Update from Frank T. Brogan, Chancellor
July 15, 2010

Here is a recap of some of the projects and issues that we have been working on for the State University System. Please don’t hesitate to contact us if you have any questions.

**Nation’s Governors Unveil Plan for College Completion**
Governors from across the U.S. are supporting efforts to improve college-completion rates, as the new chairman of the National Governors Association — West Virginia's Governor Manchin — announced a plan to create a common set of measures to monitor progress and compare states.

The issue of time-to-degree and degree completion continues to be a top priority for our State and our System. You will be glad to know that the university work plans and accompanying accountability system that we launched last year addresses the need for tracking this very important metric.

According to some top policy analysts at the national level, the expectation is that this will continue to be a major national focus for the next several years, followed by a shift of focus to an emphasis on quality. There has been an ongoing dialogue across the System surrounding these topics as we continue to strengthen our combined efforts to improve student learning outcomes assessment in the SUS so that we are ahead of the pendulum swing, when it comes.

Read the “Chronicle” article:
http://www.flbog.edu/pressroom/newsclips_detail.php?id=8937

**NEW FLORIDA Funding Distribution**
The 2010 Legislature demonstrated its confidence in the SUS as an engine of economic development by appropriating $10 million for New Florida activities. This year’s investment, which we are dubbing “New Florida 2010,” will produce meaningful outcomes that will demonstrate the power of the System, when it focuses and collaborates.
We want to move quickly to get this much-needed funding into the system so we can maximize our return on investment. Towards that goal, we are working to finalize a plan for funding distribution. As a guiding principle, New Florida 2010 will be directed toward investments that will provide a range of immediate, intermediate and long-term returns on investment.

Among the concepts we are developing is to provide matching funds to universities that are trying to retain or attract top-flight researchers who generate millions of dollars in research funding for the state. For example, if we can provide a few hundred thousand dollars of matching funds to help secure a researcher who brings in $5 million, $10 million or $20 million in funded research, then that is a real and immediate return on investment.

We are also looking to invest in commercialization opportunities that help move our research and technology to the market place in a more meaningful way. In fact, the state has allocated an additional $2 million just for this.

Finally, we are also exploring strategic investments in system infrastructure that will create greater collaboration in the system in academic and research areas. Imagine clusters of faculty members or researchers from across Florida working together in new and dynamic ways to address our greatest needs.

In the coming weeks, we will be reaching out to University representatives for input as we coalesce around a plan for this first investment in New Florida funding. We will also be connecting with Board members to seek their perspective on our findings.

Higher Education Coordinating Council
As you may know, Florida Statutes were modified this past legislative session to create the Higher Education Coordinating Council, which will serve as an advisory board to the Legislature, the State Board of Education and the Board of Governors regarding higher education issues such as identifying unmet needs and facilitating solutions to disputes regarding the creation of new degree programs and the establishment of new institutes, campuses or centers.

Members of the Council include the Commissioner of Education, the Chancellor of the State University System of Florida, the Chancellor of the Florida College System, the Executive Director of the Commission for Independent Education, the President of the Independent Colleges and Universities of Florida and two representatives of the business community — one appointed by the President of the Senate and one appointed by the Speaker of the House of Representatives.

We are awaiting the President’s and Speaker’s appointees, who will undoubtedly be individuals who are committed to enhancing the world-class workforce necessary for Florida’s citizens to compete and prosper in the 21st century.
economy and who share our vision of the transformative effect of a postsecondary education on Florida’s economy.

In the meantime, we will meet with staff from the DOE to prepare for the first organizational meeting of the Council in the coming months.

**LBR Development Process Now Underway**

Yesterday, I sent an email to the universities outlining the guidelines for the development of the System’s 2011-12 legislative budget request (LBR), which will be discussed at the September Board meeting. Despite current and impending statewide economic challenges, the major thrust of the 2011-12 LBR will be a continuation of the progress we made with our New Florida initiative. This message has begun to resonate with the business community and legislative leadership. We must continue to keep this initiative in the forefront if we hope to transform Florida’s economy for the future.

**Trustee Appointments by the Board of Governors**

On January 6, 2011, the terms of 23 sitting university trustees will expire. Pursuant to the Board-approved process, last week we sent letters to the University Boards of Trustees Chairs and Presidents requesting nominees to fill those seats. In addition to those appointments, the terms of 33 other trustees who are appointed by the Governor will also expire on January 6, 2011. A few university presidents have expressed concern over the ability to maintain continuity in university governance in the face of such a large turnover of members, especially in light of the four new trustees appointed to each board whose terms began on January 6, 2010. While we recognize the challenge that this may present for some, the Board of Governors’ appointment authority is subject to the constitutional requirement that trustee terms be staggered as provided by law. We will keep you informed as the process unfolds.

**Tuition and Fee Work Group Convenes**

Governor Tico Perez is leading a Tuition and Fee Work Group — comprised of Board members and a number of University representatives — to begin discussions on the revision of the Board regulations to implement particular components of House Bill 7237. This bill gives the Board new responsibilities associated with approving new fees, increasing certain fees that are currently capped, and creating flexible tuition policies (including market rate tuition for graduate or continuing education courses). This work group will meet via conference call on July 20 to discuss the formulation of regulation recommendations that will be offered to the Budget and Finance Committee at the September meeting.

**SUS and State Emergency Management Enhance Coordination**

Recently, several senior staff members and I met with Mike Sole, Secretary of the Department of Environmental Protection, and David Halsted, Director of
Emergency Management, to discuss an enhanced role for the State University System relative to Florida’s emergency response efforts.

It is no secret that the State University System of Florida contains the human and intellectual capital needed to address many regional, national and global emergencies. This has been demonstrated time and again, and most recently by the System’s organized responses to the earthquake in Haiti and the oil spill in the Gulf of Mexico.

What’s more, it is vitally important that the System have a seat at the table during emergencies that directly affect our campuses and their students, faculty and staff. In recognition of this, we have begun discussions with Director Halsted to better define the role the System will have before, during and after an emergency situation. We will keep you informed as this continues to develop.

Catalog of Issues from Board Retreat
In June, the Board of Governors conducted a three-day retreat in Orlando during which each University presented a draft of its three-year work plan and offered a glimpse into the future of the institution. By all accounts, this was a very useful and enlightening meeting — one that will certainly pay dividends in the months and years to come.

During the meeting, our staff took copious notes in order to create a catalog of topics and themes that were raised during the discussion. Attached is a list of the topics, which will help inform the development of our committee agendas for the coming academic year. Please let me know if there was a particular topic that was not included in the list.

Library Automation Task Force
The Florida Center for Library Automation is one of the Board of Governors’ statewide support organizations, which works with all of the universities regarding coordination of library operations.

The Florida College System operates a similar organization (the CCLA), which works closely with the FCLA in an effort to maximize efficient use and effectiveness of the state’s resources.

Recognizing that the current economic uncertainty underscores the need for greater cooperation and collaboration among all sectors, Chancellor Holcombe and I have launched a joint task force between the FCLA and CCLA to develop a strategic plan for the future of academic libraries in Florida.

This task force consists of Library Directors, Provosts, University Chief Information Officers, and library automation directors from both the University
and College Systems plus representatives from ICUF, K-12, public libraries, DOE, and the State Library.

The group will hold a summit on July 19 at University of Florida during which they will work to define a vision and develop a strategic plan for Florida’s public academic libraries.

**Outreach**

This week I am traveling to the annual meeting of the State Higher Educations Executive Officers (SHEEO), which is a gathering of the CEOs of state higher education boards and commissions from across America. Discussions will center on increasing productivity in higher education, advancing student learning and student success, and state strategies for meeting national attainment goals. U.S. Secretary of Education Arne Duncan will be a special guest.
Questions/Issues Posed During the Board of Governors
June 2010 Strategic Planning Retreat

- Enrollment Planning
  - Should enrollment planning be based on institutional mission, and should any related legislative budget request be a component of an individual institutional request?
  - Is there an “appropriate” size for each institution?
  - What is the role of branch campuses in addressing access issues?
  - What is the impact of FCS baccalaureate program growth on enrollment planning in the SUS?
  - How should the recruitment of out-of-state students fit into enrollment planning?
  - What is the ratio of student applications to admitted students to enrolled students at each institution?

- System Structure
  - What is the best way to grow the System – by building new institutions or expanding existing institutions?
  - Which degree programs are available at which campuses?
  - How much does it cost to operate the branch campuses?
  - How can more efficiencies be gained across branch campuses?
  - What plans exist for growth through land acquisition?
  - How much do international study centers cost?

- Academic Program Development
  - How do we define “unnecessary duplication”?
  - How do we avoid “unnecessary duplication”?
  - How do institutions determine the need for a new degree program?
  - How do we consider e-learning program development from a System perspective?
  - Can we make distance learning delivery more of a System enterprise?
  - Can we develop some System degree programs available via e-learning?
  - Should the emphasis on e-learning be placed on the development of new courses or entire degree programs?

- Quality of Academic Programs, Faculty, Etc.
  - How do we ensure program quality on branch campuses?
  - How do we ensure program quality as more programs move to an e-learning platform?
  - How much would it cost to elevate particular institutions in national rankings?
  - How many institutions should the SUS have in AAU?
  - To what level in national rankings should the different institutions aspire?
  - Are there different admissions requirements for branch campuses and/or e-learning programs?
How do we demonstrate the special attributes of an SUS education as compared to other higher education options?
What can the Board of Governors do to help leverage faculty talent and maintain talent in the SUS?
What types of international educational experiences should be available for students, and how should they be funded?

**Tuition and Fees**
- What factors should the Board consider when deciding whether to approve a request for a new fee?
- How do we define appropriate fees?
- What factors should the Board consider when deciding whether to approve a tuition differential request?
- Should institutions submit multi-year business plans for tuition and fees well in advance of a June Board meeting (with target dollar amounts necessary to achieve certain objectives, but with contingency plans that take into consideration legislative control over base tuition)?
- What impact do tuition and fee proposals have on students?
- What are some best or promising practices regarding the use of tuition differential dollars?
- Should a sunset provision be put into place for fees other than the tuition differential?
- With the approved tuition increases this year, where does that position the SUS in comparison with other state system tuition rates?
- What factors should be considered as the Board develops policies regarding market-driven tuition?

**Financial Aid**
- How do we define need?
- What is an appropriate proportion of funding to devote to need-based financial aid?
- As we increase tuition, are we really taking care of students’ increased financial need?
- How much aid is being given to students slightly above the Pell definitions?
- Should the Board set more explicit expectations as to how the 30% need-based aid portion of the tuition differential should be spent?
- How many more students are receiving financial aid because of the tuition differential?
- Which students should receive priority for need-based financial aid?
- How should need-based aid be applied (taking into consideration calculations of financial need, expectations regarding debt and work, etc.)?
- What percentage of the cost should students/their families pay?
- Should System-level policies be developed regarding expectations of student/family investment beyond the federally calculated expected family contribution, limits on student debt, etc.?
- What kinds of financial aid are provided to out-of state students?
- What funding exists for scholarships for first generation students?
- What are the institutional policies regarding financial aid?
- What percentage of students at the different institutions and different campuses receive Bright Futures?

**Student Retention and Graduation**
- Are we getting together as a System to look at best and promising practices?
- Are the institutions doing a good job, given the students they serve (statistical modeling)?
- Would more part-time students be able to attend full-time and complete their degrees in four years if there were additional financial aid?
• **Articulation**  
  o How is the 2+2 system working at the various institutions?  
  o Are there good articulation models that could/should be replicated elsewhere in the System?

• **Research**  
  o How can we do more to leverage research investments and capabilities System-wide?  
  o How can we provide incentives for more collaborative research from a System perspective?

• **Faculty**  
  o What are appropriate student-faculty ratios?  
  o Are there venues to bring visiting professors from one institution into another within the SUS?

• **Service**  
  o Should there be service learning requirements for graduation?  
  o What role does community engagement play system wide?  
  o What lifelong learning opportunities exist system wide?  
  o How is the best way to utilize resources such as museum resources as a System?

• **Sustainability**  
  o How engaged are institutions in energy conservation efforts?  
  o How should efforts be funded – e.g., “green fee”?

• **Student Services**  
  o What are appropriate advisor-to-student ratios?  
  o Is the role of advisors changing and growing?  
  o Can student access to advisors be enhanced by using automated tracking and advising systems?  
  o Is there merit to replicating the USF “Don’t Stop -- Don’t Drop” program at other institutions?  
  o What is the appropriate residential/non-residential mix for each campus?

• **Workforce**  
  o What capacity exists at the institutions to institute e-training programs for individuals affected by oil spill?

• **Efficiencies and Return on Investment**  
  o How do we better quantify the return on investments into the SUS?  
  o What measures have the institutions taken or are considering for garnering more efficiencies, not only in administrative areas, but also in academic and student service areas?  
  o Can we increase institutions’ purchasing power of e-learning options through a shared services approach?

• **Budgets**  
  o How have the institutions prepared for the end of federal stimulus funding (ARRA)?  
  o How are the institutions preparing for a projected shortfall in the State budget?  
  o How much do the institutions risk losing in private donations if the Matching Grants Program and the Courtelis Program continue to receive no State funding?