u>3,877,869</u>
<b>Net Increase in Cash and Cash Equivalents</b>	278,317
Cash and Cash Equivalents, Beginning of Year	<u>1,695,176</u>
<b>Cash and Cash Equivalents, End of Year</b>	<u><u>\$ 1,973,493</u></u>

	<u>University</u>
<b>RECONCILIATION OF OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES</b>	
Operating Loss	\$ (78,057,348)
Adjustments to Reconcile Operating Loss to Net Cash Used by Operating Activities:	
Depreciation Expense	4,420,930
Changes in Assets, Liabilities, Deferred Outflows of Resources, and Deferred Inflows of Resources:	
Receivables, Net	22,227
Other Assets	(1,549)
Accounts Payable	354,589
Salaries and Wages Payable	68,672
Compensated Absences Payable	543,907
Unearned Revenue	100,572
Other Postemployment Benefits Payable	1,171,741
Net Pension Liability	1,191,374
Deferred Outflows of Resources Related to Other Postemployment Benefits	867,012
Deferred Inflows of Resources Related to Other Postemployment Benefits	(2,565,867)
Deferred Outflows of Resources Related to Pensions	161,193
Deferred Inflows of Resources Related to Pensions	714,545
<b>NET CASH USED BY OPERATING ACTIVITIES</b>	<u><u>\$ (71,008,002)</u></u>
<b>SUPPLEMENTAL DISCLOSURE OF NONCASH INVESTING ACTIVITIES</b>	
Unrealized gains on investments were recognized as an increase to investment income on the statement of revenues, expenses, and changes in net position, but are not cash transactions for the statement of cash flows.	\$ 872,597

The accompanying notes to financial statements are an integral part of this statement.



# ***NOTES TO FINANCIAL STATEMENTS***

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## **1. Summary of Significant Accounting Policies**

**Reporting Entity.** The University is a separate public instrumentality that is part of the State university system of public universities, which is under the general direction and control of the Florida Board of Governors. The University is directly governed by a Board of Trustees (Trustees) consisting of 13 members. The Governor appoints 6 citizen members and the Board of Governors appoints 5 citizen members. These members are confirmed by the Florida Senate and serve staggered terms of 5 years. The chair of the faculty senate and the president of the student body of the University are also members. The Board of Governors establishes the powers and duties of the Trustees. The Trustees are responsible for setting policies for the University, which provide governance in accordance with State law and Board of Governors' Regulations, and selecting the University President. The University President serves as the executive officer and the corporate secretary of the Trustees and is responsible for administering the policies prescribed by the Trustees.

Criteria for defining the reporting entity are identified and described in the Governmental Accounting Standards Board's (GASB) *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. These criteria were used to evaluate potential component units for which the primary government is financially accountable and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the primary government's financial statements to be misleading. Based on the application of these criteria, the University is a component unit of the State of Florida, and its financial balances and activities are reported in the State's Annual Comprehensive Financial Report by discrete presentation.

**Blended Component Unit.** Although it is legally separate from the University, the New College of Florida Development Corporation (Development Corporation) is included within the University's reporting entity as a blended component unit, based on the application of the criteria for determining component units. The Development Corporation was created on November 4, 2005, as a not-for-profit Florida corporation under the provisions of Chapter 617, Florida Statutes and as a direct-support organization of the University. The Development Corporation was established to secure, hold, invest, and administer property and to make expenditures for the exclusive benefit of the University. Due to the substantial economic relationship between the Development Corporation and the University, the financial activities of the Development Corporation are included in the University's financial statements. An annual audit of the Development Corporation is conducted by independent certified public accountants and is submitted to the Auditor General and the University Board of Trustees. Additional information on the Development Corporation, including copies of audit reports, is available by contacting the University's Controller's Office. Condensed financial statements for the University's blended component unit are shown in a subsequent note. The condensed financial statements are reported net of eliminations.

**Discretely Presented Component Unit.** Based on the application of the criteria for determining component units, the New College Foundation, Inc. (Foundation), (as provided for in Section 1004.28, Florida Statutes, and Board of Governors Regulation 9.011) is included within the University's reporting entity as a discretely presented component unit. This legally separate, not-for-profit, corporation is organized and operated exclusively to fund, in whole or in part, academic programs of the University by

providing supplemental resources from private gifts and bequests, and grants that may be negotiated annually. The Foundation is governed by a separate board. Florida Statutes authorize the Foundation to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the University.

An annual audit of the Foundation's financial statements is conducted by independent certified public accountants. Additional information on the Foundation, including copies of audit reports, is available by contacting the University Controller. Audited financial statements can be obtained from the Controller's Office, New College of Florida, 5800 Bay Shore Rd., Sarasota, Florida 34243-2109.

**Basis of Presentation.** The University's accounting policies conform with accounting principles generally accepted in the United States of America applicable to public colleges and universities as prescribed by GASB. The National Association of College and University Business Officers (NACUBO) also provides the University with recommendations prescribed in accordance with generally accepted accounting principles promulgated by GASB and the Financial Accounting Standards Board (FASB). GASB allows public universities various reporting options. The University has elected to report as an entity engaged in only business-type activities. This election requires the adoption of the accrual basis of accounting and entitywide reporting including the following components:

- Management's Discussion and Analysis
- Basic Financial Statements:
  - Statement of Net Position
  - Statement of Revenues, Expenses, and Changes in Net Position
  - Statement of Cash Flows
  - Notes to Financial Statements
- Other Required Supplementary Information

**Measurement Focus and Basis of Accounting.** Basis of accounting refers to when revenues, expenses, assets, deferred outflows of resources, liabilities, and deferred inflows of resources, are recognized in the accounts and reported in the financial statements. Specifically, it relates to the timing of the measurements made, regardless of the measurement focus applied. The University's financial statements are presented using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets, deferred outflows of resources, liabilities, and deferred inflows of resources resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets, deferred outflows of resources, liabilities, and deferred inflows of resources resulting from nonexchange activities are generally recognized when all applicable eligibility requirements, including time requirements, are met. The University follows GASB standards of accounting and financial reporting.

The University's blended and discretely presented component units use the economic resources measurement focus and the accrual basis of accounting and follow GASB standards of accounting and financial reporting.

Significant interdepartmental sales between auxiliary service departments and other institutional departments have been eliminated from revenues and expenses for reporting purposes.

The University's principal operating activities consist of instruction, research, and public service. Operating revenues and expenses generally include all fiscal transactions directly related to these activities as well as administration, operation and maintenance of capital assets, and depreciation of capital assets. Nonoperating revenues include State noncapital appropriations, Federal and State student financial aid, and investment income (net of unrealized gains or losses on investments). Interest on capital asset-related debt is a nonoperating expense. Other revenues generally include revenues for capital construction projects.

The statement of net position is presented in a classified format to distinguish between current and noncurrent assets and liabilities. When both restricted and unrestricted resources are available to fund certain programs, it is the University's policy to first apply the restricted resources to such programs, followed by the use of the unrestricted resources.

The statement of revenues, expenses, and changes in net position is presented by major sources and is reported net of tuition scholarship allowances. Tuition scholarship allowances are the difference between the stated charge for goods and services provided by the University and the amount that is actually paid by the student or the third party making payment on behalf of the student. The University applied the "Alternate Method" as prescribed in NACUBO Advisory Report 2000-05 to determine the reported net tuition scholarship allowances. Under this method, the University computes these amounts by allocating the cash payments to students, excluding payments for services, using a ratio of total aid to aid not considered third-party aid.

The statement of cash flows is presented using the direct method in compliance with GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*.

**Cash and Cash Equivalents.** Cash and cash equivalents consist of cash on hand and cash in demand accounts. University cash deposits are held in banks qualified as public depositories under Florida law. All such deposits are insured by the Federal Deposit Insurance Corporation, up to specified limits, or collateralized with securities held in Florida's multiple financial institution collateral pool required by Chapter 280, Florida Statutes. Cash and cash equivalents that are externally restricted to make debt service payments, maintain sinking or reserve funds, or to purchase or construct capital or other restricted assets, are classified as restricted.

**Capital Assets.** University capital assets consist of land, works of art and historical treasures, construction in progress, buildings, infrastructure and other improvements, furniture and equipment, library resources, right-to-use lease assets, and computer software. These assets are capitalized and recorded at cost at the date of acquisition or at acquisition value at the date received in the case of gifts and purchases of State surplus property. Additions, improvements, and other outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. The University has a capitalization threshold of \$5,000 for tangible personal property and \$100,000 for new buildings and other building improvements. Depreciation is computed on the straight-line basis over the following estimated useful lives:

- Buildings – 9 to 50 years
- Infrastructure and Other Improvements – 20 years

- Furniture and Equipment – 3 to 15 years
- Library Resources – 5 to 10 years
- Right-to-Use Lease Assets – 35 years
- Computer Software – 7 years

**Noncurrent Liabilities.** Noncurrent liabilities include amounts of certificates of participation payable, right-to-use land lease payable, compensated absences payable, other postemployment benefits (OPEB) payable, and net pension liabilities that are not scheduled to be paid within the next fiscal year. Certificates of participation payable are reported net of unamortized discounts. The University amortizes debt premiums and discounts over the life of the debt using the straight-line method.

**Pensions.** For purposes of measuring the net pension liabilities, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net positions of the Florida Retirement System (FRS) defined benefit plan and the Health Insurance Subsidy (HIS) defined benefit plan and additions to/deductions from the FRS and HIS fiduciary net positions have been determined on the same basis as they are reported by the FRS and the HIS plans. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with benefit terms. Investments are reported at fair value.

**Leases.** The University determines if an arrangement is a lease at inception. Lessee arrangements are included in lease assets and lease liabilities in the statements of net position. Lease assets represent the University's control of the right-to-use an underlying asset for the lease term, as specified in the contract, in an exchange or exchange-like transaction. Lease assets are recognized at the commencement date based on the initial measurement of the lease liability, plus any payments made to the lessor at or before the commencement of the lease term and certain direct costs. Lease assets are amortized in a systematic and rational manner over the shorter of the lease term or the useful life of the underlying asset. Lease liabilities represent the University's obligation to make lease payment arising from the lessee arrangement. Lease liabilities are recognized at the commencement date based on the present value of expected lease payments over the lease term, less any lease incentives. Interest expense is recognized ratably over the contract term. The lease term may include options to extend or terminate the lease when it is reasonably certain that the University will exercise that option. The University recognized payments for short-term leases with a lease term of 12 months or less and leases with a present value of less than a hundred thousand dollars over the life of the lease as expenses as incurred, and these leases are not included as lease liabilities or right-to-use lease assets on the statement of net position.

## **2. Deficit Net Position in Individual Funds**

The University reported an unrestricted net position which included a deficit in the current funds – unrestricted as shown below. This deficit can be attributed to the full recognition of long-term liabilities (i.e., compensated absences payable, OPEB payable, and net pension liabilities) in the current unrestricted funds.

<u>Fund</u>	<u>Net Position</u>
Current Funds - Unrestricted	\$ (18,168,817)
Auxiliary Funds	<u>4,320,259</u>
<b>Total</b>	<u><u>\$ (13,848,558)</u></u>

### 3. Investments

Section 1011.42(5), Florida Statutes, authorizes universities to invest funds with the State Treasury and State Board of Administration (SBA) and requires that universities comply with the statutory requirements governing investment of public funds by local governments. Accordingly, universities are subject to the requirements of Chapter 218, Part IV, Florida Statutes. The Board of Trustees has adopted a written investment policy providing that surplus funds of the University shall be invested in those institutions and instruments permitted under the provisions of Florida Statutes. Pursuant to Section 218.415(16), Florida Statutes, the University is authorized to invest in the Florida PRIME investment pool administered by the SBA; Securities and Exchange Commission registered money market funds with the highest credit quality rating from a nationally recognized rating agency; interest-bearing time deposits and savings accounts in qualified public depositories, as defined in Section 280.02, Florida Statutes; direct obligations of the United States Treasury; obligations of Federal agencies and instrumentalities; securities of, or interests in, certain open end or closed end management type investment companies; and other investments approved by the Board of Trustees as authorized by law. Investments set aside to make debt service payments, maintain sinking or reserve funds, or to purchase or construct capital assets are classified as restricted.

The University categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets, Level 2 inputs are significant other observable inputs, and Level 3 inputs are significant unobservable inputs.

All of the University's recurring fair value measurements as of June 30, 2024, are investments with the State Treasury which are valued based on the University's share of the pool (Level 3 inputs).

#### **External Investment Pool.**

The University reported investments at fair value totaling \$26,372,701 at June 30, 2024, in the State Treasury Special Purpose Investment Account (SPIA) investment pool, representing ownership of a share of the pool, not the underlying securities (Level 3 inputs). Pooled investments with the State Treasury are not registered with the Securities and Exchange Commission. Oversight of the pooled investments with the State Treasury is provided by the Treasury Investment Committee per Section 17.575, Florida Statutes. The authorized investment types are set forth in Section 17.57, Florida Statutes. The State Treasury SPIA investment pool carried a credit rating of AA-f by Standard & Poor's, had an effective duration of 3.23 years, and fair value factor of 0.9958 at June 30, 2024. Participants contribute to the State Treasury SPIA investment pool on a dollar basis. These funds are commingled and a fair value of the pool is determined from the individual values of the securities. The fair value of the securities is summed and a total pool fair value is determined. A fair value factor is calculated by dividing the pool's

total fair value by the pool participant's total cash balances. The fair value factor is the ratio used to determine the fair value of an individual participant's pool balance. The University relies on policies developed by the State Treasury for managing interest rate risk or credit risk for this investment pool. Disclosures for the State Treasury investment pool are included in the notes to financial statements of the State's Annual Comprehensive Financial Report.

### **Component Unit Investments.**

Investments held by the University's discretely presented component unit at June 30, 2024, are reported at fair value as follows:

		Fair Value Measurements Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Investments by fair value level	Amount			
Mutual Funds				
Equities	\$ 30,442,844	\$ 30,442,844	\$ -	\$ -
Bonds	8,158,157	8,158,157	-	-
Total investments by fair value level	\$ 38,601,001	\$ 38,601,001	\$ -	\$ -
<b>Investments measured at the net asset value (NAV)</b>				
Private Equity and Other Investments	5,925,926			
Total investments measured at NAV	5,925,926			
<b>Total investments measured at fair value</b>	<b>\$ 44,526,927</b>			

## **4. Receivables**

**Accounts Receivable.** Accounts receivable represent amounts for contract and grant reimbursements due from third parties, student tuition and fees, and various sales and services provided to students and third parties. As of June 30, 2024, the University reported the following amounts as accounts receivable:

<u>Description</u>	<u>Amount</u>
Student Tuition and Fees	\$ 35,410
Contracts and Grants	311,928
Auxiliary Services	115,871
Other	1,256
<b>Total Accounts Receivable</b>	<b>464,465</b>
Less, Allowance for Uncollectible Accounts	<u>61,585</u>
Accounts Receivable, Net	<u><b>\$ 402,880</b></u>

**Allowance for Doubtful Receivables.** Allowances for doubtful accounts are reported based on management's best estimate as of fiscal year end considering type, age, collection history, and other

factors considered appropriate. Accounts receivable are reported net of allowances of \$61,585 at June 30, 2024.

No allowance has been accrued for contracts and grants receivable. University management considers these to be fully collectible.

**5. Due From State**

The amount \$10,431,322 due from State consists of \$10,174,357 from deferred maintenance funds, Public Education Capital Outlay and Debt Service (PECO) funds, and Capital Improvement Fee Trust Fund (CITF) due from the State for maintenance projects and construction of University facilities, \$199,843 in State contracts and grants pending at year-end, \$49,319 pending from a FEMA reimbursement claim related to Hurricane Ian expenses, and \$7,803 financial aid disbursed pending at year-end.

**6. Due From Component Unit**

The amount due from component unit of \$112,546 consists of \$102,423 owed to the University by the Foundation for fourth quarter payroll and reimbursement of expenses and \$10,123 for unreimbursed scholarship commitments.

**7. Capital Assets**

Capital assets activity for the fiscal year ended June 30, 2024, is shown in the following table:

<u>Description</u>	<u>Beginning Balance</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending Balance</u>
Nondepreciable Capital Assets:				
Land	\$ 4,561,975	\$ -	\$ -	\$ 4,561,975
Works of Art and Historical Treasures	76,840	-	-	76,840
Construction in Progress	284,640	1,572,043	1,346,711	509,972
<b>Total Nondepreciable Capital Assets</b>	<b>\$ 4,923,455</b>	<b>\$ 1,572,043</b>	<b>\$ 1,346,711</b>	<b>\$ 5,148,787</b>
Depreciable Capital Assets:				
Buildings	\$ 122,763,435	\$ 1,346,711	\$ -	124,110,146
Infrastructure and Other Improvements	7,817,017	863,112	-	8,680,129
Furniture and Equipment	6,576,524	681,234	314,857	6,942,901
Library Resources	484,367	-	-	484,367
Right-to-Use Lease Assets	2,083,216	-	-	2,083,216
Computer Software	108,460	8,000	-	116,460
<b>Total Depreciable Capital Assets and Right-to-Use Lease Assets</b>	<b>139,833,019</b>	<b>2,899,057</b>	<b>314,857</b>	<b>142,417,219</b>
Less, Accumulated Depreciation:				
Buildings	64,118,741	3,587,883	-	67,706,624
Infrastructure and Other Improvements	4,158,878	433,035	-	4,591,913
Furniture and Equipment	6,221,461	338,621	314,857	6,245,225
Library Resources	484,367	-	-	484,367
Right-to-Use Lease Assets	117,641	58,820	-	176,461
Computer Software	101,317	2,571	-	103,888
<b>Total Accumulated Depreciation</b>	<b>75,202,405</b>	<b>4,420,930</b>	<b>314,857</b>	<b>79,308,478</b>
<b>Total Depreciable Capital Assets and Right-to-Use Lease Assets, Net</b>	<b>\$ 64,630,614</b>	<b>\$ (1,521,873)</b>	<b>\$ -</b>	<b>\$ 63,108,741</b>

## 8. Unearned Revenue

Unearned revenue at June 30, 2024, includes contracts and grants revenue and student tuition and fees received prior to fiscal year end related to subsequent accounting periods. As of June 30, 2024, the University reported the following amounts as unearned revenue:

<u>Description</u>	<u>Amount</u>
Contracts and Grants	\$ 189,624
Student Tuition and Fees	148,061
<b>Total Unearned Revenue</b>	<b>\$ 337,685</b>

## 9. Deferred Outflow / Inflow of Resources

The deferred outflows and inflows related to pensions are an aggregate of items related to pensions as calculated in accordance with GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. Total deferred outflows of pension resources were \$6,376,622 and total deferred inflows of resources related to pensions were \$1,316,182 for the fiscal year ended June 30, 2024. Note 11. includes a complete discussion of defined benefit pension plans.



The deferred outflows and inflows related to OPEB are an aggregate of items related to OPEB as calculated in accordance with GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*. Total deferred outflows of OPEB resources were \$4,654,127 and total deferred inflows of resources related to OPEB were \$9,513,682 for the fiscal year ended June 30, 2024. Note 10. below includes a complete discussion of OPEB.

## 10. Long-Term Liabilities

Long-term liabilities of the University at June 30, 2024, include certificates of participation payable, right-to-use land lease payable, compensated absences payable, other postemployment benefits payable, and net pension liability. Long-term liabilities activity for the fiscal year ended June 30, 2024, is shown in the following table:

Description	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Certificates of Participation Payable	\$ 20,098,190	\$ 2,491	\$ 1,065,000	\$ 19,035,681	\$ 1,115,000
Right-to-Use Land Lease Payable	2,011,894	-	33,378	1,978,516	34,507
Compensated Absences Payable	3,125,271	1,019,337	475,430	3,669,178	581,968
Other Postemployment Benefits Payable	15,836,971	16,281,421	15,109,680	17,008,712	442,467
Net Pension Liability	17,127,060	8,939,925	7,748,551	18,318,434	-
<b>Total Long-Term Liabilities</b>	<b>\$ 58,199,386</b>	<b>\$ 26,243,174</b>	<b>\$ 24,432,039</b>	<b>\$ 60,010,521</b>	<b>\$ 2,173,942</b>

**Certificates of Participation Payable.** On April 7, 2006, the Development Corporation issued variable rate Certificates of Participation (COPs), Series 2006, in the amount of \$30,110,000. The proceeds were used to finance the acquisition, construction, and equipping of five new residence halls containing approximately 200 new student beds, the renovation and improvement of three existing residence halls (Johnson, Bates, and Rothenberg), comprising the Pei complex, and renovation and improvement to the Hamilton Center, the student activities center.

In April of 2012, the Development Corporation, through resolution of the Board, restructured the existing variable rate COPs as allowed under the master trust indenture. The existing COPs were restructured as a non-bank qualified tax-exempt variable facility (New College of Florida Development Corporation, Series 2012 Conversion), with an interest rate equal to 77 percent of the sum of the 30-day London Interbank Offered Rate (LIBOR) plus 185 basis points. The revised agreement was for 10 years, which expired in April of 2022. The existing maturity and principal payment requirements pursuant to the original 2006 debt issuance were not restructured.

With the enactment of the Federal Tax Cuts and Jobs Act, the Development Corporation's tax-exempt variable facility did not have the same value as it did prior to this act due to the corporate maximum tax rate being reduced to 21 percent from 35 percent. As such, SunTrust, as Trustee, adjusted the interest rate on the swap, effective April 1, 2018, to be 77 percent of the 30-day LIBOR, fixed at 3.30 percent, plus 93.584 percent of 1.85 percent equaling 1.7313 percent. The sum of these two components provided a total effective fixed interest of 5.0313 percent.

Effective April 1, 2022, the Development Corporation restructured the existing variable rate COPs as allowed under the master trust indenture. The existing COPs were restructured as a non-bank qualified

tax-exempt plain refinancing with a fixed interest rate of 3.33 percent. The existing maturity and principal payment requirements were not modified.

As a condition of the financing arrangement, the University entered into a Master Ground and Operating Lease Agreement with the Development Corporation. The property covered by the Master Ground lease together with the improvement thereon is leased back by the University to manage and operate through the Master Operating Lease and Facilities Sublease and Management Agreement. The payments on the lease are equal to the annual debt service requirements of the related bond debt and operating costs of the Development Corporation. The lease will terminate on the date the certificates and any related obligations are paid in full. Revenues from student resident facilities are pledged to pay rent to the Development Corporation or its assignees equal to the debt service on the long-term debt and any operating costs. During the 2023-24 fiscal year, student housing revenue totaled \$4,711,627.

Principal and interest payment requirements on the COPs outstanding as of June 30, 2024, are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 1,115,000	\$ 607,017	\$ 1,722,017
2026	1,160,000	568,764	1,728,764
2027	1,220,000	528,638	1,748,638
2028	1,270,000	486,763	1,756,763
2029	1,325,000	443,098	1,768,098
2030-2034	7,570,000	1,489,259	9,059,259
2035-2037	5,405,000	230,145	5,635,145
<b>Subtotal</b>	19,065,000	4,353,684	23,418,684
Less, Discounts	(29,319)	-	(29,319)
<b>Total</b>	<u>\$ 19,035,681</u>	<u>\$ 4,353,684</u>	<u>\$ 23,389,365</u>

**Right-to-Use Land Lease Payable.** The University follows GASB Statement No. 87, *Leases*. Land is leased from an external party for various terms under long-term, non-cancelable agreements. The lease expires on November 30, 2056. Currently, the payments are made in monthly installments of \$8,322, with an implicit interest rate of 3.33 percent. The University does not have any leases featuring payments tied to an index or market rate, or any leases subject to a residual value guarantee. See Note 7. for right-to-use assets and the associated accumulated depreciation. Future commitments for the remaining leases payable as of June 30, 2024, are as follows:

<u>Fiscal Year Ending June 30</u>	<u>Total</u>	<u>Principal</u>	<u>Interest</u>
2025	\$ 99,868	\$ 34,507	\$ 65,361
2026	99,868	35,674	64,194
2027	99,868	36,880	62,988
2028	99,868	38,127	61,741
2029	99,868	39,416	60,452
2030-2034	499,339	217,996	281,343
2035-2039	499,339	257,429	241,910
2040-2044	499,339	303,996	195,343
2045-2049	499,339	358,986	140,353
2050-2054	499,339	423,923	75,416
2055-2057	241,347	231,582	9,765
<b>Total Minimum Lease Payments</b>	<b>\$ 3,237,382</b>	<b>\$ 1,978,516</b>	<b>\$ 1,258,866</b>

**Compensated Absences Payable.** Employees earn the right to be compensated during absences for annual leave (vacation) and sick leave earned pursuant to Board of Governors' Regulations, University regulations, and bargaining agreements. Leave earned is accrued to the credit of the employee and records are kept on each employee's unpaid (unused) leave balance. The University reports a liability for the accrued leave; however, State noncapital appropriations fund only the portion of accrued leave that is used or paid in the current fiscal year. Although the University expects the liability to be funded primarily from future appropriations, generally accepted accounting principles do not permit the recording of a receivable in anticipation of future appropriations. At June 30, 2024, the estimated liability for compensated absences, which includes the University's share of the Florida Retirement System and FICA contributions, totaled \$3,669,178. The current portion of the compensated absences liability, \$581,968, is the amount expected to be paid in the coming fiscal year and is based on actual payouts for the last three years calculated as a percentage of the previous three years' compensated absences liability.

**Other Postemployment Benefits Payable.** The University follows GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, for certain postemployment healthcare benefits administered by the State Group Health Insurance Program.

### ***General Information about the OPEB Plan***

***Plan Description.*** The Division of State Group Insurance's Other Postemployment Benefits Plan (OPEB Plan) is a multiple-employer defined benefit plan administered by the State of Florida. Pursuant to the provisions of Section 112.0801, Florida Statutes, all employees who retire from the University are eligible to participate in the State Group Health Insurance Program. Retirees and their eligible dependents shall be offered the same health and hospitalization insurance coverage as is offered to active employees at a premium cost of no more than the premium cost applicable to active employees. A retiree means any officer or employee who retires under a State retirement system or State optional annuity or retirement program or is placed on disability retirement and who begins receiving retirement benefits immediately after retirement from employment. In addition, any officer or employee who retires under the Florida Retirement System Investment Plan is considered a "retiree" if he or she meets the age and service requirements to qualify for normal retirement or has attained the age of 59.5 years and has

the years of service required for vesting. The University subsidizes the premium rates paid by retirees by allowing them to participate in the OPEB Plan at reduced or blended group (implicitly subsidized) premium rates for both active and retired employees. These rates provide an implicit subsidy for retirees because retiree healthcare costs are generally greater than active employee healthcare costs. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75. The OPEB Plan contribution requirements and benefit terms necessary for funding the OPEB Plan each year is on a pay-as-you-go basis as established by the Governor's recommended budget and the General Appropriations Act. Retirees are required to enroll in the Federal Medicare (Medicare) program for their primary coverage as soon as they are eligible.

*Benefits Provided.* The OPEB Plan provides healthcare benefits for retirees and their dependents. The OPEB Plan only provides an implicit subsidy as described above. For the 2023-24 fiscal year, 28 retirees and beneficiaries received postemployment healthcare benefits.

### ***Proportionate Share of the Total OPEB Liability***

The University's proportionate share of the total OPEB liability of \$17,008,712 was measured as of June 30, 2023, and was determined by an actuarial valuation as of July 1, 2022, using the actuarial assumptions in the table below. At June 30, 2023, the University's proportionate share, determined by its proportion of total benefit payments made, was 0.20 percent, which was no change from the proportionate share reported as of June 30, 2022.

*Actuarial Assumptions and Other Inputs.* The total OPEB liability was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified:

Inflation	2.4 percent
Salary increases	Varies by FRS Class
Discount rate	4.13 percent
Healthcare cost trend rates	
PPO Plan	8.10 percent for 2024, decreasing to an ultimate rate of 4.04 percent for 2076 and later years
HMO Plan	6.44 percent for 2024, decreasing to an ultimate rate of 4.04 percent for 2076 and later years
Retirees' share of benefit-related costs	100 percent of projected health insurance premiums for retirees

The discount rate was based on the Standard & Poor's (S&P) Municipal Bond 20-year High Grade Rate Index.

Mortality rates were based on the PUB-2010 mortality tables with fully generational improvement with Scale MP-2018.

The demographic actuarial assumptions for retirement, disability incidence, and withdrawal used in the July 1, 2022, valuation were based on the results of an actuarial experience study for the period July 1, 2019, through June 30, 2020, adopted by the FRS.

The remaining actuarial assumptions (e.g., initial per capita costs, health care cost trends, rate of plan participation, rates of plan election, etc.) used in the July 1, 2022, valuation were based on a review of recent plan experience done concurrently with the July 1, 2022, valuation.

The following changes have been made since the prior valuation:

- **Disability Rates** – For those in the Special Risk Class, disability rates were updated to those used in the actuarial valuation of the Florida Retirement System (FRS) conducted by Milliman as of July 1, 2022.
- **DROP Election Percentage and DROP Participation Period** – For Law Enforcement Officers, the percentage of members assumed to elect to participate in the Deferred Retirement Option Program (DROP) was updated to align with rates used in the actuarial valuation of the Florida Retirement System (FRS) conducted by Milliman as of July 1, 2022. Further, Law Enforcement Officers' maximum DROP participation period was extended from 60 months (5 Years) to 96 months (8 years).
- **Inflation** – Inflation was lowered to match the 2.4 percent used in the actuarial valuation of the Florida Retirement System (FRS) conducted by Milliman as of July 1, 2022.
- **Discount Rate** – The discount rate was updated to utilize the mandated discount rate based on a 20-year S&P Municipal Bond Rate Index as of the measurement date, as required under GASB Statement No. 75. The discount rate increased from 4.09 percent to 4.13 percent.

*Sensitivity of the University's Proportionate Share of the Total OPEB Liability to Changes in the Discount Rate.* The following table presents the University's proportionate share of the total OPEB liability, as well as what the University's proportionate share of the total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (3.13 percent) or 1 percentage point higher (5.13 percent) than the current rate:

	<b><u>1% Decrease (3.13%)</u></b>	<b><u>Current Discount Rate (4.13%)</u></b>	<b><u>1% Increase (5.13%)</u></b>
University's proportionate share of the total OPEB liability	\$20,844,830	\$17,008,712	\$14,321,447

*Sensitivity of the University's Proportionate Share of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates.* The following table presents the University's proportionate share of the total OPEB liability, as well as what the University's proportionate share of the total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1 percentage point higher than the current healthcare cost trend rates:

	<b><u>1% Decrease</u></b>	<b><u>Healthcare Cost Trend Rates</u></b>	<b><u>1% Increase</u></b>
University's proportionate share of the total OPEB liability	\$13,842,991	\$17,008,712	\$21,636,213

***OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB.***

For the fiscal year ended June 30, 2024, the University recognized negative OPEB expense of \$74,859. At June 30, 2024, the University reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

<u>Description</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 1,406,975
Change of assumptions or other inputs	1,539,600	8,106,707
Changes in proportion and differences between University benefit payments and proportionate share of benefit payments	2,662,272	-
Transactions subsequent to the measurement date	452,255	-
<b>Total</b>	<b>\$ 4,654,127</b>	<b>\$ 9,513,682</b>

Of the total amount reported as deferred outflows of resources related to OPEB, \$452,255 resulting from transactions subsequent to the measurement date and before the end of the fiscal year will be included as a reduction of the total OPEB liability and included in OPEB expense in the fiscal year ending June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

<u>Fiscal Year Ending June 30</u>	<u>Amount</u>
2025	\$ (1,438,687)
2026	(1,037,799)
2027	(847,191)
2028	(663,928)
2029	(663,928)
Thereafter	(660,277)
<b>Total</b>	<b>\$ (5,311,810)</b>

**Net Pension Liability.** As a participating employer in the Florida Retirement System (FRS), the University recognizes its proportionate share of the collective net pension liabilities of the FRS cost-sharing multiple-employer defined benefit plans. As of June 30, 2024, the University's proportionate share of the net pension liabilities totaled \$18,318,434. Note 11. includes a complete discussion of defined benefit pension plans.

## **11. Retirement Plans – Defined Benefit Pension Plans**

### **General Information about the Florida Retirement System (FRS).**

The FRS was created in Chapter 121, Florida Statutes, to provide a defined benefit pension plan for participating public employees. The FRS was amended in 1998 to add the Deferred Retirement Option Program (DROP) under the defined benefit plan and amended in 2000 to provide a defined contribution

plan alternative to the defined benefit plan for FRS members effective July 1, 2002. This integrated defined contribution pension plan is the FRS Investment Plan. Chapter 121, Florida Statutes, also provides for nonintegrated, optional retirement programs in lieu of the FRS to certain members of the Senior Management Service Class employed by the State and faculty and specified employees in the State university system. Chapter 112, Florida Statutes, established the Retiree Health Insurance Subsidy (HIS) Program, a cost-sharing multiple-employer defined benefit pension plan to assist retired members of any State-administered retirement system in paying the costs of health insurance.

Essentially all regular employees of the University are eligible to enroll as members of the State-administered FRS. Provisions relating to the FRS are established by Chapters 121 and 122, Florida Statutes; Chapter 112, Part IV, Florida Statutes; Chapter 238, Florida Statutes; and FRS Rules, Chapter 60S, Florida Administrative Code; wherein eligibility, contributions, and benefits are defined and described in detail. Such provisions may be amended at any time by further action from the Florida Legislature. The FRS is a single retirement system administered by the Florida Department of Management Services, Division of Retirement, and consists of two cost-sharing multiple-employer defined benefit plans and other nonintegrated programs. An annual comprehensive financial report of the FRS, which includes its financial statements, required supplementary information, actuarial report, and other relevant information, is available from the Florida Department of Management Services Web site ([www.dms.myflorida.com](http://www.dms.myflorida.com)).

The University's FRS and HIS pension expense totaled \$4,750,520 for the fiscal year ended June 30, 2024.

### **FRS Pension Plan**

*Plan Description.* The FRS Pension Plan (Plan) is a cost-sharing multiple-employer defined benefit pension plan, with a DROP for eligible employees. The general classes of membership are as follows:

- *Regular Class* – Members of the FRS who do not qualify for membership in the other classes.
- *Senior Management Service Class* – Members in senior management level positions.
- *Special Risk Class* – Members who are employed as law enforcement officers and meet the criteria to qualify for this class.

Employees enrolled in the Plan prior to July 1, 2011, vest at 6 years of creditable service and employees enrolled in the Plan on or after July 1, 2011, vest at 8 years of creditable service. All vested members, enrolled prior to July 1, 2011, are eligible for normal retirement benefits at age 62 or at any age after 30 years of creditable service, except for members classified as special risk who are eligible for normal retirement benefits at age 55 or at any age after 25 years of creditable service. All members enrolled in the Plan on or after July 1, 2011, once vested, are eligible for normal retirement benefits at age 65 or any time after 33 years of creditable service, except for members classified as special risk who are eligible for normal retirement benefits at age 60 or at any age after 30 years of creditable service. Employees enrolled in the Plan may include up to 4 years of credit for military service toward creditable service. The Plan also includes an early retirement provision; however, there is a benefit reduction for each year a member retires before his or her normal retirement date. The Plan provides retirement, disability, death benefits, and annual cost-of-living adjustments to eligible participants.

The DROP, subject to provisions of Section 121.091, Florida Statutes, permits employees eligible for normal retirement under the Plan to defer receipt of monthly benefit payments while continuing employment with an FRS-participating employer. An employee may participate in DROP for a period not to exceed 96 months after electing to participate. During the period of DROP participation, deferred monthly benefits are held in the FRS Trust Fund and accrue interest. The net pension liability does not include amounts for DROP participants, as these members are considered retired and are not accruing additional pension benefits.

*Benefits Provided.* Benefits under the Plan are computed on the basis of age, and/or years of service, average final compensation, and credit service. Credit for each year of service is expressed as a percentage of the average final compensation. For members initially enrolled before July 1, 2011, the average final compensation is the average of the 5 highest fiscal years' earnings; for members initially enrolled on or after July 1, 2011, the average final compensation is the average of the 8 highest fiscal years' earnings. The total percentage value of the benefit received is determined by calculating the total value of all service, which is based on retirement plan and/or the class to which the member belonged when the service credit was earned. Members are eligible for in-line-of-duty or regular disability and survivors' benefits. The following table shows the percentage value for each year of service credit earned:

<b><u>Class, Initial Enrollment, and Retirement Age/Years of Service</u></b>	<b><u>% Value</u></b>
<b>Regular Class members initially enrolled before July 1, 2011</b>	
Retirement up to age 62 or up to 30 years of service	1.60
Retirement at age 63 or with 31 years of service	1.63
Retirement at age 64 or with 32 years of service	1.65
Retirement at age 65 or with 33 or more years of service	1.68
<b>Regular Class members initially enrolled on or after July 1, 2011</b>	
Retirement up to age 65 or up to 33 years of service	1.60
Retirement at age 66 or with 34 years of service	1.63
Retirement at age 67 or with 35 years of service	1.65
Retirement at age 68 or with 36 or more years of service	1.68
<b>Senior Management Service Class</b>	2.00
<b>Special Risk Class</b>	3.00

As provided in Section 121.101, Florida Statutes, if the member was initially enrolled in the Plan before July 1, 2011, and all service credit was accrued before July 1, 2011, the annual cost-of-living adjustment is 3 percent per year. If the member was initially enrolled before July 1, 2011, and has service credit on or after July 1, 2011, there is an individually calculated cost-of-living adjustment. The annual cost-of-living adjustment is a proportion of 3 percent determined by dividing the sum of the pre-July 2011 service credit by the total service credit at retirement multiplied by 3 percent. Plan members initially enrolled on or after July 1, 2011, will not have a cost-of-living adjustment after retirement.

*Contributions.* The Florida Legislature establishes contribution rates for participating employers and employees. Contribution rates during the 2023-24 fiscal year were:



<u><b>Class</b></u>	<u><b>Percent of Gross Salary</b></u>	
	<u><b>Employee</b></u>	<u><b>Employer (1)</b></u>
FRS, Regular	3.00	13.57
FRS, Senior Management Service	3.00	34.52
FRS, Special Risk	3.00	32.67
Deferred Retirement Option Program (applicable to members from all of the above classes)	0.00	21.13
FRS, Reemployed Retiree	(2)	(2)

(1) Employer rates include 2 percent for the postemployment health insurance subsidy. Also, employer rates, other than for DROP participants, include 0.06 percent for administrative costs of the Investment Plan.

(2) Contribution rates are dependent upon retirement class in which reemployed.

The University's contributions to the Plan totaled \$2,362,744 for the fiscal year ended June 30, 2024.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.* At June 30, 2024, the University reported a liability of \$13,605,375 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2023. The University's proportionate share of the net pension liability was based on the University's 2022-23 fiscal year contributions relative to the total 2022-23 fiscal year contributions of all participating members. At June 30, 2023, the University's proportionate share was 0.034144181 percent, which was a decrease of 0.003556998 from its proportionate share measured as of June 30, 2022.

For the fiscal year ended June 30, 2024, the University recognized pension expense of \$2,927,094. In addition, the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

<u><b>Description</b></u>	<u><b>Deferred Outflows of Resources</b></u>	<u><b>Deferred Inflows of Resources</b></u>
Differences between expected and actual experience	\$ 1,277,427	\$ -
Change of assumptions	886,911	-
Net difference between projected and actual earnings on FRS Plan investments	568,197	-
Changes in proportion and differences between University contributions and proportionate share of contributions	601,269	854,176
University FRS contributions subsequent to the measurement date	2,362,744	-
<b>Total</b>	<u><u>\$ 5,696,548</u></u>	<u><u>\$ 854,176</u></u>

The deferred outflows of resources totaling \$2,362,744, resulting from University contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the fiscal year ending June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Fiscal Year Ending June 30</u>	<u>Amount</u>
2025	\$ 417,045
2026	(187,371)
2027	2,171,333
2028	75,032
2029	3,589
<b>Total</b>	<b>\$ 2,479,628</b>

*Actuarial Assumptions.* The total pension liability in the July 1, 2023, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.40 percent
Salary increases	3.25 percent, average, including inflation
Investment rate of return	6.70 percent, net of pension plan investment expense, including inflation

Mortality rates were based on the PUB-2010 base table, projected generationally with Scale MP-2018.

The actuarial assumptions used in the July 1, 2023, valuation were based on the results of an actuarial experience study for the period July 1, 2013, through June 30, 2018.

The long-term expected rate of return on pension plan investments was not based on historical returns, but instead is based on a forward-looking capital market economic model. The allocation policy's description of each asset class was used to map the target allocation to the asset classes shown below. Each asset class assumption is based on a consistent set of underlying assumptions and includes an adjustment for the inflation assumption. The target allocation and best estimates of arithmetic and geometric real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation (1)</u>	<u>Annual Arithmetic Return</u>	<u>Compound Annual (Geometric) Return</u>	<u>Standard Deviation</u>
Cash	1.0%	2.9%	2.9%	1.1%
Fixed Income	19.8%	4.5%	4.4%	3.4%
Global Equity	54.0%	8.7%	7.1%	18.1%
Real Estate (Property)	10.3%	7.6%	6.6%	14.8%
Private Equity	11.1%	11.9%	8.8%	26.3%
Strategic Investments	3.8%	6.3%	6.1%	7.7%
<b>Total</b>	<b>100.0%</b>			
Assumed inflation - Mean			2.4%	1.4%

(1) As outlined in the Plan's investment policy.

*Discount Rate.* The discount rate used to measure the total pension liability was 6.70 percent. The Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the discount rate for calculating the total pension liability is equal to the long-term expected rate of return. The discount rate used in the 2023 valuation was unchanged from the previous valuation.

*Sensitivity of the University's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate.* The following presents the University's proportionate share of the net pension liability calculated using the discount rate of 6.70 percent, as well as what the University's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower (5.70 percent) or 1 percentage point higher (7.70 percent) than the current rate:

	<u>1% Decrease (5.70%)</u>	<u>Current Discount Rate (6.70%)</u>	<u>1% Increase (7.70%)</u>
University's proportionate share of the net pension liability	\$23,240,752	\$13,605,375	\$5,544,230

*Pension Plan Fiduciary Net Position.* Detailed information about the Plan's fiduciary net position is available in the separately issued FRS Pension Plan and Other State Administered Systems Annual Comprehensive Financial Report.

*Payables to the Pension Plan.* At June 30, 2024, the University reported a payable of \$233,154 for the outstanding amount of contributions to the Plan required for the fiscal year ended June 30, 2024.

**HIS Pension Plan**

*Plan Description.* The HIS Pension Plan (HIS Plan) is a cost-sharing multiple-employer defined benefit pension plan established under Section 112.363, Florida Statutes, and may be amended by the Florida Legislature at any time. The benefit is a monthly payment to assist retirees of State-administered retirement systems in paying their health insurance costs and is administered by the Florida Department of Management Services, Division of Retirement.

*Benefits Provided.* For the fiscal year ended June 30, 2024, eligible retirees and beneficiaries received a monthly HIS payment of \$7.50 for each year of creditable service completed at the time of retirement with a minimum HIS payment of \$45 and a maximum HIS payment of \$225 per month, pursuant to Section 112.363, Florida Statutes. To be eligible to receive a HIS Plan benefit, a retiree under a State-administered retirement system must provide proof of health insurance coverage, which can include Medicare.

*Contributions.* The HIS Plan is funded by required contributions from FRS participating employers as set by the Florida Legislature. Employer contributions are a percentage of gross compensation for all active FRS members. For the fiscal year ended June 30, 2024, the contribution rate was 2 percent of payroll pursuant to Section 112.363, Florida Statutes. The University contributed 100 percent of its statutorily required contributions for the current and preceding 3 years. HIS Plan contributions are deposited in a separate trust fund from which HIS payments are authorized. HIS Plan benefits are not guaranteed and are subject to annual legislative appropriation. In the event the legislative appropriation or available funds fail to provide full subsidy benefits to all participants, benefits may be reduced or canceled.

The University's contributions to the HIS Plan totaled \$320,664 for the fiscal year ended June 30, 2024.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions.* At June 30, 2024, the University reported a liability of \$4,713,059 for its proportionate share of the net pension liability. The net pension liability was measured as of

June 30, 2023, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of July 1, 2022, and update procedures were used to determine the net pension liability as of July 1, 2023. The University's proportionate share of the net pension liability was based on the University's 2022-23 fiscal year contributions relative to the total 2022-23 fiscal year contributions of all participating members. At June 30, 2023, the University's proportionate share was 0.029676723 percent, which was an increase of 0.000415864 from its proportionate share measured as of June 30, 2022.

For the fiscal year ended June 30, 2024, the University recognized pension expense of \$1,823,426. In addition, the University reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

<u>Description</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ 68,996	\$ 11,062
Change of assumptions	123,905	408,402
Net difference between projected and actual earnings on HIS Plan investments	2,434	-
Changes in proportion and differences between University HIS contributions and proportionate share of HIS contributions	164,075	42,542
University HIS contributions subsequent to the measurement date	320,664	-
<b>Total</b>	<u><u>\$ 680,074</u></u>	<u><u>\$ 462,006</u></u>

The deferred outflows of resources totaling \$320,664, resulting from University contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the fiscal year ending June 30, 2025. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Fiscal Year Ending June 30</u>	<u>Amount</u>
2025	\$ 4,287
2026	5,481
2027	(26,040)
2028	(57,573)
2029	(27,806)
Thereafter	(945)
<b>Total</b>	<u><u>\$ (102,596)</u></u>

*Actuarial Assumptions.* The total pension liability in the July 1, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.40 percent
Salary increases	3.25 percent, average, including inflation
Municipal bond rate	3.65 percent

Mortality rates were based on the PUB-2010 base table, projected generationally with Scale MP-2018.

While an experience study had not been completed for the HIS Plan, the actuarial assumptions that determined the total pension liability for the HIS Plan were based on certain results of the most recent experience study for the FRS Plan.

*Discount Rate.* The discount rate used to measure the total pension liability was 3.65 percent. In general, the discount rate for calculating the total pension liability is equal to the single rate equivalent to discounting at the long-term expected rate of return for benefit payments prior to the projected depletion date. Because the HIS benefit is essentially funded on a pay-as-you-go basis, the depletion date is considered to be immediate, and the single equivalent discount rate is equal to the municipal bond rate selected by the plan sponsor. The Bond Buyer General Obligation 20-Bond Municipal Bond Index was adopted as the applicable municipal bond index. The discount rate changed from 3.54 percent to 3.65 percent.

*Sensitivity of the University's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate.* The following presents the University's proportionate share of the net pension liability calculated using the discount rate of 3.65 percent, as well as what the University's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.65 percent) or 1 percentage point higher (4.65 percent) than the current rate:

	<u>1% Decrease (2.65%)</u>	<u>Current Discount Rate (3.65%)</u>	<u>1% Increase (4.65%)</u>
University's proportionate share of the net pension liability	\$5,376,865	\$4,713,059	\$4,162,809

*Pension Plan Fiduciary Net Position.* Detailed information about the HIS Plan's fiduciary net position is available in the separately issued FRS Pension Plan and Other State Administered Annual Comprehensive Financial Report.

**12.Retirement Plans – Defined Contribution Pension Plans**

**FRS Investment Plan.** The SBA administers the defined contribution plan officially titled the FRS Investment Plan (Investment Plan). The Investment Plan is reported in the SBA's annual financial statements and in the State's Annual Comprehensive Financial Report.

As provided in Section 121.4501, Florida Statutes, eligible FRS members may elect to participate in the Investment Plan in lieu of the FRS defined benefit plan. University employees already participating in the State University System Optional Retirement Program or DROP are not eligible to participate in the Investment Plan. Employer and employee contributions are defined by law, but the ultimate benefit depends in part on the performance of investment funds. Service retirement benefits are based upon the value of the member's account upon retirement. Benefit terms, including contribution requirements, are established and may be amended by the Florida Legislature. The Investment Plan is funded with the same employer and employee contributions, that are based on salary and membership class (Regular Class, Senior Management Service Class, etc.), as the FRS defined benefit plan. Contributions are directed to individual member accounts, and the individual members allocate contributions and

account balances among various approved investment choices. Costs of administering the Investment Plan, including the FRS Financial Guidance Program, are funded through an employer contribution of 0.06 percent of payroll and by forfeited benefits of Investment Plan members. Allocations to the Investment Plan member accounts during the 2023-24 fiscal year were as follows:

<u>Class</u>	<u>Percent of Gross Compensation</u>
FRS, Regular	11.30
FRS, Senior Management Service	12.67
FRS, Special Risk Regular	19.00

For all membership classes, employees are immediately vested in their own contributions and are vested after 1 year of service for employer contributions and investment earnings regardless of membership class. If an accumulated benefit obligation for service credit originally earned under the FRS Pension Plan is transferred to the FRS Investment Plan, the member must have the years of service required for FRS Pension Plan vesting (including the service credit represented by the transferred funds) to be vested for these funds and the earnings on the funds. Nonvested employer contributions are placed in a suspense account for up to 5 years. If the employee returns to FRS-covered employment within the 5-year period, the employee will regain control over their account. If the employee does not return within the 5-year period, the employee will forfeit the accumulated account balance. For the fiscal year ended June 30, 2024, the information for the amount of forfeitures was unavailable from the SBA; however, management believes that these amounts, if any, would be immaterial to the University.

After termination and applying to receive benefits, the member may roll over vested funds to another qualified plan, structure a periodic payment under the Investment Plan, receive a lump-sum distribution, leave the funds invested for future distribution, or any combination of these options. Disability coverage is provided in which the member may either transfer the account balance to the FRS Pension Plan when approved for disability retirement to receive guaranteed lifetime monthly benefits under the FRS Pension Plan, or remain in the Investment Plan and rely upon that account balance for retirement income.

The University's Investment Plan pension expense totaled \$1,351,981 for the fiscal year ended June 30, 2024.

**State University System Optional Retirement Program.** Section 121.35, Florida Statutes, provides for an Optional Retirement Program (Program) for eligible university instructors and administrators. The Program is designed to aid State universities in recruiting employees by offering more portability to employees not expected to remain in the FRS for 8 or more years.

The Program is a defined contribution plan, which provides full and immediate vesting of all contributions submitted to the participating companies on behalf of the participant. Employees in eligible positions can make an irrevocable election to participate in the Program, rather than the FRS, and purchase retirement and death benefits through contracts provided by certain insurance carriers. The employing university contributes 5.14 percent of the participant's salary to the participant's account, 4.78 percent to cover the unfunded actuarial liability of the FRS pension plan, and 0.01 percent to cover administrative costs, for a total of 9.93 percent, and employees contribute 3 percent of the employee's salary. Additionally, the

employee may contribute, by payroll deduction, an amount not to exceed the percentage contributed by the University to the participant's annuity account. The contributions are invested in the company or companies selected by the participant to create a fund for the purchase of annuities at retirement.

The University's contributions to the Program totaled \$1,191,601, and employee contributions totaled \$583,966 for the 2023-24 fiscal year.

### 13. Construction Commitments

The University's construction commitments at June 30, 2024, were as follows:

<u>Project Description</u>	<u>Total Commitment</u>	<u>Completed to Date</u>	<u>Balance Committed</u>
Greenhouse Replacement	\$ 487,302	\$ 201,726	\$ 285,576
Caples Mansion Phase 2	259,991	111,194	148,797
Robertson Park Enhancements	197,052	197,052	-
<b>Total</b>	<b>\$ 944,345</b>	<b>\$ 509,972</b>	<b>\$ 434,373</b>

### 14. Risk Management Programs

The University is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Pursuant to Section 1001.72(2), Florida Statutes, the University participates in State self-insurance programs providing insurance for property and casualty, workers' compensation, general liability, fleet automotive liability, Federal Civil Rights, and employment discrimination liability. During the 2023-24 fiscal year, for property losses, the State retained the first \$2 million per occurrence for all perils except named windstorm and flood. The State retained the first \$2 million per occurrence with an annual aggregate retention of \$40 million for named windstorm and flood losses. After the annual aggregate retention, losses in excess of \$2 million per occurrence were commercially insured up to \$40.2 million for flood and \$38.6 million for named windstorm through February 14, 2024, and increased to \$62.5 million for named windstorm and flood starting February 15, 2024. For perils other than named windstorm and flood, losses in excess of \$2 million per occurrence were commercially insured up to \$184.8 million through February 14, 2024, and increased to \$237.5 million starting February 15, 2024; and losses exceeding those amounts were retained by the State. No excess insurance coverage is provided for workers' compensation, general and automotive liability, Federal Civil Rights and employment action coverage; all losses in these categories are completely self-insured by the State through the State Risk Management Trust Fund established pursuant to Chapter 284, Florida Statutes. Payments on tort claims are limited to \$200,000 per person and \$300,000 per occurrence as set by Section 768.28(5), Florida Statutes. Calculation of premiums considers the cash needs of the program and the amount of risk exposure for each participant. Settlements have not exceeded insurance coverage during the past 3 fiscal years.

Pursuant to Section 110.123, Florida Statutes, University employees may obtain healthcare services through participation in the State group health insurance plan or through membership in a health maintenance organization plan under contract with the State. The State's risk financing activities associated with State group health insurance, such as risk of loss related to medical and prescription

drug claims, are administered through the State Employees Group Health Insurance Trust Fund. It is the practice of the State not to purchase commercial coverage for the risk of loss covered by this Fund. Additional information on the State's group health insurance plan, including the actuarial report, is available from the Florida Department of Management Services, Division of State Group Insurance.

## 15. Functional Distribution of Operating Expenses

The functional classification of an operating expense (instruction, research, etc.) is assigned to a department based on the nature of the activity, which represents the material portion of the activity attributable to the department. For example, activities of an academic department for which the primary departmental function is instruction may include some activities other than direct instruction such as research and public service. However, when the primary mission of the department consists of instructional program elements, all expenses of the department are reported under the instruction classification. The operating expenses on the statement of revenues, expenses, and changes in net position are presented by natural classifications. The following are those same expenses presented in functional classifications as recommended by NACUBO:

<b>Functional Classification</b>	<b>Amount</b>
Instruction	\$ 15,191,699
Research	1,154,196
Academic Support	7,035,237
Student Services	9,531,901
Institutional Support	29,388,442
Operation and Maintenance of Plant	11,575,817
Scholarships, Fellowships, and Waivers	3,076,173
Auxiliary Enterprises	6,254,311
Depreciation	4,420,930
<b>Total Operating Expenses</b>	<b>\$ 87,628,706</b>

## 16. Blended Component Unit

The University has one blended component unit as discussed in Note 1. The following financial information is presented net of eliminations for the University's blended component unit:



## Condensed Statement of Net Position

	New College of Florida Development Corporation	University	Eliminations	Total Primary Government
<b>Assets:</b>				
Due From University / Blended CU	\$ 1,185,280	\$ -	\$ (1,185,280)	\$ -
Other Current Assets	1,722,017	39,145,719	(1,722,017)	39,145,719
Capital Assets, Net	-	66,350,772	-	66,350,772
Other Noncurrent Assets	16,565,864	2,523,980	(16,565,864)	2,523,980
<b>Total Assets</b>	<u>19,473,161</u>	<u>108,020,471</u>	<u>(19,473,161)</u>	<u>108,020,471</u>
<b>Deferred Outflows of Resources</b>	<u>-</u>	<u>11,030,749</u>	<u>-</u>	<u>11,030,749</u>
<b>Liabilities:</b>				
Due To University / Blended CU	-	1,185,280	(1,185,280)	-
Other Current Liabilities	1,273,715	4,526,990	-	5,800,705
Noncurrent Liabilities	17,920,681	58,203,779	(18,287,881)	57,836,579
<b>Total Liabilities</b>	<u>19,194,396</u>	<u>63,916,049</u>	<u>(19,473,161)</u>	<u>63,637,284</u>
<b>Deferred Inflows of Resources</b>	<u>-</u>	<u>10,829,864</u>	<u>-</u>	<u>10,829,864</u>
<b>Net Position:</b>				
Net Investment in Capital Assets	-	47,243,330	-	47,243,330
Restricted - Expendable	278,765	10,910,535	-	11,189,300
Unrestricted	-	(13,848,558)	-	(13,848,558)
<b>Total Net Position</b>	<u>\$ 278,765</u>	<u>\$ 44,305,307</u>	<u>\$ -</u>	<u>\$ 44,584,072</u>

## Condensed Statement of Revenues, Expenses, and Changes in Net Position

	<b>New College of Florida Development Corporation</b>	<b>University</b>	<b>Eliminations</b>	<b>Total Primary Government</b>
Operating Revenues	\$ 672,660	\$ 8,898,698	\$ -	\$ 9,571,358
Depreciation Expense	-	(4,420,930)	-	(4,420,930)
Other Operating Expenses	(35,640)	(83,172,136)	-	(83,207,776)
<b>Operating Income (Loss)</b>	<b>637,020</b>	<b>(78,694,368)</b>	<b>-</b>	<b>(78,057,348)</b>
Nonoperating Revenues (Expenses):				
Nonoperating Revenue	-	73,073,698	-	73,073,698
Interest Expense	(637,020)	(66,826)	-	(703,846)
Other Nonoperating Expense	(2,492)	(93,254)	-	(95,746)
<b>Net Nonoperating Revenues (Expenses)</b>	<b>(639,512)</b>	<b>72,913,618</b>	<b>-</b>	<b>72,274,106</b>
Other Revenues	-	9,480,372	-	9,480,372
<b>Increase (Decrease) in Net Position</b>	<b>(2,492)</b>	<b>3,699,622</b>	<b>-</b>	<b>3,697,130</b>
Net Position, Beginning of Year	281,257	40,605,685	-	40,886,942
<b>Net Position, End of Year</b>	<b>\$ 278,765</b>	<b>\$ 44,305,307</b>	<b>\$ -</b>	<b>\$ 44,584,072</b>

## Condensed Statement of Cash Flows

	<b>New College of Florida Development Corporation</b>	<b>University</b>	<b>Eliminations</b>	<b>Total Primary Government</b>
Net Cash Provided (Used) by:				
Operating Activities	\$ 1,702,020	\$ (72,710,022)	\$ -	\$ (71,008,002)
Noncapital Financing Activities	-	71,363,668	-	71,363,668
Capital and Related Financing Activities	(1,702,020)	(2,253,198)	-	(3,955,218)
Investing Activities	-	3,877,869	-	3,877,869
<b>Net Increase in Cash and Cash Equivalents</b>	<b>-</b>	<b>278,317</b>	<b>-</b>	<b>278,317</b>
Cash and Cash Equivalents, Beginning of Year	-	1,695,176	-	1,695,176
<b>Cash and Cash Equivalents, End of Year</b>	<b>\$ -</b>	<b>\$ 1,973,493</b>	<b>\$ -</b>	<b>\$ 1,973,493</b>

### 17. Discretely Presented Component Unit

The University has one discretely presented component unit as discussed in Note 1. This component unit comprises 100 percent of the transactions and account balances of the discretely presented component unit columns of the financial statements.

### 18. Subsequent Events

During the Fall 2023 term, the residential facilities Johnson Hall, Bates Hall, and Rothenberg Hall were taken off-line. The University accommodated the displaced students at off-campus hotels and the corresponding housing charges are being retained as housing revenues. This situation has continued through the 2024-25 academic year.

The University has purchased modular units to replace some of the lost residential capacity. In addition, the University entered into agreements with the University of South Florida Sarasota-Manatee (USF) campus and an off-campus hotel.

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## OTHER REQUIRED SUPPLEMENTARY INFORMATION

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### Schedule of the University's Proportionate Share of the Total Other Postemployment Benefits Liability

	2023 (1)	2022 (1)	2021 (1)	2020 (1)
University's proportion of the total other postemployment benefits liability	0.20%	0.20%	0.19%	0.18%
University's proportionate share of the total other postemployment benefits liability	\$ 17,008,712	\$ 15,836,971	\$ 20,421,953	\$ 18,883,172
University's covered-employee payroll	\$ 23,242,348	\$ 22,927,507	\$ 22,305,842	\$ 21,022,328
University's proportionate share of the total other postemployment benefits liability as a percentage of its covered-employee payroll	73.18%	69.07%	91.55%	89.82%

(1) The amounts presented for each fiscal year were determined as of June 30.

2019	2018	2017
0.17%	0.16%	0.16%
\$ 21,102,038	\$ 16,882,000	\$ 16,780,000
\$ 20,086,194	\$ 17,432,167	\$ 16,540,148
105.06%	96.84%	101.45%

**Schedule of the University's Proportionate Share of the Net Pension Liability –  
Florida Retirement System Pension Plan**

	<u>2023 (1)</u>	<u>2022 (1)</u>	<u>2021 (1)</u>	<u>2020 (1)</u>
University's proportion of the FRS net pension liability	0.034144181%	0.037701179%	0.035561875%	0.035025983%
University's proportionate share of the FRS net pension liability	\$ 13,605,375	\$ 14,027,868	\$ 2,686,296	\$ 15,180,777
University's covered payroll (2)	\$ 23,242,348	\$ 22,927,507	\$ 22,305,842	\$ 21,022,328
University's proportionate share of the FRS net pension liability as a percentage of its covered payroll	58.54%	61.18%	12.04%	72.21%
FRS Plan fiduciary net position as a percentage of the FRS total pension liability	82.38%	82.89%	96.40%	78.85%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, State university system optional retirement program members, and members in DROP because total employer contributions are determined on a uniform basis (blended rate) as required by Part III of Chapter 121, Florida Statutes.

**Schedule of University Contributions – Florida Retirement System Pension Plan**

	<u>2024 (1)</u>	<u>2023 (1)</u>	<u>2022 (1)</u>	<u>2021 (1)</u>
Contractually required FRS contribution	\$ 2,362,744	\$ 1,642,555	\$ 1,608,778	\$ 1,354,754
FRS contributions in relation to the contractually required contribution	<u>(2,362,744)</u>	<u>(1,642,555)</u>	<u>(1,608,778)</u>	<u>(1,354,754)</u>
FRS contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll (2)	\$ 27,250,056	\$ 23,242,348	\$ 22,927,507	\$ 22,305,842
FRS contributions as a percentage of covered payroll	8.67%	7.07%	7.02%	6.07%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, State university system optional retirement plan members, and members in DROP because total employer contributions are determined on a uniform basis (blended rate) as required by Part III of Chapter 121, Florida Statutes.

<u>2019 (1)</u>	<u>2018 (1)</u>	<u>2017 (1)</u>	<u>2016 (1)</u>	<u>2015 (1)</u>	<u>2014 (1)</u>
0.035447000%	0.032983616%	0.029416862%	0.028903737%	0.026926709%	0.025391772%
\$ 12,207,453	\$ 9,934,836	\$ 8,701,310	\$ 7,298,216	\$ 3,477,946	\$ 1,549,271
\$ 20,086,194	\$ 17,432,167	\$ 16,540,148	\$ 15,940,855	\$ 15,302,021	\$ 14,276,629
60.78%	56.99%	52.61%	45.78%	22.73%	10.85%
82.61%	84.26%	83.89%	84.88%	92.00%	96.09%

<u>2020 (1)</u>	<u>2019 (1)</u>	<u>2018 (1)</u>	<u>2017 (1)</u>	<u>2016 (1)</u>	<u>2015 (1)</u>
\$ 1,163,758	\$ 1,099,133	\$ 940,007	\$ 765,793	\$ 704,864	\$ 656,496
<u>(1,163,758)</u>	<u>(1,099,113)</u>	<u>(904,007)</u>	<u>(765,793)</u>	<u>(704,864)</u>	<u>(656,496)</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 21,022,328	\$ 20,086,194	\$ 17,432,167	\$ 16,540,148	\$ 15,940,855	\$ 15,302,021
5.54%	5.47%	5.39%	4.63%	4.42%	4.29%



**Schedule of the University's Proportionate Share of the Net Pension Liability –  
Health Insurance Subsidy Pension Plan**

	<u>2023 (1)</u>	<u>2022 (1)</u>	<u>2021 (1)</u>	<u>2020 (1)</u>
University's proportion of the HIS net pension liability	0.029676723%	0.029260859%	0.028452038%	0.028351788%
University's proportionate share of the HIS net pension liability	\$ 4,713,059	\$ 3,099,192	\$ 3,490,070	\$ 3,461,707
University's covered payroll (2)	\$ 11,394,139	\$ 10,557,053	\$ 9,980,315	\$ 9,844,244
University's proportionate share of the HIS net pension liability as a percentage of its covered payroll	41.36%	29.36%	34.97%	35.16%
HIS Plan fiduciary net position as a percentage of the HIS total pension liability	4.12%	4.81%	3.56%	3.00%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, and members in DROP.

**Schedule of University Contributions – Health Insurance Subsidy Pension Plan**

	<u>2024 (1)</u>	<u>2023 (1)</u>	<u>2022 (1)</u>	<u>2021 (1)</u>
Contractually required HIS contribution	\$ 320,664	\$ 195,219	\$ 177,053	\$ 167,241
HIS contributions in relation to the contractually required HIS contribution	<u>(320,664)</u>	<u>(195,219)</u>	<u>(177,053)</u>	<u>(167,241)</u>
HIS contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered payroll (2)	\$ 15,256,059	\$ 11,394,139	\$ 10,557,053	\$ 9,980,315
HIS contributions as a percentage of covered payroll	2.10%	1.71%	1.68%	1.68%

(1) The amounts presented for each fiscal year were determined as of June 30.

(2) Covered payroll includes defined benefit plan actives, investment plan members, and members in DROP.

<u>2019 (1)</u>	<u>2018 (1)</u>	<u>2017 (1)</u>	<u>2016 (1)</u>	<u>2015 (1)</u>	<u>2014 (1)</u>
0.029248158%	0.028157684%	0.027024071%	0.026488765%	0.024606111%	0.022834094%
\$ 3,272,576	\$ 2,980,241	\$ 2,889,538	\$ 3,087,156	\$ 2,509,436	\$ 2,135,044
\$ 9,786,732	\$ 8,933,439	\$ 8,350,415	\$ 7,904,077	\$ 7,215,699	\$ 6,641,607
33.44%	33.36%	34.60%	39.06%	34.78%	32.15%
2.63%	2.15%	1.64%	0.97%	0.50%	0.99%

<u>2020 (1)</u>	<u>2019 (1)</u>	<u>2018 (1)</u>	<u>2017 (1)</u>	<u>2016 (1)</u>	<u>2015 (1)</u>
\$ 163,378	\$ 162,412	\$ 152,700	\$ 143,019	\$ 135,772	\$ 94,060
<u>(163,378)</u>	<u>(162,412)</u>	<u>(152,700)</u>	<u>(143,019)</u>	<u>(135,772)</u>	<u>(94,060)</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 9,844,244	\$ 9,786,732	\$ 8,933,439	\$ 8,350,415	\$ 7,904,077	\$ 7,215,699
1.66%	1.66%	1.71%	1.71%	1.72%	1.30%

## **1. Schedule of the University's Proportionate Share of the Total Other Postemployment Benefits Liability**

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 75 to pay related benefits.

*Changes of Assumptions.* The long-term expected rate of return, using the Municipal Bond Index Rate, increased from 4.09 percent at the prior measurement date to 4.13 percent at the current measurement date. Refer to Note 10. in the notes to financial statements for further details. Also reflected as assumption changes are:

- Increased line-of-duty disability rates for the Special Risk Class;
- Updated DROP entry rates and an extended DROP period (from 5 years to 8 years) for Law Enforcement Officers; and
- Lowered inflation from 2.6 percent to 2.4 percent.

## **2. Schedule of Net Pension Liability and Schedule of Contributions – Health Insurance Subsidy Pension Plan**

*Changes of Assumptions.* In 2023, the municipal rate used to determine total pension liability increased from 3.54 percent to 3.65 percent. In addition, the level of monthly benefits increased from \$5 times years of service to \$7.50 times years of service, with an increased minimum of \$45 and maximum of \$225.



Sherrill F. Norman, CPA  
Auditor General

# AUDITOR GENERAL STATE OF FLORIDA

Claude Denson Pepper Building, Suite G74  
111 West Madison Street  
Tallahassee, Florida 32399-1450



Phone: (850) 412-2722  
Fax: (850) 488-6975

The President of the Senate, the Speaker of the  
House of Representatives, and the  
Legislative Auditing Committee

## **INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of the New College of Florida, a component unit of the State of Florida, and its discretely presented component unit as of and for the fiscal year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated March 21, 2025, included under the heading **INDEPENDENT AUDITOR'S REPORT**. Our report includes a reference to other auditors who audited the financial statements of the blended and discretely presented component units, as described in our report on the University's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

### **Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the University's financial statements will not be prevented, or detected and corrected, on

a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, rules, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA  
Tallahassee, Florida  
March 21, 2025

# NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: April 9, 2025

**SUBJECT: Tenure Consideration**

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## **PROPOSED BOARD ACTIONS**

Approval of recommendation to grant tenure for Dr. Andrey 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.

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**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.

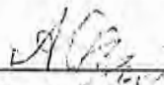
- Please use as much space as necessary.
- Please submit only an original.
- Original signatures are required.
- The application will become part of the faculty member's permanent College file.

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 \_\_\_\_\_

  
Applicant's Signature

01/28/2024  
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.

Candidate: \_\_\_\_\_

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  
Name of Chair, Provost's Advisory Committee

1/17/2025  
Date

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

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**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

Regular

Sporadic

Rare

(1) Option

☐☐☐

**Question 13**

Thank you for your feedback!

Candidate: Andrey Skripnik

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 thought 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,

A handwritten signature in cursive script, reading "Katherine M. Walstrom".

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.

New College of Florida | 5800 Bay Shore Road | Sarasota, FL 34243-2197 | 941-487-4596 | Fax: 941-487-4592 | [www.ncf.edu](http://www.ncf.edu)

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.

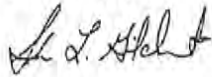


You wrote several letters for students, including ones for graduate school admission and for competitive scholarships.

### 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

01/12/2023  
\_\_\_\_\_  
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

08/23/2021  
Date

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 you 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





*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.

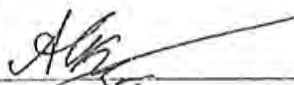
Thank you for everything you are doing for the college. I would be happy to discuss any topic related to your performance or your career trajectory with you. You will receive a final copy of this letter for your file after you have had a chance to review this letter and I have had an opportunity to incorporate

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





*College of 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. One 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	<u>Edward Gilchrist</u> <u>Michelle Barton</u>	<u>[Signature]</u> <u>[Signature]</u>	<u>27/1/2025</u> <u>1/17/2025</u>
PAC Chair	<u>Necmettin Yildirim</u>	<u>[Signature]</u>	<u>1/17/2025</u>
Provost	<u>David Rohrbacher</u>	<u>[Signature]</u>	<u>3-24-25</u>

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.





### 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.



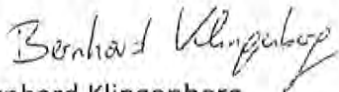
*"Goes above and beyond to provide feedback, clarifications, if a question is asked in class that he cannot immediately answer we get a long follow up announcement, Andrey is amazing."*

*"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  
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 Professor 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

## PAGE CONTINUED

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. Bort Necmettin Nildirim

Name of Chair, Provost Advisory Committee

Michelle E. Bort [Signature]  
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
<u>Necmettin Yildirim</u>	<u>[Signature]</u>	<u>12-16-24</u>
<u>Lia Shi</u>	<u>[Signature]</u>	<u>12-16-24</u>
<u>Kristopher Fennie</u>	<u>[Signature]</u>	<u>12-16-24</u>
<u>April Flakne</u>	<u>[Signature]</u>	<u>12/16/24</u>
<u>Alina Wymann</u>	<u>Alina Wymann</u>	<u>12/16/2024</u>
<u>Michelle Barton</u>	<u>Michelle Barton</u>	<u>12/16/2024</u>

WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR TENURE			
Divisional Recommendation	PAC Vote		Composite Recommendation
	Yes	No	
YES <u>23</u> NO <u>0</u>	YES <u>6</u> NO <u>0</u>		YES <u>✓</u> NO <u>   </u>
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	<u>23</u>	<u>0</u>
PAC Vote	<u>6</u>	<u>0</u>

Candidate: Skripnikov

## RECOMMENDATIONS ON THE CANDIDACY FOR TENURE

### Division Chair

- ☒ 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: [Signature]

Date: 27/7/2025

### Provost & Vice President for Academic Affairs

- ☒ 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 Rohrbaugh

Signature: [Signature]

Date: 3/24/25

### President

- ☒ 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]

Signature: Richard Corcoran

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.

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 Necmeth Yiblorin

Name of Chair, Provost Advisory Committee

Michelle Barton [Signature]

Signature of Chair, Provost Advisory Committee

4/17/2025

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 Promotion	6	Abstain	<input type="radio"/>
Deny Promotion	<input type="radio"/>	Absent	<input type="radio"/>
Defer Promotion	<input type="radio"/>	Ineligible	<input type="radio"/>

NAME

SIGNATURE

DATE

<u>Necmettin Yildirim</u>	<u>[Signature]</u>	<u>12-16-24</u>
<u>Xia Shi</u>	<u>[Signature]</u>	<u>12/16/24</u>
<u>Kristopher Fennie</u>	<u>[Signature]</u>	<u>12-16-24</u>
<u>April Flakne</u>	<u>[Signature]</u>	<u>12/16/24</u>
<u>Alina Wyman</u>	<u>Alina Wyman</u>	<u>12/16/2024</u>
<u>Michelle Barton</u>	<u>Michelle Barton</u>	<u>12/16/2024</u>

Candidate: Andrey Skripnikov

WEIGHTING PROCEDURE FOR MAKING COMPOSITE RECOMMENDATIONS FOR PROMOTION			
Divisional Recommendation	PAC Vote		Composite Recommendation
	Yes	No	
YES <u>23</u> NO <u>0</u>	YES <u>6</u> NO <u>0</u>		YES <u>✓</u> NO <u>   </u>
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	<u>23</u>	<u>0</u>
PAC Vote	<u>6</u>	<u>0</u>



# Andrey Skripnikov

Assistant Professor at New College of FL  
5800 Bay Shore Rd, Sarasota, FL 34243  
Github Account:

October 15, 2024

askripnikov@ncf.edu

[www.linkedin.com/in/andrey-skripnikov-489158a4](https://www.linkedin.com/in/andrey-skripnikov-489158a4)

[www.github.com/UsDAnDreS?tab=repositories](https://www.github.com/UsDAnDreS?tab=repositories)

## Education

- **University of Florida** Gainesville, FL  
*PhD in Statistics* 2012 - 2017
  - Dissertation title 'Topics in Joint Estimation of Vector Autoregressive Models'
  - Passed two comprehensive qualifying exams during first and second years of the program.
- **University of Florida** Gainesville, FL  
*Master in Statistics* 2012 - 2015
- **Lomonosov Moscow State University** Moscow, Russia  
*Bachelor of Science in Applied Mathematics and Computer Science* 2007 - 2012

## Employment

- **Assistant Professor of Applied Statistics** Sarasota, FL  
*New College of Florida* 2019-now
  - Conducting research in areas of variable selection, time series, sport analytics and social media data.
  - Teaching graduate- and undergraduate-level courses in data science and statistics.
  - Sponsoring senior thesis research (graduation requirement of our Honors college).
  - Contributing to creation of the Statistics major at the college.
  - Academic advising of students (planning their course schedules, connecting them to campus resources, etc).
  - Serving on standing and admissions committees.
- **Lecturer/Research Associate of Data Science** Houston, TX  
*University of Houston* 2017-2019
  - Conducting research in areas of neural network modeling for high-dimensional neuroimaging time series data, predictive analytics.
  - Serving as instructor for both graduate and undergraduate-level courses in data science.
  - Serving on the Math department committee for the undergraduate option in Data Science. Helping develop courses and the overall curriculum.
  - Organizing "Data Science in Sports" weekly club meetups for graduate students.
  - Participating in workshops organized by Data Science Institute, helping bring in interesting speakers to University of Houston.

• **Graduate Assistant in Statistics**  
*University of Florida*

Gainesville, FL  
 2013-2017

- Conducted research in areas of multivariate time series analysis and regularized estimation. Worked with econometric and neuroimaging data.
- Taught and graded labs three times a week for an introductory course in statistics. Tutored students in preparation for exams.

### Grants, Awards & Honors

PI for 38,618\$ grant from Tampa Bay Environmental Restoration Fund 2022 . . . . . 2022-2024  
 Thesis student's 2nd place in national Undergraduate Statistics Project Competition    Spring 2022  
 Thesis student's 2nd place in national Undergraduate Statistics Project Competition    Spring 2024

### Research interests

Applied statistics, time series analysis, high-dimensional data, regularized estimation, variable selection, sport analytics. Applications to econometrics, social media, marketing and sports.

### Peer-Reviewed Publications

1. **Skripnikov, A.**, et al. "Twitter User Account Classification to Gain Insights into Communication Dynamics and Public Awareness During Tampa Bays Red Tide Events." - accepted to be published in the proceedings by The Florida Artificial Intelligence Research Society (FLAIRS) May 19-21, 2024, Miramar Beach, FL.
2. **Skripnikov, Andrey.** "Partially constrained group variable selection to adjust for complementary unit performance in American college football." *Journal of Applied Statistics* 51.3 (2024): 606-620.
3. Lee, Veronica, and **Skripnikov, Andrey.** "Spatial modeling of the relative abundance of wading birds in peninsular Florida using citizen science data." *Ecosphere* 14.6 (2023): e4568.
4. **Skripnikov, A.**, et al. "Using localized Twitter activity to assess harmful algal bloom impacts of *Karenia brevis* in Florida, USA." *Harmful Algae* 110 (2021): 102118.
5. **Skripnikov, Andrey**, and George Michailidis. "Regularized joint estimation of related vector autoregressive models." *Computational statistics & data analysis* 139 (2019): 164-177.
6. **Skripnikov, A.**, and G. Michailidis. "Joint estimation of multiple network Granger causal models." *Econometrics and Statistics* 10 (2019): 120-133.
7. **Skripnikov, Andrey.** "Topics in Joint Estimation of Vector Autoregressive Models." Diss. University of Florida, 2017.

### Papers Under Review.

- Skripnikov, A.V., Cemek, A., Gillman, D. (2024) "Leveraging Minute-by-Minute Soccer Match Event Data to Adjust Teams Offensive Production for Game Context" by *The Journal of Quantitative Analysis of Sports*
- Skripnikov, A.V. (2024). "Partially Regularized Ordinal Regression to Measure Impacts of Complementary Unit Performance in American College Football" by *The American Statistician*
- Cemek, A., Skripnikov, A.V., Gillman, D. (2024). "Statistical Adjustment for Tactical Choices When Evaluating Teams Offensive Output Across Five Major European Club Soccer Leagues" by *The Open Sports Sciences Journal*
- Roy, T., Sparra, J.H., Skripnikov, A., Gilchrist, S.(2024). "Fostering Environmental Responsibility with JellyBean: A Google Cardboard VR-based Case Study on Cultivating Awareness in Middle and High School Students about Marine Ecology and the Impact of Everyday Pollutants." by *Frontiers in Virtual Reality*
- Roy, T., Wills, A., Skripnikov, A., Rycyk, A., Flueggue, E. (2024) "Immersive Conservation: Leveraging Virtual Manatees to promote Manatee conservation awareness among K12 students" by submitted to 30th Annual Association of Computing Machinery (ACM) Conference on Intelligent User Interfaces, Cagliari, Italy

### Work In Progress.

- Akyol, B., Skripnikov, A.V., Beck, M., Fitzgerald, T. "Discussions of Environmental Issues Pertinent To Tampa Bay Region by Distinct User Groups on Twitter"
- Neffati, F., Skripnikov, A.V., Roy, T., Beck, M., Jackson. S, "Twitter/X Analytics Dashboard for Discussions of Red Tide in Tampa Bay Region"

### Publications in Non-Peer Reviewed Conference Proceedings

- Skripnikov, A.V., Cemek, A., Gillman, D. (2024) "Statistical Adjustment for 'Prevent Defense' When Evaluating Team Performance in Soccer" by 2024 JSM Proceedings, Section on Statistics in Sports. Portland, OR: American Statistical Association. Zenodo URL
- Skripnikov, A.V. (2023) "Partially Regularized Ordinal Regression to Measure Impacts of Complementary Unit Performance in American College Football" by 2023 JSM Proceedings, Section on Statistics in Sports. Toronto, Ontario, Canada: American Statistical Association. Zenodo URL
- Skripnikov, A.V. (2021) "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football" by 2021 JSM Proceedings, Section on Statistics in Sports. Seattle, WA: American Statistical Association.
- Skripnikov, A.V., G. Michailidis (2016), "Estimation of Multi-Granger Network Causal Models" by JSM Proceedings, Section on Statistical Learning and Data Science. Chicago, IL: American Statistical Association.

## Presentations & Posters

- Cemek, A., **Skripnikov, A.V.**, Gillman, D., "Statistical Adjustment for 'Prevent Defense' When Evaluating Team Performance in Soccer"
  - Accepted for 15-minute presentation at the Joint Statistical Meetings, August 2024.
  - Accepted for poster presentation at Cascadia Symposium on Statistics in Sports in Vancouver, September, 2024.
- **Skripnikov, A.**, et al. "Twitter User Account Classification to Gain Insights into Communication Dynamics and Public Awareness During Tampa Bays Red Tide Events." -
  - 20-min presentation at The Florida Artificial Intelligence Research Society (FLAIRS) May 19-21, 2024, Miramar Beach, FL.
- **Skripnikov, A.V.**, "Partially Regularized Ordinal Regression to Measure Impacts of Complementary Unit Performance on Scoring in American College Football."
  - Presentation at the Joint Statistical Meetings, August 2023.
  - Presentation at the Symposium on Data Science and Statistics (American Statistical Association), May 2023.
  - Poster at New England Symposium of Statistics in Sports (NESSIS), October 2023.
- **Skripnikov, A.V.**, "Partially Constrained Group Variable Selection to Adjust for Complementary Unit Performance in American College Football"
  - Presentation at the Symposium on Data Science and Statistics (American Statistical Association), June 2022.
  - Presentation at the Natural Sciences Seminar at the New College of Florida, October 2021.
  - Speed talk at Joint Statistical Meetings, Section on Statistics in Sports, August 2021.
- **Skripnikov, A.V.**, Nathaniel Wagner, "Twitter Analytics for Florida Red Tide Impact Assessment"
  - Presentation at BASIS 7-ANEP ("Bay Area Scientific Information Symposium & The Association of National Estuary Programs"), March 2022
  - Presentation for Tampa Bay Estuary Program meeting, January 2021.
  - On-demand presentation for National Coastal & Estuarine Virtual Summit 2020.
- **Skripnikov, A.V.**, "Estimation of Multi-Granger Network Causal Models":
  - Contributed paper at Joint Statistical Meetings (2016), Section on Statistical Learning and Data Science. Chicago, IL;
  - Poster at Data Science and Statistical Learning Conference (2016), UNC Chapel Hill, NC;
  - Poster at University of Florida Informatics Institute Symposium (2016), Gainesville, FL;
  - Speed talk and poster at ASA Florida Chapter Meeting (2016), FSU, Tallahassee, FL;
  - Talk and poster at University of Florida Informatics Institute Symposium (2015), Gainesville, FL;
  - Contributed paper at Joint Statistical Meetings (2015), Section on Business Analytics and Financial Econometrics. Seattle, WA;



- **Skripnikov, A.V.**, "Joint Estimation of Panel VARs Sharing Common Structure"  
- Contributed paper at ENAR Spring Meeting (2017), Section on Graphical Models and Statistical Graphics, Washington, DC.
- **Skripnikov, A.V.**, "Topics in Joint Estimation of Vector Autoregressive Models"  
- Dissertation defense at Statistics Department (2017), University of Florida, Gainesville;

### Undergraduate Senior Theses Supervised

- "Spatial Modeling of the Relative Abundance of Bird Populations in Peninsular Florida"
- "Studying the Effects of Score Differential on Offensive Output When Evaluating Team Performance in Soccer"
- "Tampa Bay Twitter Environmental Analytics Dashboard"
- "Care to Comment on FLOSSing? Issue Comments and Disengagement in Open Source"
- "Modeling Ecological Interactions Between Two Species of Parasitoid Wasps"
- "The Relationship between Precinct Polling Locations and Turning Out to Vote"
- "Effects of Multicollinearity in Variable Selection Algorithms"

### Teaching

- **Applied Linear Models undergraduate course** Sarasota, FL  
*New College of FL* Fall 2020 - now  
- Fully developing the course structure from scratch (slides, homeworks, projects and exams).  
- Teaching lectures, grading exams, conducting project assignments for a class of 3-5 students.
- **Statistical Learning undergraduate course** Sarasota, FL  
*New College of FL* Fall, 2019 - now  
- Fully developing the course structure from scratch (slides, homeworks, projects and exams).  
- Teaching lectures, grading exams, conducting project assignments for a class of 3-8 students.
- **Applied Statistics graduate sequence** Sarasota, FL  
*New College of FL* Fall-Spring, 2019 - now  
- Fully developing the course structure from scratch (slides, homeworks, projects and exams).  
- Teaching lectures, grading exams, conducting project assignments for a class of 12-17 students.

- **Sports Analytics: Importance of Probability-Based Thinking in Sports** Sarasota, FL  
*New College of FL* January, 2024
  - Developing materials and planning regular meetings with a group of 10 students (all first-years), along with the out-of-class assignments and activities (both individual and group).
  - Moderating group discussions, supervising and grading group capstone projects.
- **Exposing Lies in a Data-Driven World first-year course** Sarasota, FL  
*New College of FL* January, 2021 & 2022
  - Collaborating with another professor to plan regular meetings with a group of 11 students (mostly first-years), along with the out-of-class assignments and activities (both individual and group).
  - Moderating group discussions, supervising and grading group capstone projects.
- **Advanced Modeling and Time Series Analysis graduate course** Sarasota, FL  
*New College of FL* Fall, 2020
  - Fully developing the course structure from scratch (slides, homeworks, projects and exams).
  - Teaching lectures, grading exams, conducting project assignments for a class of 13 students.
- **Machine Learning graduate course** Houston, TX  
*University of Houston* Spring, 2019
  - Fully developing the course structure from scratch (slides, homeworks, projects and exams).
  - Teaching lectures, grading exams, conducting project assignments for a class of 25 students.
- **Data Science & Machine Learning undergraduate course** Houston, TX  
*University of Houston* Fall, 2018 - Spring, 2019
  - Fully developed the course structure from scratch (slides, homeworks, labs, projects and exams).
  - Teaching lectures, grading exams, conducting labs and project assignments for class of 80 students.
- **Statistical Computing graduate course** Houston, TX  
*University of Houston* Fall, 2017-2018
  - Fully developed the course structure from scratch (slides, homeworks, projects and exams).
  - Teaching lectures, grading exams, conducting project assignments for a class of 30 students.
- **Biomedical Modeling graduate course** Houston, TX  
*University of Houston* Spring, 2018
  - Fully developed the course structure from scratch (slides, homeworks, and exams).
  - Teaching lectures, grading exams and homeworks.
- **Teaching Assistant for online course in Introductory Statistics** Gainesville, FL  
*University of Florida* Summer, 2017
  - Performed and recorded online tutoring sessions for a class with enrollment of 180 students.
  - Graded project assignments.
- **Teaching Assistant for Introductory Statistics course** Gainesville, FL  
*University of Florida* 2013 - 2014; 2015- 2016.
  - Taught and graded laboratory work for three sections of 40 students each.
  - Tutored students in preparation for exams for this course with total enrollment of 1800 students.

## Service

- **Faculty Appointment and Status Committee** Sarasota, FL  
*New College of FL* *Fall 2021 - now*
  - Running faculty elections, which included verifying voter rolls, sending out Qualtrics ballots/surveys/polls, tallying the ballots.
  - Working on issues directly impacting faculty's standing, evaluation and morale (e.g. tenure and promotion guidelines, teaching evaluations format, faculty handbook language, etc).
- **Academic Advising** Sarasota, FL  
*New College of FL* *Fall 2020 - now*
  - Advising students from various majors on their pathways to graduation, including which classes to take and when, helping them register for those classes, etc. Currently have 12 advisees, spanning majors from Biology to Economics to Computer Science to Statistics.
  - Reminding students of crucial deadlines (declaring the major, thesis planning, drop/add, contract renegotiation).
- **Admissions & Scholarship committee for Masters in Data Science** Sarasota, FL  
*New College of FL* *Spring 2022, Spring 2024*
  - Reviewing applications for both the admission and financial aid.
- **Ad-Hoc Committee on Salary Inversion/Compression** Sarasota, FL  
*New College of FL* *Fall 2023 - now*
  - Conducting detailed data analysis of (publicly available) faculty salaries to detect and advise on correcting the issues of inversion and compression.
- **Undergraduate Statistics Program Development** Sarasota, FL  
*New College of FL* *Spring 2020 - now*
  - Starting the Statistics major in Spring 2020.
  - Participating in various year-round student recruiting events (mini-classes, academic fairs, etc).
  - Coordinating with other programs on consistency of statistics requirements across the College.

**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 Professor 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



## **PAGE CONTINUED**

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.



School of Data Science  
9105 University Road, Charlotte NC 28223  
<https://datascience.charlotte.edu>

September 30, 2024

Dear Dr. Gilchrist,

It is my great pleasure to provide this letter of evaluation for **Andrey Skripnikov**. A brief introduction to my background so that you and your colleagues have some context for the evaluation which follows. I am Professor of Sports Analytics and Data Science at the University of North Carolina (UNC) Charlotte. Before joining UNC Charlotte in 2024, I was Professor of Statistics at St. Lawrence University (SLU) in Canton, NY for 22 years. Similar to New College of Florida (NCF), SLU is a small undergraduate-focused liberal arts college. Since 2010, my main area of research has been in the area of the statistical analysis of sports data, ie. sports analytics. I have known Andrey for several years since the community of academics doing serious work in sports statistics is small. (Perhaps a statistician should quantify the size of this group, so I will estimate that number at  $100 \pm 20$  who are regularly active and another  $120 \pm 30$  who are occasionally active in this field.) My own work has primarily been in ice hockey and I have done some work in American professional football. Since Dr. Skripnikov's sports work has primarily been in college football, our paths have crossed but we have never had extensive interactions, nor have we collaborated on a project. In the past several years I have chaired two sessions at the Joint Statistical Meetings where Andrey was one of the speakers. To add additional context to my background, for the 2018-2019 and 2021-2022 academic years, I chaired the *Professional Standards Committee* which is SLU's promotion and tenure committee. Thus, I believe I have an appreciation of your task at hand. To summarize what follows: Dr. Skripnikov is a productive scholar working on interesting problems and publishing in appropriate outlets.

My evaluation below will focus on Dr. Skripnikov's scholarship record and the materials submitted to me. I do not have any direct experience with their teaching or their service.

Since 2019, the year in which Andrey joined NCF, he has published or had accepted six peer-review articles. Five of these are in journals with impact factors of 1.2, 1.4, 2.0, 2.7, 5.5. Dr. Skripnikov is first author on five of these. These articles cover more theoretical topics (the articles from *Computational Statistics & Data Analysis* and *Econometrics and Statistics*), statistical methodology (the *Journal of Applied Statistics* paper), and interesting and relevant applications of statistical methods (the *Ecosphere*, the *Harmful Algae*, and the *FLAIRS* papers). In addition to Andrey's productivity, these papers show variety and versatility which likely means that Dr. Skripnikov can

mentor and collaborate with a range of students and colleagues at NCF.

Since some of Dr. Skripnikov's work is collaborative, I want to share the guidelines from the American Statistical Association (ASA) regarding the evaluation of faculty excellence particularly as it relates to the assessment of interdisciplinary contributions to published work. From the ASA's 2018 *Overview of Statistics as a Scientific Discipline and Practical Implications for the Evaluation of Faculty Excellence*

(<https://www.amstat.org/asa/files/pdfs/POL-Statistics-as-a-Scientific-Discipline.pdf>):

... The criteria for excellence in scholarship can include a specialized research program. However, the criteria also expand well beyond to much more collaborative interdisciplinary scenarios that, if truly relevant to the subject-matter sciences, are bound to be inherently interwoven with the very fabric of other scientific disciplines. ...

It should be recognized that statistics faculty members would most likely not be first author, senior author, or, obviously, single author on publications arising from collaborative research. For this reason, judging excellence of a given publication by 'percent contribution' is an exercise in asking the wrong question. The relevant question should be: 'Could the research have been published without the contribution of the collaborating statistician' Or, possibly, more important, 'Would the quality of the research have been substantially compromised without the statistician's contribution?'

It might not be required in 2024, but I feel compelled to add a justification for the study of sports in academia. Personally I think that sports as an aspect of society is an important discipline for study from a myriad of lenses. But the reason that I was drawn to the statistical analysis of sports data and that I continue to work in this area is that it generates heightened interest among undergraduates in statistics and data science. Not all, but many, students come to sports with questions they want to answer. This is not the case for other application areas — survey sampling and bioauthentication — in which I have worked extensively. This inherent motivation to answer their own queries makes students willing to invest in learning techniques and methods they otherwise would not have learned. Further, sports is an important economic engine of society. In 2022 Morones Analytics estimated that the revenue for college athletics alone was \$13.6 billion.<sup>1</sup> This is a major industry that warrants rigorous statistical methods and research.

A few more comments about Andrey's portfolio are warranted. First, Dr. Skripnikov also has several articles that are in press or under review. By my count there are seven of these. This is laudable and suggests that he will continue on a productive trajectory and will be an active scholar after his tenure review. Second, as was the case for his publications above, the outlets in which Andrey's is targeting for these manuscripts are reputable journals. I'm most familiar with *The American Statistician* and *The Journal of Sport Sciences* but *Frontiers in Virtual Reality* likewise seems to be a quality venue for publication. Finally, some of Andrey's work clearly has undergraduate co-authors, notably and repeatedly Ahmet Cemek, and, from my perspective, this

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<sup>1</sup><https://moronesanalytics.com/following-the-money-in-college-sports/>



seems to fit well the mission of New College of Florida.

Overall, based upon the dossier that I have been given to evaluate, I find that Dr. Andrey Skripnikov is an active scholar, doing substantial and quality work that is appearing in respected journals.

All the best in your deliberations. Sincerely,

A handwritten signature in cursive script, reading "Michael E. Schuckers".

Michael Schuckers,  
Professor of Sports Analytics and Data Science  
schuckers@charlotte.edu

# UNIVERSITY of HOUSTON

College of Natural Sciences and Mathematics  
Department of Mathematics

September 29, 2024

To the promotion and tenure committee:

It is my pleasure to respond to your request and give a highly positive evaluation of Dr. Skripnikov qualification for promotion to the rank of associate professor with tenure. I therefore strongly support his promotion.

I have known Dr. Skripnikov since he was a research associate in the University of Houston Math Department Data Science program in 2017 - 2019. We had several discussions when he was a member of the math department in UH and later Dr. Skripnikov came to Houston and we also had an opportunity for a scientific discussion.

Dr. Skripnikov graduated with a Ph.D. in statistics and his research interests lie in applied statistics including spatial data analysis and time-series analysis. He is also interested in applying statistical methods to sports analytics.

I am highly impressed with Dr. Skripnikov research and teaching record. In particular, he published two papers in 2019 and then four papers while he was a faculty in the New College of Florida. He also has three more paper under review. Moreover, Dr. Skripnikov' research interest are diverse - there are two single-author papers and one collaborative paper related to sport analytics, several papers related to twitter analytics on environmental issues in the Tampa bay area, publication with a student related to the spatial statistical analysis of bird populations, statistical analysis of environmental conservation education. Dr. Skripnikov is collaborating on several research projects with different groups, as well as conducting independent research. I was also highly impressed that Dr. Skripnikov obtained outside research funding from the Tampa Bay Environmental Restoration Fund. It is becoming increasingly difficult to obtain external funding, and this award indicates that the importance of Dr. Skripnikov research is recognized by an external organization. Dr. Skripnikov also regularly participates in conferences and presents his research. Overall, Dr. Skripnikov research and publication record is comparable with most tenure cases in the Department of Mathematics in the University of Houston. Judging by his current record, I am confident that Dr. Skripnikov will continue his research efforts resulting in many publications in the future.

Dr. Skripnikov is also involved in undergraduate research. He supervised seven undergraduate students and at least two undergraduate research projects (Veronica Lee and Ahmet Cemek) resulted in publications (published or submitted) in peer-reviewed scientific journals. The work with Veronica Lee was published in a scientific journal (Ecosphere) with a high rating. Moreover, Veronica Lee received a 2nd place research competition award from the American Statistical Association. This is a valuable contribution to the undergraduate education and research that would be recognized by any university, including the University of Houston.

I had a chance to observe Dr. Skripnikov teaching when he was in the University of Houston in 2017-2019. In fact, Dr. Skripnikov joined our department when we just started our Master of Data Science program and had to develop several graduate classes from scratch. He did an excellent job and our students always highly appreciated his teaching efforts. His teaching was always highly professional and efficient mixing in-class lectures and practical hands-on assignments. Many students really liked his sports analytics examples and assignments. Overall, Dr. Skripnikov is an excellent educator and our department really missed him when he left.

My above comments should make it clear that I believe Dr. Skripnikov to richly deserve promotion to associate professor with tenure. Therefore, I recommend that he be promoted to the



rank of associate professor with tenure most strongly and without reservation. If you need more information about Dr. Skripnikov's qualifications, please do not hesitate to contact me by email at [itimofey@Central.UH.EDU](mailto:itimofey@Central.UH.EDU), or by phone at 713-503-0749.

Sincerely,  
Ilya Timofeyev  
Professor  
<https://www.math.uh.edu/~ilya/>

A handwritten signature in black ink, appearing to read "Ilya Timofeyev", written in a cursive style.

September 30, 2024

Sandra Gilchrist, PhD  
Professor of Biology and Marine Science  
New College of Florida  
5800 Bay Shore Road  
Sarasota, FL 34243

Dear Professor Gilchrist:

I am pleased to provide a review of the scholarly work of Dr. Andrey Skripnikov's scholarly work in anticipation of his promotion to Associate Professor with tenure at New College of Florida. I became acquainted with Dr. Skripnikov when the two of us were scheduled to speak in the same section on applications of statistics to sports at the Symposium for Data Science and Statistics in May of 2023. Since that time, we often find ourselves speaking in the same session at various conferences due to the similarities in our work. This letter is an evaluation of Dr. Skripnikov's scholarly work.

I understand that New College values faculty that are active, visible researchers, who produce high quality work. I also understand that the quantity of research is not the same as would be expected at a research university; even so, I would like to address quantity. Under peer-reviewed publications on his CV, Dr. Skripnikov lists 7 publications, one of which is his thesis, which I suspect was not peer-reviewed in the usual sense. Two publications are based on twitter activity referencing Red Tide events. These papers are similar in that both papers leverage Twitter data to analyze public responses to environmental issues, specifically red tide events in Florida. In addition, both use advanced techniques, such as sentiment analysis and machine learning, to derive insights from Twitter data. However, there are enough differences for them to be distinct publications. The 2021 paper focuses more on correlating Twitter activity with environmental conditions and using it as a potential monitoring tool, whereas the 2024 paper is more concerned with classifying user types to better understand communication patterns and public awareness. The papers focus on different aspects of the Twitter data analysis process. This means Dr. Skripnikov has published 6 peer reviewed articles, only two of which are with his thesis advisor. This amounts to one paper per year as an assistant professor, which is reasonable considering New College's demands on faculty. The fact that most of them are published without his advisor indicates Dr. Skripnikov has developed into an independent researcher. In addition, Dr. Skripnikov has 4 papers under review and 3 works in progress, indicating that he has a continuous pipeline of research activity.

In keeping with New College's mission of undergraduate research, Dr. Skripnikov has published two papers with undergraduate researchers. One of them, "Spatial modeling of the relative abundance of birds in peninsular Florida, USA" was published in *Ecosphere*, which has an impact score of 4.7 and is an open-access journal of the Ecological Society of America. The statistical modeling done in this article is rather sophisticated, involving quasi-Poisson general additive models with spatial random effects and other candidate models for species abundance data. This article speaks to Dr. Skripnikov's facility with high-dimensional complex spatial models, and his ability to work with a student through such a complex modeling process.

The other article published with a student is entitled "Statistical Adjustment for Tactical Choices When Evaluating Teams Offensive Output Across Five Major European Club Soccer Leagues" speaks to Dr. Skripnikov's

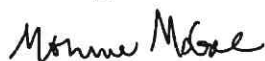
interest in sports analytics. This paper is under still under review. Regardless of its fate, the manuscript is interesting as an example of the many skills Dr. Skripnikov has and that he taught his student. The paper involves webscraping from a variety of websites, all of which likely have different structures that make automatic scraping quite challenging. After the data were obtained, extensive cleaning was needed for them to be in shape for modeling. The models attempted were a Poisson GLM, a Negative Binomial GLM, a Poisson General Additive model, and a negative binomial GAM. The general classes of GLMs and GAMs are important for students to know; however, they are generally taught at the graduate level. This means that Dr. Skripnikov was able to help an undergraduate student learn sophisticated methods well enough to apply them to a data set that was in no way ideal given the amount of work necessary to obtain it. In other words, Dr Skripnikov has demonstrated ability to work successfully with students on complex research projects, which is in fulfillment of New College's mission.

Finally, I turn to the three papers under review. One of them has already been described as exemplary work with a student. One of the others is a single-authored paper on measuring complementary unit performance in American football with partially regularized ordinal regression (Football Paper for future reference). The other paper is about the use of VR to increase awareness of marine ecology for middle and high school students (VR paper for future reference). The Football Paper is an excellent example of a new twist on an old subject. Many people have analyzed the performance of offensive and defensive units in football separately, as if their events were independent. However, they are not, as performance of one unit can affect strategy and performance of the other. This paper displays Dr. Skipnikov's skills in web scraping, data cleaning, statistical applications. The methodology used in the article is not new, yet it is applied in a new way to determining the effect of defensive takeaways on offensive scoring. Adding the extra nuances of defensive non-scoring takeaways and yards allowed changes some of the college football rankings in the 2016 season. I would love to see this model employed as we moved toward a 12-team college football playoff!

Regarding the VR paper, only 12 subjects were examined, yet a mixed effects model was employed for analysis. I would have employed a simpler model due to the small sample size. Indeed the confidence intervals for the effects are quite wide and there is no evidence of statistical discernability for some of the student learning objectives. That said, the paper is intriguing and is a good example of Dr. Skripnikov's ability to work with others from different disciplines on an interesting application with implications for the education of the future.

After a review of Dr. Skripnikov's work, my determination is that he has met the requirements that New College expects of assistant professors in terms of their promotion to associate professor with tenure. Therefore, I recommend that he be promoted.

Sincerely,



Monnie McGee  
Associate Professor  
Statistics and Data Science  
Southern Methodist University  
Dallas TX USA

### **PROPOSED BOARD ACTION**

Approval of New College of Florida's 2025 Accountability Plan to be submitted to the Board of Governors by April 25, 2025. The Accountability Plan will be presented at the June meeting of the Board of Governors.

### **BACKGROUND**

In accordance with Florida Statute 1001.706 and Board Regulation 2.002, New College of Florida's 2025 Accountability Plan outlines the College's top priorities and strategic directions, and reports performance on previously approved institutional and system goals. The Plan also includes a specific endorsement of the BOG's Statement on Free Expression.

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**Supporting Documentation Included:** 2025 Accountability Plan

**Facilitators/Presenters:** David Rohrbacher, *Provost and Vice President of Academic Affairs*

# 2025 ACCOUNTABILITY PLAN

NEW COLLEGE OF FLORIDA

*April 9, 2025*





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## INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022.

Recommendation II recommends that "each university's Accountability Plan ... include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

# STRATEGY

## Mission Statement

As part of man's long struggle to defeat ignorance by pursuing truth, New College educates its students in the great traditions and moral disciplines of our civilization so that they can lead principled lives of consequence.

Through academic excellence, New College develops within students the capacity to think critically and humanely and to conduct themselves with civility, courage, and honor. Together, we seek the good, the true, and the beautiful, in the firm knowledge that only through the eternal verities can we move the earth.

New College of Florida promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.

## Statement of Strategy

Our path to becoming the preeminent liberal arts college in the country centers on a commitment to excellence in all areas:

**Attracting Exceptional Students:** We will cultivate a thriving student body by offering a transformative academic experience – featuring world-class faculty and a groundbreaking core curriculum blending classical wisdom (*logos*) with practical skills (*techne*) – complemented by enriched academic offerings, strategic marketing, improved facilities, vibrant extracurriculars, competitive athletics, and a superior student life experience. This will be supported by enhanced financial aid, targeted outreach to transfer students via articulation agreements, and the recruitment of diverse learners through select graduate and online programs. Our goal is to consistently attract and retain the highest caliber of students.

**Building a Strong Financial Foundation:** We will actively pursue public and private funding to fuel our growth and support our ambitious goals for students and faculty.

**Elevating Our National Standing:** We will achieve greater prestige by attracting and retaining world-renowned faculty aligned with our mission, delivering an unparalleled academic program that uniquely equips students through the *logos* and *techne* framework, upgrading our infrastructure to meet modern expectations, and boldly serving as a national leader in upholding the principles of free speech and inquiry, through campus dialogue and public forums.



## STRATEGY (cont.)

### Graduation Rate Improvement Plan Update

At New College of Florida, our dedication to increasing student graduation rates is demonstrated through tangible progress and strategic initiatives. The 11% improvement in Fall 2023 first-time-in-college (FTIC) student retention underscores the effectiveness of our early intervention efforts. Our early warning system, leveraging both faculty assessments and the Mighty Banyan Chatbot, allows us to proactively identify and support students at risk. This system, coupled with dedicated follow-up from academic advisors and our enhanced academic support services, is designed to foster student success and improve graduation outcomes.

In the 2023-24 academic year, New College further invested in student success through targeted actions. We established a comprehensive Academic Support Services one-stop shop, bringing together key resources to provide seamless assistance. The launch of the Mighty Banyan Chatbot has provided valuable insights into student needs, evidenced by the 93% student opt-in rate and significant engagement, with over 3600 messages exchanged. Additionally, our partnership with Knack has dramatically expanded access to tutoring, with students utilizing over 525 hours of support – an 88% increase – directly contributing to their academic progress.

#### **Actions Taken in 2024-25**

**1. Establishment of the Academic Coach Office**

The College established the Academic Coach Office and assigned an academic coach to all incoming undergraduate students starting in Fall 2024. Academic coaches support students with pre-registration, help them navigate the academic landscape, and assist them in accessing and utilizing campus resources to succeed in the classroom. Importantly, because faculty are not on contract during the summer, academic coaches are able to advise incoming students prior to the start of the academic year, improving early onboarding and preparedness.

**2. Integration of Academic Support Services**

New College created a coordinated, student-centered model by bringing academic coaches, advising, the Student Success Center (SSC), tutoring services, and the Writing Resource Center under one umbrella. Weekly coordination meetings among these units have enhanced communication, service delivery, and data tracking. This structure enables real-time monitoring of student engagement with support services and allows for timely, individualized academic interventions.

**3. Closer Alignment Between Early Alerts and Support Services**

The Mid-Semester Progress Reports (MSPR), which serve as our early alert system, are now more effectively connected to academic support services. When students are flagged for academic concerns, alerts are routed directly to relevant staff for prompt outreach and follow-up. Data show that students who are flagged in MSPR and subsequently use tutoring services increase their course pass rate from 85% to over 90%. Similarly, students who access the SSC after being flagged see comparable improvements. These results highlight the importance of early intervention and the measurable impact of integrated academic support.

## STRATEGY (cont.)

### Key Achievements for Last Year (Student, Faculty, Program, Institutional)

#### **Student Achievements**

- Ahmet Cemek won second place in the undergraduate statistics project contest sponsored by the American Statistical Association (ASA).
- Isabelle Campesi was awarded the prestigious Benjamin A. Gilman International Scholarship to support her study at the Dublin Ireland: Writer's Program competitive Critical Language Scholarship (CLS) Program.
- Alexander Konuch was awarded the prestigious Benjamin A. Gilman International Scholarship to support his study at Catholic University in Lyon, France.
- Kyla Baal was awarded the prestigious Fulbright Fellowship to support her research project in Bulgaria titled "The Politics of Subsidiary Symbols on Amphorae and Currency Between Thrace and Greece".
- Cynthia Lucas was awarded the prestigious Fulbright English Teaching Assistantship in Taiwan.
- Joshua Ingram was named to SRQ Magazine's latest "35 Under 35" list, a recognition of the most accomplished young professionals on Florida's Gulf Coast.
- Ana Cedeno Escobar wins the Academic Excellence Award for senior thesis discovering which molecules from bacteria may cause problems in human cells, possibly leading to diseases.

#### **Faculty Achievements**

- History Professor Carrie Beneš and her research team were awarded an additional \$120,000 grant as part of the National Endowment for the Humanities' Scholarly Editions and Translations program to support the La Sfera Project, an open-access multimedia edition of Goro Dati's fifteenth-century poem La sfera (The Globe).
- Natural Science Professors Sandra Gilchrist, Samantha Levell, and Tania Roy were awarded \$24,000 in grant funds for their projects that support summer interns employed through the Environmental Discovery Awards Program (EDAP).
- Economics Professor Tarron Khemraj Published in Resources Policy featuring an article on natural resources and oil in Guyana and Suriname.
- Coastal and Marine Science Professor Gerardo Toro-Farmer has been sub-awarded a \$41,000 for the study, "AI-Directed Tool Development for Pathogenic 'Flesh-eating' Vibrio Bacteria Prediction and Control," funded by the Gulf of Mexico Alliance's Gulf Start Program
- Dr. Bruce Gilley, Presidential Scholar in Residence, recently had a column published in Law & Liberty. His column lays out the argument of the state of capitalism in America.

#### **Program Achievements**

- The Master's in Marine Mammal Science Program enrolled its first cohort in Fall 2024.
- The Master's in Applied Data Science was ranked in Top 25 "Best Data Science Master's Programs" in 2023 by Fortune Magazine.

#### **Institutional Achievements**

- New College of Florida maintained its status as a top-ranked public liberal arts college
  - #1 among public liberal arts colleges (Washington Monthly)
  - #7 among public liberal arts colleges (U.S. News & World Report)
  - Recognized as a "great option" for students seeking a university that promotes freedom, opportunity, and upward mobility, while fostering free expression and open academic inquiry. (Heritage Foundation)

## STRATEGY (cont.)

### Performance-Based Funding Goal Adjustments

New College made a significant increase in the following metric this year. Both Fall 2023 and Fall 2024 FTIC cohorts are very similar in terms of the student profile. We expect the academic progress rate to remain at a similar level in the near future.

Metric 5: Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

2024-25	2025-26	2026-27	2027-28	2028-29
.	.	.	.	.
85.0	86.0	87.0	88.0	.
82.0	83.0	84.0	85.0	88.0

Due to the transformative changes at New College and the associated student attrition, a significant disparity in the four-year and six-year graduation rates for the Fall 2021 and Fall 2022 cohorts is anticipated.

Metric 4: FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

2021-25	2022-26	2023-27	2024-28	2025-29
.	.	.	.	.
50.0	50.0	50.0	60.0	.
40.0	50.0	50.0	60.0	60.0

Metric 9b: BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

2019-25	2020-26	2021-27	2022-28	2023-29
.	.	.	.	.
55.0	55.0	55.0	55.0	.
55.0	55.0	40.0	50.0	55.0

## STRATEGY (cont.)

### Enrollment Management

New College exceeded its enrollment goal with a larger-than-expected enrollment in Fall 2024. We are on track to maintain the enrollment goals we established in our 2024-2029 New College of Florida Business Plan. These goals project New College to hit an enrollment target of 1,300 students by Fall 2029. Over the past two years we have been building out our key strategies to achieve our goals, including developing a framework for understanding change at New College; rewriting our New College enrollment strategic plan; performing a thorough assessment of competitive landscape; preliminary economic analysis of New College; developing a three-year plan based on quantitative goals and initial segmentation; qualitative assessment and issues; and implementing new strategies for targeting the top 1% of students.

Starting from 2023-2024, New College of Florida Enrollment Management team has taken the following actions to build connections with high schools as well as state colleges, and strengthen outreach to targeted exceptional prospective students and high schools.

- Working diligently with Take Stock in Children to cultivate stronger connections and cooperative scholarships with four local counties and the state organization.
- Offered 6 Summer Scholar Camps where high school students experience life as a New College student, building brand awareness and connections with our faculty and high school students.
- Socratic Stages events, which focus on high school themes and world-class debates, continue to engage New College students as well as prospective students.
- Added dedicated Recruiting officers assigned to high schools to develop relationships with counselors, teachers and students.
- Each applicant is assigned a dedicated admissions recruiter who develops a personal relationship with the applicant to facilitate and encourage enrollment.
- Enhanced student tours and faculty engagement in student recruiting with more classroom visits and targeted phone call contacts between our faculty and applicants.
- Hosted three national-level debate programs bringing over 1,500 high school students to our campus where our admissions team was present to engage and promote New College.
- Deployed AI tech to identify and connect with student prospects and answer student questions using our own materials for guidelines.
- Terminated expensive contracts for marketing and outreach and in-sourced all marketing efforts for greater control and added recruiting personnel.
- Created additional social media accounts for New College Admissions to promote our brand and unique academic programs on YouTube, Instagram and Facebook.
- To improve transfer pathways, we have secured 15 state college articulation agreements and are on track to complete two more.
- Launch Faculty-in-Residence program for Fall 2025, which we plan to place highly talented, specialized faculty members in targeted high schools for short periods of time to support high school programming, promote applications to New College and develop rapport between our faculty members and high school students.

## PERFORMANCE-BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	.	52.3	50.4	56.1	64.6	.	.	.	.	.
APPROVED GOALS	.	.	.	52.0	56.0	57.0	58.0	60.0	62.0	.
PROPOSED GOALS	.	.	.	.	.	60.0	61.0	62.0	63.0	64.0

Note: In November 2022, the Board's Budget and Finance Committee approved a change to increase the wage threshold for graduates found employed from \$30,000 to \$40,000. Due to the change in methodology, outcomes for graduates prior to 2019-20 are not available.

### 2. Median Wages of Bachelor's Graduates Employed Full-time

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	36,500	32,400	34,900	42,500	46,100	.	.	.	.	.
APPROVED GOALS	31,000	36,000	37,000	38,000	42,500	43,000	43,500	44,000	44,500	.
PROPOSED GOALS	.	.	.	.	.	45,000	45,500	46,000	46,500	47,000

### 3. Average Cost to the Student [\[Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates\]](#)

	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	-2,120	-4,500	-14,510	-6,890	-19,280	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: Asterisks indicate years when the Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) provided institutions with gift aid for students.

### 4. FTIC Four-Year Graduation Rate [\[Full-time, First Time in College students\]](#)

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	53.9	55.3	58.3	53.1	47.4	.	.	.	.	.
APPROVED GOALS	60.0	54.8	57.0	55.0	50.0	50.0	50.0	50.0	60.0	.
PROPOSED GOALS	.	.	.	.	.	40.0	50.0	50.0	60.0	60.0

## PERFORMANCE-BASED FUNDING METRICS (cont.)

### 5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	80.3	78.8	75.0	64.9	75.6	.	.	.	.	.
APPROVED GOALS	82.0	80.0	82.0	75.0	75.0	85.0	86.0	87.0	88.0	.
PROPOSED GOALS	.	.	.	.	.	82.0	83.0	84.0	85.0	88.0

### 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25*	2025-26*	2026-27*	2027-28*	2028-29*
ACTUAL	57.9	46.2	50.6	55.2	56.9	.	.	.	.	.
APPROVED GOALS	52.0	43.7	50.0	50.0	50.0	30.0	33.0	36.0	39.0	.
PROPOSED GOALS	.	.	.	.	.	30.0	33.0	36.0	39.0	40.0

Note: In November 2023, the Board approved a revised Programs of Strategic Emphasis list. The revised list will be implemented for 2024-25 degrees awarded in the 2026 Accountability Plan. Proposed goals for 2024-25 degrees awarded and beyond reflect the revised Programs of Strategic Emphasis list.

### 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028
ACTUAL	28.4	30.4	30.0	31.7	35.9	.	.	.	.	.
APPROVED GOALS	32.0	30.0	31.0	32.0	33.0	34.0	35.0	36.0	37.0	.
PROPOSED GOALS	.	.	.	.	.	34.0	35.0	36.0	37.0	38.0

### 5. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	38.6	46.8	55.1	43.5	42.1	.	.	.	.	.
APPROVED GOALS	.	.	.	55.0	45.0	46.0	47.0	48.0	49.0	.
PROPOSED GOALS	.	.	.	.	.	46.0	47.0	48.0	49.0	50.0

Note: In November 2022, the Board's Budget and Finance Committee approved a change to this metric to replace the high school class rank of newly admitted FTIC students with high school grade point average.

## PERFORMANCE-BASED FUNDING METRICS (cont.)

### 9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2017-20*	2018-21*	2019-22*	2020-23*	2021-24*	2022-25	2023-26	2024-27	2025-28	2026-29
ACTUAL	75.6	67.5	58.1	55.9	60.7	.	.	.	.	.
APPROVED GOALS	64.0	66.0	62.0	64.0	50.0	50.0	50.0	75.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	50.0	50.0	75.0	75.0	75.0

Note: House Bill 2524 passed during the 2022 Florida Legislative session changed this metric from a two-year graduation rate to a three-year graduation rate. An asterisk is shown where a three-year rolling average has been used until the cohort reaches at least 25 for three consecutive cohorts.

### 9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	60.6	65.2	57.4	61.4	56.3	.	.	.	.	.
APPROVED GOALS	.	68.4	55.0	60.0	55.0	55.0	55.0	55.0	55.0	.
PROPOSED GOALS	.	.	.	.	.	55.0	55.0	40.0	50.0	55.0

### 10. BOT Choice: Percent of FTIC Graduates Completing 3+ High-Impact Practices

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	86.2	93.1	93.0	95.9	94.4	.	.	.	.	.
APPROVED GOALS	59.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	90.0	.
PROPOSED GOALS	.	.	.	.	.	90.0	90.0	90.0	90.0	90.0

## KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	4	4	4	3	2	.	.	.	.	.
APPROVED GOALS	5	4	4	4	4	4	4	4	4	.
PROPOSED GOALS	.	.	.	.	.	2	2	3	3	3

Note: The number of publications included in the Board's official list of rankings declined from 11 to 10 in 2025. This can explain why proposed goals might be one less than previously approved goals.

### 2. Freshmen in Top 10% of High School Class

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	25	21	29	33	14	.	.	.	.	.
APPROVED GOALS	30	25	25	25	33	34	35	36	37	.
PROPOSED GOALS	.	.	.	.	.	20	25	31	38	45

### 3. Time to Degree for FTICs in 120hr programs

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	3.8	3.9	4.0	4.0	3.7	.	.	.	.	.
APPROVED GOALS	3.8	3.8	3.8	3.9	3.9	3.9	3.9	3.9	3.8	.
PROPOSED GOALS	.	.	.	.	.	3.9	3.9	3.9	3.8	3.8

### 4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	82	82	86	83	78	.	.	.	.	.
APPROVED GOALS	84	80	82	83	84	85	86	87	88	.
PROPOSED GOALS	.	.	.	.	.	85	86	87	88	89



## KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27	2022-28	2023-29
ACTUAL	64	66	63	62	67	.	.	.	.	.
APPROVED GOALS	64	66	59	60	55	55	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	55	55	40	50	60

### 6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2018-20*	2019-21*	2020-22*	2021-23*	2022-24*	2023-25	2024-26	2025-27	2026-28	2027-29
ACTUAL	25	23	21	22	39	.	.	.	.	.
APPROVED GOALS	.	22	24	27	20	20	50	55	57	.
PROPOSED GOALS	.	.	.	.	.	20	50	55	57	59

Note: An asterisk is shown where a three-year rolling average has been used until the cohort reaches at least 25 for three consecutive cohorts.

### 7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27	2024-28	2025-29
ACTUAL	47	54	50	46	44	.	.	.	.	.
APPROVED GOALS	60	50	50	51	50	50	50	50	60	.
PROPOSED GOALS	.	.	.	.	.	40	50	50	60	60

### 8. Bachelor's Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	183	158	156	125	130	.	.	.	.	.
APPROVED GOALS	200	158	160	139	120	130	145	190	200	.
PROPOSED GOALS	.	.	.	.	.	130	145	190	200	200

### 9. Graduate Degrees Awarded [First Majors Only]

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	9	12	16	8	9	.	.	.	.	.
APPROVED GOALS	10	12	16	7	9	10	20	30	40	.
PROPOSED GOALS	.	.	.	.	.	10	20	30	40	40

## KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

### 10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	22	15	26	20	25	.	.	.	.	.
APPROVED GOALS	20	15	25	19	27	28	29	30	31	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	31	32

### 11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	5	6	5	5	5	.	.	.	.	.
APPROVED GOALS	2	4	4	5	5	6	7	8	9	.
PROPOSED GOALS	.	.	.	.	.	6	7	8	9	9

### 12. Percent of Bachelor's Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	46	38	42	47	49	.	.	.	.	.
APPROVED GOALS	43	37	38	39	40	41	42	43	44	.
PROPOSED GOALS	.	.	.	.	.	30	33	36	39	40

### 13. Percent of Graduate Degrees in STEM & Health

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	100	100	100	100	100	100	80	70	60	.
PROPOSED GOALS	.	.	.	.	.	100	80	70	60	60

## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 15. National Academy Memberships

	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 16. Percent of Undergraduates Engaged in Research

	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027	SPRING 2028	SPRING 2029
ACTUAL	100	100	100	100	100	.	.	.	.	.
APPROVED GOALS	.	.	100	100	100	100	100	100	100	.
PROPOSED GOALS	.	.	.	.	.	100	100	100	100	100

#### 17. Total Research Expenditures (\$Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	999	960	1,252	1,080	1,459	.	.	.	.	.
APPROVED GOALS	1,000	970	1,000	1,250	1,300	1,350	1,400	1,450	1,500	.
PROPOSED GOALS	.	.	.	.	.	1,400	1,450	1,500	1,600	1,700

#### 18. Research Expenditures from External Sources (\$Thousands)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	455	495	855	713	1,001	.	.	.	.	.
APPROVED GOALS	615	430	550	800	850	900	950	1,000	1,050	.
PROPOSED GOALS	.	.	.	.	.	1,000	1,050	1,100	1,150	1,200

## KEY PERFORMANCE INDICATORS (cont.)

### Scholarship, Research & Innovation Metrics

#### 19. Utility Patents Awarded

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 20. Number of Licenses/Options Executed Annually

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

#### 21. Number of Start-up Companies Created

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

## KEY PERFORMANCE INDICATORS (cont.)

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

#### Institution Specific Goal #1 Number of Free Speech and Civil Discourse Events Hosted on Campus

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ACTUAL	xx	xx	xx	xx	5	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	12	15	15	18	20

#### Institution Specific Goal #2 Average SAT Scores of Enrolled First-Year Students

	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027	FALL 2028	FALL 2029
ACTUAL	1267	1225	1233	1143	1153	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	1150	1175	1200	1225	1250

#### Institution Specific Goal #3

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx

#### Institution Specific Goal #4

	A1	A2	A3	A4	A5	P1	P2	P3	P4	P5
ACTUAL	xx	xx	xx	xx	xx	.	.	.	.	.
APPROVED GOALS	xx	xx	xx	xx	xx	xx	xx	xx	xx	.
PROPOSED GOALS	.	.	.	.	.	xx	xx	xx	xx	xx

## ENROLLMENT PLANNING

### Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	646	633	671	709	843	.	.	.	.	.
APPROVED GOALS	710	592	610	680	800	862	978	1,098	1,210	.
PROPOSED GOALS	.	.	.	.	.	862	978	1,098	1,210	1,300
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	29	27	20	22	29	.	.	.	.	.
APPROVED GOALS	32	28	20	20	25	25	25	40	40	.
PROPOSED GOALS	.	.	.	.	.	40	50	60	60	60

### Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC: New	159	165	192	223	220	225	255	287	316	339
FTIC: Returning	389	368	346	298	332	339	385	432	477	512
Transfer: FCS w/ AA	36	35	39	50	59	60	68	77	85	91
Other Undergraduates	58	61	88	136	228	233	265	297	327	352
Post-Baccalaureates	4	4	6	2	4	5	5	5	5	6
<b>Subtotal</b>	<b>646</b>	<b>633</b>	<b>671</b>	<b>709</b>	<b>843</b>	<b>862</b>	<b>978</b>	<b>1098</b>	<b>1210</b>	<b>1300</b>
GRADUATE	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Master's	29	27	20	22	29	40	50	60	60	60
Research Doctoral	0	0	0	0	0	0	0	0	0	0
Professional Doctoral	0	0	0	0	0	0	0	0	0	0
<b>Subtotal</b>	<b>29</b>	<b>27</b>	<b>20</b>	<b>22</b>	<b>29</b>	<b>40</b>	<b>50</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>TOTAL</b>	<b>675</b>	<b>660</b>	<b>691</b>	<b>731</b>	<b>872</b>	<b>902</b>	<b>1,028</b>	<b>1,158</b>	<b>1,270</b>	<b>1,360</b>

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs, as well as FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation.

## ENROLLMENT PLANNING (cont.)

### Non-Resident Undergraduate Enrollment Rate [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	13	15	16	17	20	.	.	.	.	.
APPROVED GOALS	.	.	.	.	18	19	19	20	20	.
PROPOSED GOALS	.	.	.	.	.	21	22	23	24	25

### Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
ACTUAL	82	79	80	82	58	.	.	.	.	.
APPROVED GOALS	84	85	80	80	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	60	61	62	63	64

### Full-Time Equivalent (FTE) Enrollment by Course Level

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2030-31
LOWER	147	167	164	175	226	647	662	751	843	929	998
UPPER	617	543	521	573	560	287	293	333	374	412	442
GRAD 1	18	22	18	14	18	33	33	41	50	50	50
GRAD 2	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>782</b>	<b>732</b>	<b>703</b>	<b>762</b>	<b>805</b>	<b>967</b>	<b>988</b>	<b>1125</b>	<b>1267</b>	<b>1391</b>	<b>1490</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. Small differences found when totaling FTE by course level are due to rounding. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## ENROLLMENT PLANNING (cont.)

### Percent FTE Enrollment by Method of Instruction

	2019- 20	2020- 21	2021- 22	2022- 23	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28	2028- 29	2030- 31
<b>UNDERGRADUATE</b>											
All Distance (100%)	0	44	3	2	0	0	1	2	3	4	5
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	21	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	31	0	0	0	0	0	0	0	0	0
Classroom (0-49%)	100	5	97	98	99	99	99	98	97	96	95
<b>GRADUATE</b>											
All Distance (100%)	0	25	22	2	0	0	0	1	1	1	1
Primarily Dist. (80-99%)	0	0	0	0	0	0	0	0	0	0	0
Flex	0	25	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	0	18	0	18	0	0	0	0	0	0	0
Classroom (0-49%)	100	32	78	81	100	100	100	99	99	99	99

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description. Small differences found when totaling FTE by method of instruction are due to rounding. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.



## DEFINITIONS

### Performance Based Funding (PBF)

**PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$40,000+) One Year After Graduation:** This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Commerce analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

**PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation:** This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Commerce analysis of State Wage Interchange System (SWIS).

**PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours:** This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

**PBF-4. Four Year FTIC Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

**PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).

## DEFINITIONS (cont.)

**PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis:** This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

**PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant:** This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

**PBF-8a: Graduate Degrees within Programs of Strategic Emphasis:** This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

**PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher:** (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

**PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

**PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS:** This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

**PBF-10. FAU: Total Research Expenditures:** Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

## DEFINITIONS (cont.)

**PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans:** Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

**PBF-10. FIU: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences:** The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

**PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class:** The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

**PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices:** The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

**PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students:** Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**PBF-10. UF: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PBF-10. UNF: Percent of Undergraduate FTE in Online Courses:** Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

**PBF-10. USF: 6-Year Graduation Rates (FT/PT):** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. Source: State University Database System (SUDS).

**PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices:** The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

### **Preeminence Research University (PRE)**

**PRE-A: Average GPA & Average SAT:** An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale, an average ACT score of 25 or higher on a 36 score scale, or an average CLT score of 83 or higher on a 120 score scale using the latest published national concordance tables developed by the College Board, ACT, Inc., and Classic Learning Initiatives, LLC for fall semester incoming freshmen, as reported annually. FTIC—FCS AA Transfer Students earning an Associate in Arts degree from a Florida College System Institution prior to high school graduation are excluded from this metric.

**PRE-B: National University Rankings:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Wall Street Journal/College Pulse.

**PRE-C: Freshmen Retention Rate:** Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

**PRE-D: 4-year Graduation Rate:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. Students who were enrolled in advanced graduate programs during their 4<sup>th</sup> year were excluded. Source: State University Database System (SUDS).

## DEFINITIONS (cont.)

**PRE-E: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**PRE-F: Total Annual Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences:** Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**PRE-H: National Ranking in Research Expenditures:** The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

**PRE-I: Patents Awarded:** Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**PRE-J: Doctoral Degrees Awarded Annually:** Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

**PRE-K: Number of Post-Doctoral Appointees:** The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

**PRE-L: Endowment Size (M):** Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

**PRE-M: Total Annual Science & Engineering Research Expenditures:** Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

## DEFINITIONS (cont.)

### Key Performance Indicators (KPI)

**KPI-1: Public University National Ranking:** A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Wall Street Journal/College Pulse.

**KPI-2: Freshmen in Top 10% of High School Class:** Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

**KPI-3: Time to Degree for FTICs in 120hr programs:** This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (summer, fall, spring) year. Source: State University Database System (SUDS).

**KPI-4: Percent of Bachelor's Degrees Without Excess Hours:** This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

**KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]:** The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. Source: State University Database System (SUDS).

**KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]:** This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2<sup>nd</sup> year were excluded. Source: State University Database System (SUDS).



## DEFINITIONS (cont.)

**KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]:** This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

**KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded:** This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

**KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students:** Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

**KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled:** This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

**KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health:** The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

**KPI-14: Licensure & Certification Exam Pass Rates:** The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

**KPI-15: National Academy Memberships:** National Academy Memberships held by faculty. Source: Board staff searches the online directories of the National Academies of Sciences, Engineering, and Medicine and provides member counts based on 'affiliation' (including shared affiliation) and excludes deceased members.

**KPI-16: Percent of Undergraduates Engaged in Research:** Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

**KPI-17: Total Research Expenditures:** Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-18: Research Expenditures Funded from External Sources:** This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

**KPI-19: Utility Patents Awarded:** The number of utility patents in a calendar year, excluding design, plant, or similar patents. Based on legislative staff guidance, Board staff query the USPTO database with a query that counts patents before excluding design patents: "University Name".as. and @pd >=YYYYMMDD<=YYYYMMDD AND (B1.AT. OR B2.AT.). System totals may include duplicate counts if the same patent is awarded to staff/faculty at more than one SUS institution. Source: United States Patent and Trademark Office (USPTO).

**KPI-20: Number of Licenses/Options Executed Annually:** Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

**KPI-21: Number of Start-up Companies Created:** The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.



## DEFINITIONS (cont.)

### Enrollment Planning (ENRL)

**ENRL-1: Fall Headcount Enrollment by Student Level and Student Type:** This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the ‘Type of Student at Most Recent Admission’. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

**ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits:** This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

**ENRL-3: Full-Time Equivalent Enrollment by Course Level:** This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

**ENRL-4: Percent FTE Enrollment by Method of Instruction:** This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

**ENRL-5: Non-Resident Undergraduate Enrollment Rate:** This table reports the percentage of undergraduates enrolled who are considered non-residents for tuition purposes in a given fall term per Sections 1009.21(10)(a) and 1009.21(2), Florida Statutes. Source: State University Database System (SUDS).



# STATE UNIVERSITY SYSTEM OF FLORIDA





**Board of Governors**  
**State University System of Florida**  
325 West Gaines Street, Suite 1614  
Tallahassee, Florida 32399  
Phone: (850) 245-0466  
*[www.flbog.edu](http://www.flbog.edu)*

## NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

**Meeting Date:** April 9, 2025

**SUBJECT:** New Academic Degree Programs at New College

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### **PROPOSED BOARD ACTION**

Approve the proposal requesting a new academic degree programs at New College of Florida including Bachelor of Arts in International Commerce and Society. 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 program 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 New College of Florida Board of Trustees Regulation 4-2005 established policies 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.
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### **Supporting Documentation Included:**

International Commerce and Society Catalog Entry

### **Other Supporting Documents Available:**

BOG Regulation 8.011

New College of Florida Regulation 4-2005

**Facilitators/Presenters:** David Rohrbacher, *Provost and Vice President of Academic Affairs*

## International Commerce and Society Catalog Description

The AOC in International Commerce and Society (GCS) presents a unique approach to business and entrepreneurship education. Underpinning the AOC is the idea that small businesses, corporations and entrepreneurs operate under international and societal rules and norms. The Program aims to train big-picture thinkers and leaders by integrating a solid liberal arts perspective with economics, language and culture, finance, political science, history, and other fields. The multidisciplinary approach of GCS will empower students to grasp national and global complexities and their implication for business decision making. The Program strives to make students think beyond the micro level and daily preoccupations with spreadsheets, financial ratios, and discounted cash flows in order to identify the entire sample space of possibilities – good and bad – thereby enabling them to better take advantage of opportunities and assess quantitative and qualitative risks.

Students will gain a solid foundation in economics, learn practical skills in accounting, finance, and management, learn to operate spreadsheets and access data from Bloomberg terminals, and look broadly at global political and economic structures. They will combine this “systemic core” with in-depth study of the history and culture of the region of their choice (Asia, Europe, or Latin America), including developing mastery of a foreign language spoken in this region. Students will be strongly encouraged to enhance their international understanding with at least one experience studying or working abroad. As the capstone experience of their studies, students may write a traditional academic thesis or pursue an alternative senior project based on experiential learning (a business plan, service-learning project, multimedia presentation, etc.). All students will present their capstone projects before a faculty committee in an open baccalaureate examination.

### Requirements for the AOC in International Commerce and Society

- I. Systemic Core** (7 courses, including the following): One introductory Economics course, chosen from:

ECON 2110	Principles of Economics
ECON 2100	Introductory Microeconomics
ECON 2150	Introductory Macroeconomics

The following required course in Statistics:

STAT 2125	Statistics for Economics and the Social Sciences
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Three of the following courses in Economics:

ECON 2400	Global Financial Markets and Institutions (formerly International Economics)
ECON 2510	Introduction to International Business
ECON 2520	Introduction to Accounting and Finance
ECON 3050	Development Economics

Two of the following courses in Social Sciences (as the program develops, additional courses will be added to this list):

POLS 2300	Introduction to World Politics
ANTH 2700	Business Anthropology
PSYC XXXX	Cross-Cultural Workplace Collaborations

## II. Area Studies Options

All students in the program must select and complete one of the following area studies tracks.

Asia Track			Latin America Track			Europe Track	
4 semesters of Chinese language or equivalent			4 semesters of Spanish language or equivalent			4 semesters of French, German, Russian, or Spanish language or equivalent	
At least three courses in your regional area of specialization, at least one of which must be in History. Examples for each area track include, <u>but are not limited to</u> :							
HIST 2200	East Asian Civilization		HIST 2000	Colonial and Revolutionary Latin America		HIST 2700	Modern European History I

HIST 3800	Chinese History to 1800		HIST 2306	Modern Latin America		HIST 2750	Modern European History II
HIST 3875	Chinese History since 1800		HIST 3210	Modern and Contemporary Brazil		HIST 4200	Contemporary French History
POL S 3220	Politics of China		POL S 3260	Politics of Latin America		HIST 4600	Modern German History
LITR 2675	Modern and Contemporary Chinese Literature		LITR 3420	Representations of Power in Modern Latin American Narrative		POL S 3210	Politics of Russia
RELI 3250	Chinese Religions		LITR 3490	Latin American Storytellers		POL S 3230	Politics of the European Union
LITR 2691	Ghosts and Spirits in East Asian Traditions		LITR 3485	The Need for Fictions		ARTH 2260	Worlds of Wonder: A History of Museums
						LITR 2889	The Russian Short Story

### Notes:

Native speakers, and students with prior language study, may fulfill the language requirement by completing two courses in their chosen language at the intermediate level or higher. Other languages may be substituted, where appropriate, with the approval of two faculty members affiliated with the program.

### Additional Requirements:

1. All students with a concentration in International Commerce and Society should complete a group ISP leading to a certification in Excel.
2. Students are strongly encouraged to complete at least one internship during their time at New College, and to take part in at least one international experience (study abroad for a year, a semester, a summer, or an ISP, or a research/internship experience abroad).

## **Selected Course Descriptions (not a complete list):**

### **Systemic Core:**

#### **Principles of Economics**

Principles of Economics is a general introduction to economics, combining both microeconomic and macroeconomic principles. The course covers the essential concepts of opportunity cost, the market model (supply and demand), elasticity, market structure (perfect competition, oligopoly and monopoly), business cycle theories, GDP and price indexes, unemployment, inflation, fiscal policy and the federal debt, central banking and monetary policy, among other topics. Principles of Economics is a CYC course that emphasizes critical thinking, quantitative literacy and problem solving.

#### **Introduction to International Business**

This course provides a basic overview of international business. It examines the different business, cultural, ethical, political, financial, and legal challenges firms face when they operate in an international environment. It also provides students with a general overview of the different business strategies firms use in order to successfully globalize their operations and adapt to local markets. It examines the managerial implications of international trade and investment and the global monetary system. By the end of this course, students will understand the strategies and structures of international business and how these strategies affect the various other functions of the firm. Students will also understand the core issues and problems international businesses face. These topics could be developed further into full theses and independent studies. Several key issues we will examine this semester are: (i) national differences in political economy and culture and how these differences affect international business; (ii) ethical issues in international business; (iii) the trade and investment environment in which international business occurs; (iv) the monetary framework in which international business transactions are conducted; (v) the different business strategies and structures firms use in order to compete effectively in an international environment; (vi) how firms successfully manage business operations in order to compete internationally.

#### **Introduction to Accounting and Finance**

This course enables students to understand the fundamental accounting process and develop necessary skills to evaluate firm's financial situation and its operating, investing, and financing decision. It studies the financial reporting process in detail, concerning analysis of assets, debt, taxes, and business investments. It focuses on the concepts involved in preparing and analyzing financial statements: balance sheet, income statements and statement of cash flows. Key financial ratios will be closely examined to forecast and value firms. The second half of the course provides a brief



survey of financial theory to enhance the understanding of the management and valuation of firms, including concepts related to the role of capital markets, determination of interest rate, time value of money, bond, and stock valuation. This is the prerequisite course for the Corporate Finance course offered in Spring 2025 and serves as one of the core courses for the Finance secondary field.

### **Introduction to World Politics**

This course aims to help students make sense of the confusing daily stream of headlines from around the world by providing the theoretical background and conceptual tools students need to understand world politics. The course will introduce students to the wide range of issues that make up the study of international relations (IR), including the workings of the state system, the causes of war, the evolving nature of power, the basics of international political economics, and special global challenges. The course will cover both the international security and international political economy subfields of IR. The primary evaluative tools will be a midterm, a short second mod exam and a final exam. Students will also be required to participate in team debate exercises. This course fulfills the introductory course and international relations subfield requirements in Political Science. It is also a required core course for International and Area Studies.

### **Cross-Cultural Workplace Collaborations**

In this psychology course, students will explore the challenges and opportunities of working in diverse, globalized environments. Students will examine key cultural dimensions including individualism-collectivism, uncertainty avoidance, and indulgence-restraint, in order to better understand how cultural differences shape teamwork, communication, conflict resolution, and decision-making. This course integrates theory and application, drawing from peer-reviewed research and popular industry insights. Through a mix of lectures, discussions, and hands-on projects, students will analyze real-world case studies and propose strategic solutions as “consultants” advising global organizations. Additional smaller assignments will reinforce key concepts, ensuring students develop the skills necessary to navigate cross-cultural teams, global talent management, remote work challenges, and psychological well-being in international work settings.

Prerequisites: In order to be eligible to take this course, students should already have successfully completed at least one intermediate-level course within the Psychology AOC **\*QR\*** the International Commerce and Society AOC.

### **Laws and Regulations in a Transactional World**

This course will cover the basics and general principles of both substantive and

procedural law with an emphasis on contracts, dispute resolution, torts, intellectual property, agency law, business associations, and issues related to professional ethics and best practices. Additionally, students will have an opportunity to explore issues related to international business, the relationship between the U.S. Constitution and business, the impact of international treaties and regulatory bodies on doing business globally, and current issues and legal concerns in navigating the world and society in a socially conscious and mindful manner.

## **Business Anthropology**

As the world becomes increasingly more globalized and competitive, anthropology offers insights into the social dynamics of business. Business anthropology is a subfield of applied anthropology that helps the private sector develop culturally appropriate ways of doing business with suppliers, business partners, or customers; promote smooth working relationships among employees from different cultures; develop specific strategies or products that respect or comply with local cultural expectations. In this subfield, anthropologists apply a variety of anthropological methods and theories to study organizations and solve business problems. This course will provide a general overview of business anthropology and explore how practitioners and companies engage anthropology to study, critique, and/or meet the needs of the private sector, including exploring the following topics: anthropological methods of inquiry, practical theory, project design, fieldwork, ethics for the purposes of solving complex business problems, organizational culture, market & consumer research, and user experience design.

## **Area Studies Options:**

### **Asia Track:**

#### **East Asian Civilization**

As a region that developed nearly independently of the West before 1800, East Asia sheds light on the variety of ways that human beings have found meaning, formed communities, and governed themselves, expanding our understanding of the human condition. This introductory- level course introduces students to the histories of China, Korea, and Japan from the earliest states to the present. It offers the opportunity for students to engage in cross-cultural study of countries with long and rich historical records, extraordinary, enduring cultural achievements, and increasingly important roles in contemporary international affairs. Topics include: state formation and dissolution; the role of ideology and how it changes; religious beliefs and values; agriculture, commerce, and industry; changing gender roles and family relations and the impact and

interaction with the West. The emphasis is on understanding comparisons and connections across East Asian societies, rather than on a comprehensive coverage.

### **Chinese History To 1800**

To truly understand China, one has to understand its past. Equally important, Chinese themselves are a historically minded people. They remember their past and react to it constantly. Therefore, this course is designed as the first of a two course-sequel of introduction to Chinese history.

Major themes include the emergence of a distinctive form of bureaucratic absolutism, the development of Confucian ideology and other classical-age philosophies, the introduction and spread of Buddhism, the evolution of a hierarchical but fluid social structure, the great commercial booms in the tenth and sixteenth centuries, the growth of autocracy in the later imperial era, the rise of neo-Confucian orthodoxy, civil service examination culture and the rise of the gentry, the elaboration of the Confucian gender system, the development of folk religion, and the interaction between elite and popular cultures.

### **Chinese History Since 1800**

Most of the world has changed very drastically in the past 100 years, but few areas have been altered more than China. Nonetheless, even among the most dramatic upheavals of the twentieth century, continuities with the past exist, especially in the thoughts and attitudes of its people.

This course is the second of a two-course-sequel of introduction to Chinese history (but can be taken separately). Major themes include the breakdown of the Qing empire (1644-1912) and the formation of a modern national state, relationships between society (both rural and urban society) and government, economic development and environmental crises, changes in kinship and family life, gender roles, and changing relationships between elite and popular culture.

### **Ghosts and Spirits in East Asian Traditions**

Short stories of the supernatural and the fantastic constitute a prominent tradition in classical Chinese literature from the fourth century to the beginning of the twentieth century. This tradition has exerted significant influence on other East Asian literatures. This class is to explore the literary conventions, intellectual trends, and cultural movements related to this literary tradition in late imperial China, the Tokugawa Japan, and the Joseon Korea, dealing with themes such as ancestral worship, life as a dream, metamorphosis, etc.. We will be reading stories on dreams and fantastic journeys, romantic and revengeful ghosts, miraculous transformations and animal spirits, etc., and pondering the following questions: What are the boundaries of humanity? What are the main concepts and rituals about the “afterlife” in East Asian cultures?

What religious and philosophical beliefs are embedded in these concepts and practices? How do we perceive and make sense of the Other? What is the role of storytelling in our formulation of self, community, and history? We will also examine the practice of telling and retelling, writing and rewriting, commenting, collecting, and printing of such stories among writers of traditional periods as well as their modern and contemporary followers. No prerequisites. All readings are in English translation.

### **Modern and Contemporary Chinese Literature**

This course provides an overview of major literary works and cultural trends in China, Taiwan, and Hong Kong from the late 19th century to the present day. We will read fiction, essays, poems, and autobiographical writings by prominent writers, and discuss topics such as “nation in crisis and the pursuit of modernity,” “gender dynamics in the process of cultural/political reform,” “representations of violence and traumatic memory,” and “the dis/illusion of progressive modernization in the age of global capitalism.” Secondary readings on major historical periods and cultural/literary trends will be provided to help students create a proper context for the designated readings. Class format will be a combination of lecture, student presentation, and group discussion. Students should be prepared to express their thoughts and reactions both orally (in class) and in writing (online posts) for each class session. All reading materials are in English. No prior knowledge of Chinese required.

### **Contemporary Korea, a Kafka-esque Inferno**

With a birthrate of 0.7 and the highest number of suicides among the developed nations, the metrics indicate that contemporary South Korean society is heading toward collective suicide. While visual language of dystopia and violence have become characteristic of South Korea’s recent films, the literary works of emerging writers turn toward the inner lives of South Korean society. In this course, we examine works by authors such as Kim Sagwa and Bora Chung. We will consider the relationship between the muted tone of the narrative voice and the societal violence the authors seek to critique. Students will learn to close read texts and write critical essays. First-year friendly. Literature requirements fulfilled: Textual analysis, Cross-Cultural.

### **Latin America Track:**

#### **Colonial and Revolutionary Latin America**

This course is the first part of an interdisciplinary Latin American Studies survey that examines the discovery and conquest of the Americas, the colonial period, the wars of independence, and concludes with the internal wars in the newly independent countries in the mid-19th century. Through an approach that involves literature, visual arts, history, politics, and

culture, the students will be exposed to the rich world of Latin America, contrasting the Spanish and Portuguese colonial worlds and highlighting connections and differences.

### **Modern Latin America**

This course is the second part of an interdisciplinary Latin American Studies survey. (Students need not have taken the first part of the survey, Colonial and Revolutionary Latin America, to enroll in this course). The course takes an interdisciplinary approach, examining history, literature, visual arts, politics, and culture. Topics examined include the legacy of the colonial era, nation building in the nineteenth century, revolutions and revolutionary movements in the twentieth century, neocolonialism, populism and social reform, authoritarianism and dictatorship, transitions to democracy, and the contemporary neoliberal order and its critics.

### **Modern and Contemporary Brazil**

This course is an interdisciplinary upper-level course focused on Brazil from the fall of the monarchy to the present. The course takes an interdisciplinary approach, examining history, literature, visual arts, politics, and culture. Topics examined include the First Republic, Getúlio Vargas' New State, the democratic experience, the military dictatorship and the following democratic governments. There will be a particular focus on Brazil's current situation as the world's 6th largest economy, the road to development, income inequality, and the pacification of favelas.

### **Europe Track:**

#### **The Global Middle Ages: Travel & Cultural Exchange before the “Age of Exploration”**

In the popular view, the European Middle Ages was insular and provincial, inhabited chiefly by lords and peasants who never left their lands. Yet officials and diplomats, missionaries and pilgrims, pillagers, traders, and merchants regularly crisscrossed Europe and travelled into the lands beyond: Africa, Greenland, the Near East, and Russia—not to mention the well-known riches of the Silk Road to Persia, India, and China. This seminar takes an interdisciplinary approach to travel and exploration, analyzing how medieval Europeans experienced, described, and mapped the world and its peoples. The course will incorporate a wide range of primary evidence such as Viking settlements in the Americas; travelogues by Christians, Muslims, and Jews (such as those of Benjamin of Tudela, Ibn Battuta, and Marco Polo); and the gravestones of medieval Italians buried in Yangzhou, China.

## **Early Modern Europe: The World in Maps**

This survey course covers the tumultuous age between the Black Death and the end of the Thirty Years' War (1350–1650 CE) by focusing on maps, descriptions of the world, and geospatial analysis. Europeans' sense of the world and their place in it changed radically between 1350 and 1650 CE, from the “world travels” of Marco Polo to the detailed 17<sup>th</sup>-century maps made by Mercator, Blaeu, and Cassini. Along the way students will be introduced to key cultural, socio-political, and economic developments of the early modern period, including but not limited to: the Italian Renaissance, European exploration and imperialism, the Protestant and Catholic Reformations, and the scientific revolution. How did people make maps before they had drones, satellites, and computers to do it for them? How do early modern maps reflect increasing globalization in the premodern period? And how do such maps reflect events in Europe, Europeans' sense of self, and the formation of the modern world as we know it?

## **Modern European History I (1640-1870)**

This course, intended primarily for first- and second-year students, but open to everyone, is the first half of a year-long survey of modern European history, and will cover the period 1640- 1870. Topics to be examined include the English Civil War and Glorious Revolution, the Age of Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution and the Napoleonic Wars, the Industrial Revolution, nationalism and national unification movements in Central Europe, the Revolution of 1848, and the wars of Italian and German unification.

## **Modern European History II (1870-present)**

This course, intended primarily for first and second year students, but open to everyone, is the second half of a year-long survey of modern European history, and will cover the period 1870 to the present. Modern European History I, while useful, is not a prerequisite. Topics to be examined include industrialization and mass society, European imperialism, the First World War, the Russian Revolution, the rise of Fascism and Nazism, the Spanish Civil War, World War II and the Holocaust, Stalinism and the Cold War, European integration and Americanization, decolonization, immigration, and the fall of communism and the creation of a new Europe.

## NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

**Meeting Date:** April 9, 2025

**SUBJECT:** Approval of the New College of Florida Campus Naming Opportunities List

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### **PROPOSED BOARD ACTION**

Approve the New College of Florida Campus Naming Opportunities List and delegate authority to the Executive Director of the New College Foundation, Inc. to name parts of a building, facility, or campus open space area pursuant thereto, subject to the requirements of NCF Regulation 1-1014 and Board of Governors Regulation 9.005.

### **BACKGROUND**

NCF Regulation 1-1014(2)(b) authorizes the delegation of authority to the New College Foundation, Inc. to name parts of a building, facility, or campus open space areas pursuant to a list of naming opportunities that has been pre-approved by the Board of Trustees. In accordance with this Regulation, the enclosed list of campus naming opportunities is presented for approval. Consistent with NCF Regulation 1-1014(2)(b) and Board of Governors Regulation 9.005, the Board of Trustees shall maintain final authority to approve the naming of any “University Facility,” as defined by Board of Governors Regulation 9.005.

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**Supporting Documentation Included:** Campus Naming Opportunities presentation

**Other Supporting Documents Available:** NA

**Facilitators/Presenters:** Sydney Gruters, *Vice President of Advancement and Executive Director of the New College Foundation, Inc.*



**New College of Florida**  
*The Honors College*

# Campus Naming Opportunities



# Boathouse





# Capital

Building	Requested Donation	Term
Memorial Benches-anywhere on campus	\$2,500	5 years
NCF Bridge Lighted Sign	\$65,000	5 years
Robertson Park & Stage	\$100,000	5 years
Fitness Center	\$250,000	5 years
Front Entrance Gateway (2) price for each	\$250,000	5 years
Waterfront Outdoor Stage	\$300,000	5 years
Greenhouse	\$500,000	5 years
Green Space Rec Park at Entrance	\$500,000	5 years
North Campus Event Center	\$1-5M	5 years
Library Renovation Interior	\$1.5M	5 years
Pritzker Marine Biology Terrace (new construction)	\$1.5M	5 years
Dormitories	\$15M-\$55M	5 years
Bayfront Campus Connection North-South	\$1M	5 years
Recreational facilities remodeling and fields	\$1M	5 years
Boathouse	\$1M-\$30M	5 years
Freedom Institute	\$1M-\$50M	5 years
Bayfront Campus	\$1M-\$5M	5 years
Caples Campus	\$1M-\$5M	5 years
East Campus	\$1M-\$5M	5 years
North Campus	\$1M-\$5M	5 years



# College Hall





# Historic

Room	Building	Requested Donation		Term
College Hall Office	College Hall	\$10,000		5 years
Cook Hall Office	Cook Hall	\$10,000		5 years
Caples Patio	Caples Hall	\$25,000		5 years
College Hall Dining Room	College Hall	\$25,000		5 years
College Hall Music Room	College Hall	\$25,000		5 years
College Hall Patio	College Hall	\$25,000		5 years
College Hall Pompeii	College Hall	\$25,000		5 years
Cook Hall Conference Room	Cook Hall	\$25,000		5 years
Cook Hall Dining Room	Cook Hall	\$25,000		5 years
Cook Hall Living Room	Cook Hall	\$25,000		5 years
College Hall Living Room	College Hall	\$50,000		5 years
Caples Carriage House	Caples Carriage House	\$100,000		5 years
College Hall Archimedes	College Hall	\$100,000		5 years
Four Winds Cafe	Four Winds Cafe	\$100,000		5 years
Pei Dorms		\$1M-\$50M		5 years
Caples Mansion	Caples Mansion	\$3M		5 years







# Campus

Foundation Office	Keating Center	Office	\$10,000.00	5 years
The Nook	Hamilton Center	Outdoor Open Space	\$10,000.00	5 years
The Z Green	The Z Green (Pritzker Residence Hall Outside )		\$10,000.00	5 years
Top of the Stairs	Hamilton Center	Outdoor Open Space	\$10,000.00	5 years
Two Halls Patio	Two Halls Patio	Outdoor Open Space	\$10,000.00	5 years
Academic Center 102 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 112 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 113 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 115 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 201 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 210 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 211 (Meeting Room)	Academic Center	Meeting Room (non-classroom)	\$25,000.00	5 years
Academic Center 217 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 218 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 228 (Soc Sci Lab)	Academic Center	Lab	\$25,000.00	5 years
Academic Center 237 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years

Academic Center 318 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 327 (Classroom)	Academic Center	Classroom	\$25,000.00	5 years
Academic Center 329 (Computer Lab)	Academic Center	Computer Lab	\$25,000.00	5 years
Anthropology Lab	Anthropology Laboratory	Classroom	\$25,000.00	5 years
Bloomberg Terminal/ Computer Lab			\$25,000.00	5 years
CFA 211West End Class- room Lota Mundy Music	Lota Mundy Music Building	Lab	\$25,000.00	5 years
CFA 212 East End Class- room Lota Mundy Music	Lota Mundy Music Building	Classroom	\$25,000.00	5 years
Classroom	Isermann Gallery	Classroom	\$25,000.00	5 years
Classroom	Isermann Gallery	Classroom	\$25,000.00	5 years
Classroom	Sculpture Building	Classroom	\$25,000.00	5 years
Dance & Aerobics Studio	Recreation Center	Aerobics Room	\$25,000.00	5 years
Foundation Board Room	Keating Center	Conference Large	\$25,000.00	5 years
Foundation Lobby	Keating Center	Lobby Area	\$25,000.00	5 years
HNS 106	Heiser Natural Science	Classroom	\$25,000.00	5 years
HNS 108	Heiser Natural Science	Computer Lab	\$25,000.00	5 years
HNS 119	Heiser Natural Science	Lab	\$25,000.00	5 years
HNS 123	Heiser Natural Science	Lab	\$25,000.00	5 years
HNS 201	Heiser Natural Science	Lab	\$25,000.00	5 years
HNS 203	Heiser Natural Science	Classroom	\$25,000.00	5 years
HNS 210	Heiser Natural Science	Chemistry Lab	\$25,000.00	5 years
HNS 211	Heiser Natural Science	Lab	\$25,000.00	5 years
HNS 215	Heiser Natural Science	Lab	\$25,000.00	5 years
HNS 216	Heiser Natural Science	Classroom	\$25,000.00	5 years
HNS CHAE	Heiser Natural Science	Classroom	\$25,000.00	5 years
HNS E162	Heiser Natural Science	Physics Lab	\$25,000.00	5 years
HNS E167/E168	Heiser Natural Science	Classroom	\$25,000.00	5 years
HNS E169	Heiser Natural Science	Conference Small	\$25,000.00	5 years

HNS E258	Heiser Natural Science	Chemistry Lab	\$25,000.00	5 years
HNS E261	Heiser Natural Science	Biology Lab	\$25,000.00	5 years
Library 156 (Classroom)	Cook Library	Classroom	\$25,000.00	5 years
Library 209 (Computer Lab)	Cook Library	Computer Lab	\$25,000.00	5 years
Library 248 (Classroom)	Cook Library	Classroom	\$25,000.00	5 years
Library 250 (Classroom)	Cook Library	Classroom	\$25,000.00	5 years
Library 252 (Classroom)	Cook Library	Classroom	\$25,000.00	5 years
MBR 100 LETRA	Pritzker Marine Biology	Classroom	\$25,000.00	5 years
MBR 113	Pritzker Marine Biology	Lab	\$25,000.00	5 years
Outdoor Classroom (Thatchroom)	Bayfront Outdoor Classroom (Thatchroom)	Classroom	\$25,000.00	5 years
PAL 102	Public Archeology Lab	Lab	\$25,000.00	5 years
Palm Court Outside	Palm Court		\$25,000.00	5 years
PepsiCo Courtyard	PepsiCo Arcade & Forum	Courtyard	\$25,000.00	5 years
Sainer Lobby	Sainer Pavilion	Lobby Area	\$25,000.00	5 years
Sudakoff Lobby	Sudakoff Center	Multi-Purpose Space	\$25,000.00	5 years
Yoga Studio	Recreation Center	Multi-Purpose Space	\$25,000.00	5 years
Weight Room	Recreation Center	Not a Classroom	\$25,000.00	5 years
Sainer Auditorium	Sainer Pavilion	Auditorium	\$50,000.00	5 years
Black Box Theater	Black Box Theater	Theater	\$50,000.00	5 years
Boathouse	Boathouse	Outdoor Bay Front	\$50,000.00	5 years
Dock	Boathouse	Outdoor Bay Front	\$50,000.00	5 years
Hamilton Center	Hamilton Center	Multi-Purpose Space	\$50,000.00	5 years
Pool	Recreation Center	Pool	\$50,000.00	5 years
Z Green Amphitheater	The Z Green (Pritzker Residence Hall Outside )	Outdoor Open Space	\$50,000.00	5 years
Sainer Fine Arts Portico ( Front of building Overhang)	Sainer Pavilion	Outdoor Open Space	\$50,000.00	5 years
Sainer Buidling	Sainer Pavilion	Auditorium	\$500,000.00	5 years
Pritzker Building	Pritzker Marine Biology	Lab	\$500,000.00	5 years
Sudakoff Buidling	Sudakoff Center	Conference Large	\$500,000.00	5 Years



# Soccer Field

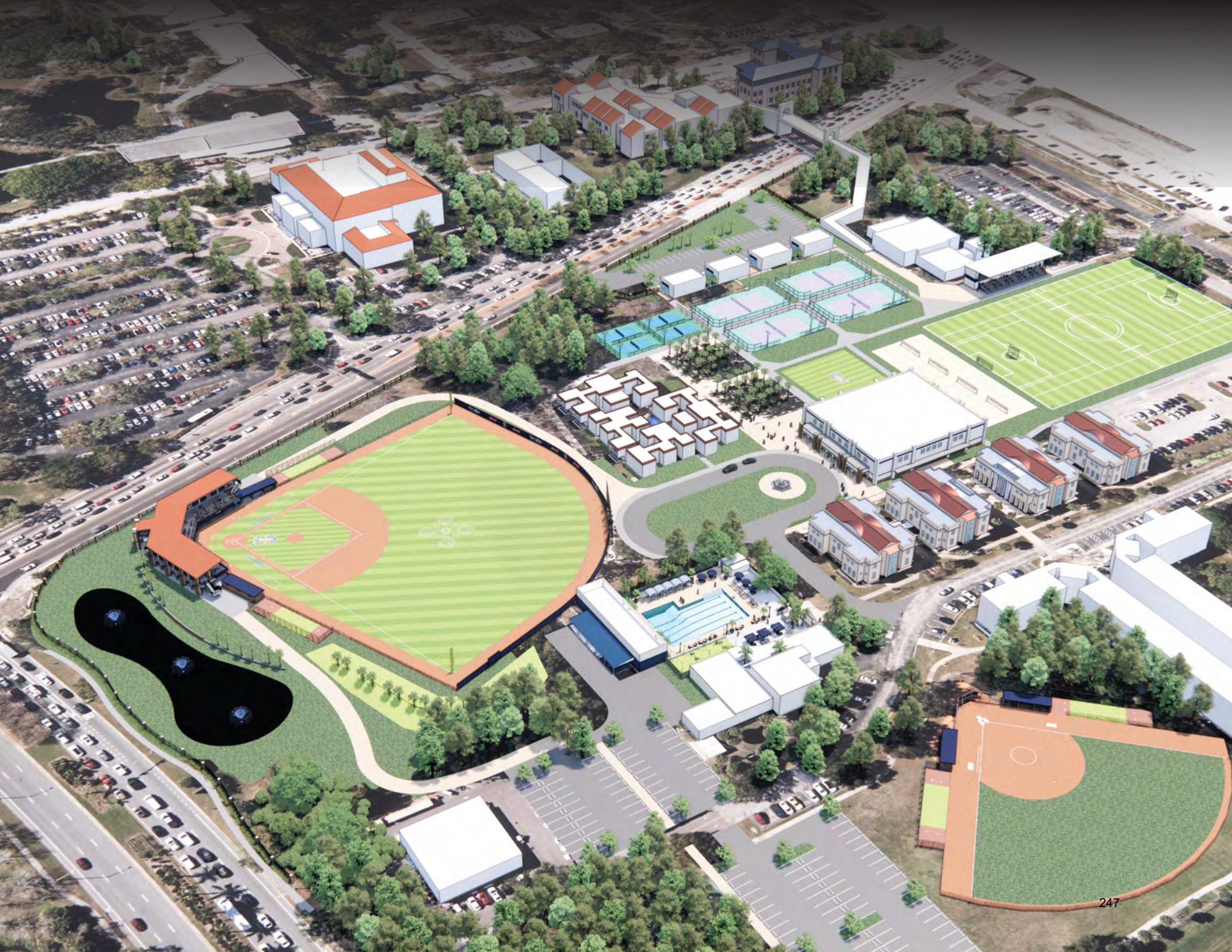




# Athletics

Sport-Specific Naming Opportunities		
NAMING OPPORTUNITY	Requested Donation	TERM
Coaching Positions		
Head Coach Men Basketball	\$50,000	5 Years
Head Coach Women's Basketball	\$50,000	5 Years
Head Coach Baseball	\$50,000	5 Years
Head Coach Softball	\$50,000	5 Years
Head Coach Volleyball	\$50,000	5 Years
Head Coach Men's Soccer	\$50,000	5 Years
Head Coach Women's Soccer	\$50,000	5 Years
Head Coach Women's Lacrosse	\$50,000	5 Years
Head Coach Tennis Coach	\$50,000	5 Years
Head Coach Cross Country	\$50,000	5 Years
Head Swimming Coach	\$50,000	5 Years
Scholarships		
Minimum Endowment	\$100,000	
Full In-State	\$1,000,000	10 Years
Full Out-of-State	\$1,500,000	10 Years
Other Areas		
Name Included on Donor Recognition Plaque	\$1,000	
Broadcasting Equipment (2 sets @ \$10,000)	\$20,000	5 Years
Nutrition Station	\$100,000	5 Years
Weight Room	\$250,000	5 Years







# Baseball

## Baseball Stadium

NAMING OPPORTUNITY	Requested Donation	TERM
Stadium & Field Name (Turf or Grass)	\$1,000,000	SOLD
Stadium Lights	\$500,000	5 Years
Main Grandstand	\$300,000	5 Years
Entrance	\$250,000	5 Years
Student-Athlete Locker Room	\$250,000	5 Years
Bleachers	\$200,000	5 Years
Home Dugout	\$200,000	5 Years
Press Box	\$200,000	5 Years
Visitor Dugout	\$200,000	5 Years
Visitor Locker Room	\$200,000	5 Years
Batting Cages	\$150,000	5 Years
Concession Stand	\$100,000	5 Years
Head Coach Office	\$100,000	5 Years
Player Lockers (50 total, \$2,000 each)	\$100,000	5 Years
Video/Sound System	\$100,000	5 Years
Bullpen	\$100,000	5 Years
Scoreboard	\$100,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Laundry Facility	\$50,000	5 Years
Training Room	\$50,000	5 Years
Coaches Lockers	\$25,000	5 Years

# Basketball-Volleyball

## NCF Athletic Complex

NAMING OPPORTUNITY	Requested Donation	TERM
Arena Floor	\$5,000,000	10 years
Arena Courtyard/Lobby	\$3,000,000	10 years
Sports Medicine Area	\$2,500,000	10 Years
Concourse Club Area	\$2,000,000	10 Years
Bleachers	\$500,000	5 Years
Visiting Locker Room (4 @ 100,000)	\$400,000	5 Years
Men's Basketball Locker Room	\$150,000	5 Years
Women's Basketball Locker Room	\$150,000	5 Years
Women's Volleyball Locker Room	\$150,000	5 Years
Basketball Goals (6 total goals)	\$275,000	5 Years
Press Row/Score Table	\$200,000	5 Years
Concession Stand	\$100,000	5 Years
Head Coach Office	\$100,000	5 Years
Player Lockers (50 total, \$2,000 each)	\$100,000	5 Years
Video/Sound System	\$100,000	5 Years
Bullpen	\$100,000	5 Years
Scoreboard	\$100,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Laundry Facility	\$50,000	5 Years
Volleyball Poles/Net System (2 total at \$20,000)	\$40,000	2 Year
Bench Chairs (50 total at \$100.00 Each)	\$5,000	2 Year

# Softball

## Softball Stadium

NAMING OPPORTUNITY	Requested Donation	TERM
Stadium Name	\$1,500,000	10 Years
Field Name (Turf or Grass)	\$750,000	8 Years
Stadium Lights	\$500,000	5 Years
Student-Athlete Locker Room	\$250,000	5 Years
Main Grandstand	\$200,000	5 Years
Bleachers	\$200,000	5 Years
Home Dugout	\$200,000	5 Years
Press Box	\$200,000	5 Years
Visitor Dugout	\$200,000	5 Years
Visitor Locker Room	\$200,000	5 Years
Entrance	\$150,000	5 Years
Batting Cages	\$150,000	5 Years
Concession Stand	\$100,000	5 Years
Head Coach Office	\$100,000	5 Years
Scoreboard	\$100,000	5 Years
Player Lockers (30 total, \$2,000 each)	\$60,000	5 Years
Bullpen	\$60,000	5 Years
Video/Sound System	\$50,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Assistant Coach Office	\$50,000	5 Years
Laundry Facility	\$50,000	5 Years
Training Room	\$50,000	5 Years
Coaches Lockers	\$25,000	5 Years



**New College of Florida**  
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# Tennis

Tennis Center		
NAMING OPPORTUNITY	Requested Donation	TERM
Tennis Center Name	\$600,000	8 Years
Clubhouse	\$500,000	8 Years
Lights	\$450,000	8 Years
Courts 1-4 (\$50,000 a court)	\$200,000	5 Years
Courts 4-8 (\$50,000 a court)	\$200,000	5 Years
Tennis Coach Office	\$100,000	5 Years
Windscreen	\$80,000	5 Years
Clubhouse Patio	\$75,000	5 Years
Seating	\$60,000	5 Years
Training Room	\$60,000	5 Years
Men's Tennis Locker Room	\$60,000	5 Years
Women's Tennis Locker Room	\$60,000	5 Years
Main Scoreboard	\$50,000	5 Years
Chairs/Tents (\$500 a set 16 sets)	\$8,000	5 Years

# Golf

Golf Training Center		
NAMING OPPORTUNITY	Requested Donation	TERM
Golf Practice Facility	\$500,000	10 Years
Four Hitting Bays	\$200,000	5 Years
Putting Green	\$100,000	5 Years
Head Coaches Office	\$100,000	5 Years
Men's Lockerroom	\$50,000	5 Years
Women's Lockerroom	\$50,000	5 Years
Lounge Area	\$25,000	2 Years
Hitting Nets (4 nets at \$500 each)	\$2,000	2 Years
Chairs (10 at \$100 each)	\$1,000	1Years



# Lacrosse

Stadium Field		
NAMING OPPORTUNITY	Requested Donation	TERM
Stadium Name	\$1,000,000	10 Years
Field Name (Turf or Grass)	\$750,000	10 Years
Stadium Lights	\$500,000	5 Years
Men's Student-Athlete Locker Room	\$250,000	5 Years
Women's Student-Athlete Locker Room	\$250,000	5 Years
Bleachers	\$200,000	5 Years
Press Box	\$200,000	5 Years
Netting Behind Goals	\$150,000	5 Years
Sound System	\$100,000	5 Years
Visitor Locker Room	\$100,000	5 Years
Coaches Office	\$100,000	5 Years
Concession Stand	\$50,000	5 Years
Team Bench Area (need two)	\$20,000	5 Years
Soccer Goals Each ( \$2,500 each need four)	\$10,000	5 Years
Lacrosse Goals Each (\$500.00 each need four)	\$2,000	5 Years