1. Provide a full and separate accounting of all University and BOG revenues, expenditures, fund balances, and restricted and unrestricted cash related to state funding, DSO’s, tuition and fees, auxiliaries, interest and investments and any other related entities or sources.

   • To be answered by the Board of Governors
2. **Provide a degree cost comparison, by university and degree.** (The BOG should ensure that the comparison is based on clear and consistent accounting of overhead and administrative costs by each university). **Also provide data on job placement results for each degree. Does the BOG periodically review existing degrees and adjust program mix based on performance measures? Include data regarding these issues from the university submissions in response to the October 13th letter from Governor Scott.**

**Program Review—Florida Atlantic University**

At Florida Atlantic University, the colleges and schools work with the Office of the Provost in determining which academic degree programs to terminate or initiate. The [process for initiating programs](#) is detailed on the Office of the Provost website. While recent decisions have been based on budget constraints, variables considered generally include enrollment, demand, centrality to the mission of the Florida Atlantic University and the State University System, and the educational and occupational objectives of our students and the work place. Since 2005 FAU has terminated twelve degree programs and initiated sixteen degree programs. In addition, we have closed or merged forty-eight programs and tracks within degree programs and consolidated some departments (see accompanying presentation to FAU Board of Trustees).

Last year, FAU participated in the Ad Hoc Committee on Articulation, Coordination, and Coherence of Academic Delivery across the State University System – an initiative of the Council of Academic Vice Presidents and the Florida Board of Governors. Each university conducted a review of its academic degree programs based on established degree-production threshold criteria:

- **Bachelors degrees:** fewer than 30 over a five-year period
- **Masters degrees:** fewer than 20 over a five-year period
- **Doctoral degrees:** fewer than 15 over a five-year period
- **Other degrees:** fewer than 20 over a five-year period

The [final report](#) identified forty-two of FAU’s degree programs as being below the threshold identified for degree productivity over a five-year period. Fifteen of the degree programs identified were new and had not yet had the opportunity to graduate students or meet the productivity threshold over a five-year period. The university identified:

- **Six degree programs for termination:**
  - German (Bachelors, Masters)
  - Liberal Studies (Masters)
  - Music Business (Bachelors)
  - Human Resources Management (Bachelors)
  - Pre-Elementary/Early Childhood (Masters)

- **Two degree for inactive status:**
  - International Business (Masters)
  - General Finance (Masters)

One program (Ed Specialist Degree, Curriculum and Instruction) was designated as an “opportunity degree program” that operates with little or no additional cost, and six degree programs are in the STEM shortage areas and meet critical state and local needs:

- Physics (Bachelors, Masters, Doctorate)
- Mathematics Teacher Education (Bachelors)
Florida Atlantic University Response to J.D. Alexander Letter

Science Teacher Education (Bachelors)
Exceptional Student Education (Doctorate)

The remaining twelve programs are the focus of attention this year, with colleges developing plans for curricular revisions, mergers, consolidations, or new collaborative or joint-delivery models.

Florida Atlantic University Program Efficiency and Cost Effectiveness
Florida Atlantic University strives at all times to maximize efficiency in the use of state resources. State funds are appropriated to FAU as “lump sums” along with self-generated revenues from resident tuition and non-resident charges. These funds are pooled centrally and allocated internally to support the core operating units and functions of the FAU, primarily instruction, research, and service. In order to ensure the highest levels of efficiency, FAU regularly monitors a number of measures and indicators that reflect best practices in higher education.

FAU’s Office of Institutional Effectiveness and Analysis compiles and disseminates Departmental Dashboard Indicators (DDIs) that assess operations and provide comparative measures of unit efficiency and effectiveness. These DDIs are the focus of annual reviews of personnel utilization and productivity; student recruitment; student access and satisfaction; focus of effort on majors; degree attainment; and research and scholarly productivity.

The compilation and annual review of the SUS Expenditure Analysis provides FAU with another set of measures that FAU uses to monitor both the direct costs of instruction in each academic discipline and the allocation of resources across the major academic functions of teaching, research, service, academic advising, libraries and related support functions. Use of these data allows FAU to benchmark and assess improvement over time and how the institution’s efforts compare to those of other institutions in the SUS.

One of the most powerful tools that FAU uses to monitor and assess the effectiveness of academic programs and their efficient use of resources comes from FAU’s participation in the National Study of Costs and Productivity, which is conducted under the auspices of the University of Delaware. This study has become the “gold standard” for cost and productivity analyses because of the standard definitions and rigorous attention to uniformity in the data produced. FAU uses these data to assess the undergraduate and graduate teaching productivity of faculty in each discipline taught at FAU in relation to peer institutions and to universities nationwide that exhibit a profile similar to FAU’s because of their Carnegie classification as “high research activity” institutions.

To ensure that students have access to the classes they need to complete their degrees, FAU continuously monitors student demand for classes, employing several analytic tools that allow departments to anticipate student needs and to adjust the number of courses and sections throughout the enrollment process.

Finally, attached to this response are the 2010-11 annual goals and measurable outcomes and the 2011-12 annual goals of President Mary Jane Saunders, who was inaugurated as Florida Atlantic University’s sixth president on October 29, 2010.

Job Placement Data Results – Florida Atlantic University
Florida Atlantic University tracks both in-state and out-of-state employment of its graduates. Information is gathered in the following ways:
- Graduating Senior Survey and Graduate Student Exit Survey implemented through FAU’s Office of Institutional Effectiveness and Analysis. To obtain college or specific major information the interactive
surveys tool with the Graduating Senior Survey allows for this function. Graduating Senior Survey Interactive Tool

- Career Destination Survey – online survey and 2011 Summary administered through the Career Development Center; an instrument that is shared with all the colleges for their use
- Report a Hire in OWL Careerlink – student self-reports
- Employer Survey – in-house survey of employers who attend Career Days and on-campus recruiting events and post job listing
- Employer Recruiting Surveys – Spring 2011, Fall 2010, Spring 2010
- Co-op Student Final Report – reporting of permanent job offers
- Academic departments send departmental surveys to graduating students

Many FAU students continue on to graduate and professional school. The chart on the following page taken from the Graduating Senior Survey illustrates this by college:
What will be your primary activity after graduation?

Charles E. Schmidt College of Science (n=239)
Christine E. Lynn College of Nursing (n=52)
Harriet L. Wilkes Honors College (n=18)
College of Engineering and Computer Science (n=175)
College of Education (n=224)
College of Business (n=398)
Dorothy F. Schmidt College of Arts and Letters (n=289)
College for Design and Social Inquiry (n=184)

- Employment
- Pursuing graduate/professional education
- Pursuing a second undergraduate degree
- Other
- No reply
FAU also measures satisfaction with preparation for the job market. The following chart from the Graduating Student Survey illustrates that most students are satisfied or very satisfied with their preparation.

FAU obtains the following data on job vacancies, supply and demand indices, and other employment trends from the National Association of Colleges and Employers Job Outlook 2011:

- Average salary (class of 2011) is up 3.5 percent ($50,034) over the class of 2010.
- Employers plan to hire 13.5 percent more from the class of 2011 than from the class of 2010.
- Employers in the southeastern U.S. plan to increase college hiring by 8.3 percent.
- 40 percent of employer recruiting will occur in spring 2011, up from just under 30 percent in spring 2010.
- Nearly 43 percent of employers in the southeastern U.S. had firm plans to recruit in spring 2011 compared to just over 22 percent who planned to recruit only in fall 2010.
- At the bachelor’s degree level, business and engineering majors and degrees in technical fields (computer science) are in the most demand.
- Accounting majors topped the list for the majors in most demand, with finance, electrical engineering, computer science and mechanical engineering rounding out the top five.

All of FAU’s undergraduate programs are required to measure learning outcomes using Academic Learning Compacts. FAU’s colleges also gather information by interaction with advisory boards and as a requirement of the accreditation of the institution and its various specialized professional programs including but not limited to:

- Southern Association of Colleges and Schools (SACS)
- ABET (formerly the Accreditation Board for Engineering and Technology)
The Career Development Center

FAU’s Career Development Center (CDC), a unit of the Division of Student Affairs, maintains a high level of two-way communication with employers to ensure ongoing awareness of their needs and expectations. In addition to examples cited above, surveys and studies used to monitor needs of the business community include:

- FAU Quality Enhancement Plan Employer Survey (conducted in February 2011).
- Survey of employer participation in CDC events
- Career Day Exit Survey (Outcome Data Summary – Fall 2010, Spring 2011, Fall 2011)

Studies Conducted by Colleges and Schools

Studies aimed at ensuring that graduates are meeting the needs of employers are also conducted by FAU’s individual colleges and schools.

The Harriet L. Wilkes Honors College

Because of the career trajectory of the majority of Honors College students, college administrators work more closely with graduate school admissions deans than with employers. Last year, Honors College administrators worked extensively with the dean of admissions for FAU’s newly established Charles E. Schmidt College of Medicine to help tailor its undergraduate program to ensure that students are optimally prepared for gain entry to medical schools. Meetings are held periodically with representatives of medical schools affiliated with institutions such as the Johns Hopkins University and Georgetown University to ascertain their needs in terms of student preparation.

The college carefully tracks students’ post-graduation placement success. A list of the graduate and professional schools to which Honors College alumni have been admitted over the college’s 12-year history notes the progression of students.

To prepare students for careers, the college regularly invites representatives from a large and diverse number of businesses, agencies and non-profit organizations to take part in the weekly Honors Forum, where first-year students learn about the specific current needs of employers. Students and faculty members meet with successful entrepreneurs, who provide insights into the real-world skills that are needed by honors students entering the marketplace. A number of speakers from the business community have said that while university graduates usually have the knowledge they need to succeed, they often lack skills central to the application of that knowledge. As a result of this dialogue, the college has tightened its requirements in written communication and the development of critical thinking skills, which are incorporated into every Honors College course across the curriculum.

The Honors College has a 22-person external advisory board whose members provide important insights into employer needs and expectations and also help secure internship opportunities for students.
The College of Education

As a foundation for goal setting, continuous improvement, and program change, the FAU College of Education analyzes Florida Department of Education survey data as trend data including the Diversity Data Report, the Employer Satisfaction Survey (required by the DOE), the New Teacher Satisfaction Survey (required by the DOE), FTCE data (required by the DOE), FTCE data by item, and a Spring 2010 example from Counselor Education using Livetext Rubric Scoring Assessment Summaries. The college considers the requirements of the college’s accrediting bodies: the Florida Department of Education, the National Council for the Accreditation of Teacher Education, the Council for Accreditation of Counseling and Related Educational Programs, the American Speech-Language-Hearing Association, the Council on Academic Accreditation in Audiology and Speech-Language Pathology and others. These requirements are available online by accrediting body.

The College of Education conducts an Employer Satisfaction Survey and shares the executive summary with faculty to promote continuous improvement in teaching. Individual departments within the college conduct employer surveys annually or bi-annually to get input on student strengths and weaknesses and give administrators and faculty direction on curriculum development. Additionally, the college conducts an annual New Teacher Satisfaction Survey and aligns the responses with data from the Employer Satisfaction Survey. The Florida Department of Education makes an overall Employer Survey available to the college.

Several departments have advisory boards that provide input on current needs of employers.

Supervisors of practicum placements and clinical experiences of College of Education degree candidates are surveyed at the end of the programs to gather information directly related to meeting the needs of employers.

Guest speakers in introductory classes inform students about available positions, the proper preparation of application materials such as résumés, appropriate attire when applying for a position and volunteer opportunities in the field.

The College of Business

In 2011, the School of Accounting conducted a survey of some leading accounting firms (e.g., PricewaterhouseCoopers, Ernst & Young, Grant Thornton, McGladrey) regarding FAU students’ expertise in using Excel. The results of the survey will be used to educate students on the expectations of accounting firms as they recruit employees.

The Department of Information Technology and Information Management has created an advisory board of IT industry leaders who are helping to identify local needs for IT talent and skill sets and making curriculum recommendations that align with those needs. A distribution list of IT students has been created, and emails are sent directly to them regarding jobs and requisite skills. A student Management Information Systems association has been established to strengthen students’ bonds with the industry through internships, information sessions, company tours, etc.

The Christine E. Lynn College of Nursing

The Christine E. Lynn College of Nursing ascertains the needs of employers in many different ways:

1. The dean invites all chief nursing officers to a quarterly meeting called “Dialogue with Colleagues.” Its purpose is to further the college’s understanding of the perspectives of those who employ FAU’s nursing graduates. Competencies of importance to employers are discussed. The college’s academic administrators attend, obtaining information that is of value in curriculum development and revision.
2. The college has established a **Practice-Education Partnership**, which acts as a formal advisory board to the dean on educational programs. Practice leaders (chief nursing officers, nursing leaders in community agencies, etc.) are invited to provide structured feedback on curriculum to ensure that the college is remaining responsive to the needs of those employing its graduates.

3. The college recently received funding from the U.S. Department of Health and Human Services-Health Resources and Services Administration-Division of Nursing to establish an **Emerging Leaders** track on the master’s degree level. The need for this track was determined through a systematic needs assessment of nursing leaders, and the program was developed in response to the identified needs.

4. The Palm Healthcare Foundation, one of FAU’s strongest community partners, holds a deans and directors meeting monthly for dialogue among academic and practice leaders in nursing.

In compliance with the requirements for accreditation by the Commission on Collegiate Nursing Education (CCNE), the college surveys the employers of its graduates using Educational Benchmarking Inc. surveys. The resulting data are summarized and used to make program changes. The CCNE requires colleges of nursing to be responsive to their communities of interest, which include employers. Those who employ FAU’s nursing graduates are invited to meet with CCNE representatives at the time of the accreditation site visit.

**The College for Design and Social Inquiry**

The College for Design and Social Inquiry consists of professional schools across five disciplines: architecture, criminology and criminal justice, public administration, social work, and urban and regional planning. Four of them – architecture, public administration, social work and urban and regional planning – require professional accreditation, which requires the programs to conduct periodic self-studies that lead to site visits by the various accrediting bodies.

- Bachelor of Architecture degree – National Architecture Accreditation Board
- Master of Public Administration degree – National Association of Schools of Public Affairs and Public Administration
- Bachelor of Social Work and Master of Social Work degrees – Council on Social Work Education
- Master of Urban and Regional Planning degree – Planning Accreditation Board

The review process specifically reflects the professional needs of the disciplines. Thus, these programs meet and exceed professional standards in their fields. Many faculty members belong to professional associations, and some are or have been office holders in those organizations. All of the accrediting bodies require active engagement with employers.

The programs acquire feedback from employers on industry needs in several ways. Several of the professional schools have advisory boards, which are actively involved with faculty and students, offering advice on curriculum, degree requirements, internships and service learning projects. Practitioners are involved as instructors, counselors and supervisors. All of the college’s programs offer internship opportunities to pre-service students. Many of the professional schools conduct annual surveys of employers in FAU’s service region as well as annual focus groups with employer representatives.

The college always seeks to be responsive to employment market needs. Over the past year, administrators and faculty members have worked in cooperation with external partners in the areas of public safety and urban sustainability to develop two new interdisciplinary baccalaureate programs: the bachelor’s degree in public safety administration and the bachelor’s degree in urban design.
The Dorothy F. Schmidt College of Arts and Letters

The Dorothy F. Schmidt College of Arts and Letters assesses its success in ensuring that its graduates are meeting the needs of employers in part through the regular process of assessing the BOG’s required Academic Learning Compacts.

All graduate students pursuing an MFA in theatre must participate in an internship program in the field for a period of 16 weeks. The internships must be found by the student and must be either at a League of Resident Theatres theatre (if the student intends to practice professionally) or at an accredited institution of higher learning (if the student intends to teach as a career). A post-internship letter assesses each candidate’s preparedness and skill level.

The college has a number of advisory boards or links to external partners. The Anthropology Department uses the following primary external entities for comparative information about jobs, trends and public affairs: the American Anthropological Association, the Society of American Archaeology, the Association of Physical Anthropologists and the Society for Applied Anthropology. In the School of Communication and Multimedia Studies, the BA in Multimedia Studies has a media industry advisory board, and the Scripps Howard Institute for the Environment has an advisory board that consists of both journalists and scientists. Also, the proposed MS in Science Journalism will have an advisory board that consists of both journalists and scientists. The Theatre Department is heavily made up of working professionals with Equity and United Scenic Artists union memberships. The Visual Arts and Art History Department has an affiliation with the Broward President’s Advisory Council.

The Charles E. Schmidt College of Science

The Charles E. Schmidt College of Science works with the Workforce Alliance of Palm Beach County, the Business Development Board, the Enterprise Development Corporation (EDC) of Palm Beach County and Port St. Lucie, the Broward Alliance and BioFlorida to get feedback on current needs in the life sciences industries. The college also works closely with local and national biotech and pharmaceutical industries as well as major IT industries to identify areas of workforce needs and internship opportunities for graduate students. Meetings are held with these entities on a monthly to yearly basis to understand their immediate and long-term needs. Specifically, the Geosciences Department worked with the Engineering Department at the request of the FAU president in responding to industry needs for trained surveyors. The resulting development of the geomatics degree and delivery of GIS courses online addressed key needs in St. Lucie County.

New graduate certificate programs in the college come from interactions with industry. The number of such certificate programs created provides a benchmark for science-industry interactions. New areas of accelerated workforce development are identified in consultation with local industries and research institutions. Each of the certificate programs has an industry advisory board to provide direction. The college advisory board provides input and direction on new programs to meet the needs of contemporary demands across science disciplines in the global marketplace.

The professional science master’s (PSM) degree in health physics is an outcome of local industry and hospital feedback on the market demand for jobs in the health sciences industry. The PSM in business biotechnology is an outcome of meeting the immediate needs of the growing life sciences cluster in Palm Beach County. A new graduate program (integrative biology and neuroscience) resulted from capitalizing on a synergistic relationship between the college and the Max Plank Florida Institute.
The Charles E. Schmidt College of Science has determined that 67 percent of students graduating with an undergraduate degree in the sciences are planning graduate study. Only 20 percent plan to go into the workforce with only a bachelor’s degree.

The college has a science advisory board that helps provide guidance regarding its progress and interactions with individuals, corporations and agencies external to FAU and to develop, plan and facilitate specific targeted activities that advance college goals through outreach. There are also advisory boards for the Department of Chemistry and Biochemistry and the Department of Geosciences. The master’s degree in medical physics has an advisory board and the proposed master’s degree in business and biotechnology has an advisory board consisting of industry and workforce development.

The College of Engineering and Computer Science

Three of the college’s departments use similar methods to collect data from employers on a regular basis and use it in their continuous improvement plans. The methods include:

- A survey for collecting information from industrial advisory board members
- Inviting current and potential employers to share with the college their needs and the skill sets required of graduates
- Feedback from employers about the co-op students working with them
- Alumni surveys to assess how well the college’s degree programs have prepared them for their jobs
3. Provide a review of the metrics from the November 4, 2011 document from the Council of 100 regarding state universities. Provide the current data for each metric for existing universities, such as return on investment, market-determined needs for existing programs, overhead rates for existing programs, detailed operational plans for each existing academic department, etc. How do the Council’s metrics compare to the BOG’s current strategic plan metrics? How do they compare to the BOG’s 2012-13 Legislative Budget Request.

Council of 100 Criteria:

Criterion 1.0 – BOG to answer
Criterion 2.0 – Not applicable

Criterion 3.0 – Efficient Use of State Resources
In addition to efficiencies addressed in question 2, further evidence of FAU’s commitment to using state resources efficiently is detailed on pages 12-13 of FAU’s latest annual report to the Board of Trustees and excerpted below:

Florida Atlantic University is committed to meeting Florida’s professional and workforce needs. The university has both centrally administered programs to educate students about job opportunities and decentralized initiatives in each of its colleges. Data available from the Florida Education and Training Placement Information Program (FETPIP) are used to inform student advisors, and are made available in campus offices as a resource to be used by faculty, staff, and students. The campus administration reviews the trends in FETPIP employment outcomes for graduates in academic program reviews and as a basis for proposing new programs.

Measurable goals and results for FAU’s departments and units are listed in the password-protected FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU’s Office of Institutional Effectiveness and Analysis.

All of the colleges have focused on efficiencies by increasing class sizes, reducing the number of course sections, assessing class size limits, and ensuring that faculty have appropriate teaching loads. Additionally, colleges are implementing administrative efficiencies where possible.

The Harriet L. Wilkes Honors College is utilizing the services of the university’s Office of Undergraduate Admissions eliminating two staff positions. The Charles E. Schmidt College of Medicine is developing a consortium of hospitals for residency training. Use of community based faculty will also reduce cost to the system. The College of Business has a new Lecture Capture/Video Streaming (LCVS) initiative that makes lectures available to students on demand via the internet. Currently the COB has three courses fully implemented in this format, and are developing approximately three additional classes per term for the LCVS format. The program will produce more student credits at reduced instructional costs and provide more access to students by overcoming obstacles of geography or time. At full implementation this will likely reduce adjunct-staffed sections by 45-50 per semester. The Charles E. Schmidt College of Science has implemented Advisor-trac. This system allows students to make their own advising appointments on-line, creating less demand for support staff. GTAs are being utilized to supervise students in College Algebra lab sections in order to increase faculty productivity.

The Math Lab was funded by a Tech Fee grant that enabled this gain in efficiency. The College of Education is using videoconferencing to reduce the cost of travel among campuses. The Office for Academic and Student
Services (OASS) has implemented an electronic clinical experience database for students enrolled in courses requiring field work.

This paperless system allows students to apply online for placements. OASS has also implemented a completely online assessment system for students in the internship courses. Through the use of Live Text, students now submit work electronically and university supervisors monitor and assess through this system. The Department of Exception Student Education has developed a centralized site for syllabi, forms, policies, etc., thereby reducing the need for paper processing, copying and mailing. The increased use of MYFAU and BlackBoard to post course materials has reduced costs associated with copying these materials.

**Other Examples of Administrative Efficiencies.** Academic and administrative services have been reviewed and consolidated on partner campuses to meet student needs while expending fewer resources. In 2011, the vice president for regional campuses retired and was replaced by associate provosts serving the Northern and Broward campuses, resulting in the reduction of a senior staff level position and increased efficiency by providing local administration for the campus and service to its respective communities. Partner campus staff serve multiple sites optimizing personnel expenditures. Increased use of technology helps to support campus operations. For example, students at FAU’s Fort Lauderdale campus can connect through Computer Concierge via webcam with admissions, registrar and cashier’s office personnel located at the Davie campus.

The Offices of Multicultural Affairs and Students with Disabilities were reconsolidated and are now managed by an associate director of diversity services, eliminating a position and redistributing workload to optimize program management and delivery. Staff has been cross-trained to cover many areas such as mailroom, cashier, and information desk. Video conference facilities have expanded (six classrooms in Davie and one at Fort Lauderdale) so that students at multiple locations may be taught by one faculty member. Campus infrastructure such as parking, library, childcare center, chiller plant, and HEC building are shared with Broward College to avoid duplication.

On the Boca Raton Campus, the Division of Student Affairs has consolidated administrative support services for many of its units such as Multicultural Affairs and the Weppner Center for Civic Engagement & Service. The Division has integrated two units into one (Student Involvement & Leadership and Fraternity & Sorority Life) under one director. The Division of Financial Affairs has utilized technology to streamline business processes resulting in reduced costs and faster service. Examples include electronic vendor payments, on-line student account activity, decentralized labor distribution system, merged units, electronic W2 access, on-line textbook ordering-verify and electronic I-9 processes. These are among scores of initiatives that streamline processes, reduce redundancies, save on personnel costs and improve service delivery.
**Criterion 4.0 – A Higher Return on the State’s Investment**

The following data on STEM degree production demonstrate FAU’s adherence to the strategic plan of 2006-11; a new draft plan is under construction for fiscal years 2012-17.

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>Year Degree Granted</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic years: 2001-2002 to 2010-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus: All Campuses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College: Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department: All Departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department: All Majors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Level(s): Associates, Bachelors, Masters, Specialist, Doctorate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Degrees awarded with multiple majors may result in fractional degree totals for some groups. A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Mathematics &amp; Statistics</td>
<td>Masters</td>
<td>4.0</td>
<td>2.0</td>
<td>1.0</td>
<td>4.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>15.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>4.0</td>
<td>2.0</td>
<td>1.0</td>
<td>4.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>15.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>Degree Level</td>
<td>Associates</td>
<td>10.0</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>10.0</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>15.0</td>
<td>25.0</td>
<td>27.0</td>
<td>19.0</td>
<td>30.5</td>
<td>47.0</td>
<td>62.0</td>
<td>86.0</td>
<td>182.0</td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>22.0</td>
<td>20.0</td>
<td>23.0</td>
<td>22.0</td>
<td>19.0</td>
<td>24.0</td>
<td>29.0</td>
<td>14.0</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>37.0</td>
<td>45.0</td>
<td>50.0</td>
<td>41.0</td>
<td>49.5</td>
<td>71.0</td>
<td>91.0</td>
<td>100.0</td>
<td>197.0</td>
<td>278.5</td>
</tr>
<tr>
<td>Biological Science: Ecology</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>8.0</td>
<td>12.0</td>
<td>14.0</td>
<td>11.0</td>
<td>9.0</td>
<td>4.0</td>
<td>4.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>8.0</td>
<td>12.0</td>
<td>14.0</td>
<td>11.0</td>
<td>9.0</td>
<td>4.0</td>
<td>4.0</td>
<td>3.0</td>
<td>3.0</td>
<td>68.0</td>
</tr>
<tr>
<td>Biological Science: Environmental</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>2.0</td>
<td></td>
<td></td>
<td>2.0</td>
<td>11.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>2.0</td>
<td></td>
<td></td>
<td>2.0</td>
<td>11.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science: Marine</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>24.0</td>
<td>16.5</td>
<td>15.0</td>
<td>15.0</td>
<td>8.0</td>
<td>9.5</td>
<td>11.5</td>
<td>11.0</td>
<td>8.0</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>24.0</td>
<td>16.5</td>
<td>15.0</td>
<td>15.0</td>
<td>8.0</td>
<td>9.5</td>
<td>11.5</td>
<td>11.0</td>
<td>8.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Biological Science: Microbiology</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>15.0</td>
<td>17.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>15.0</td>
<td>17.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36.0</td>
</tr>
<tr>
<td>Field</td>
<td>Degree Level</td>
<td>Bachelors</td>
<td>Masters</td>
<td>Doctorate</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Science: Zoology</td>
<td>Degree Level</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Science</td>
<td>Degree Level</td>
<td>2.0</td>
<td>10.0</td>
<td>19.0</td>
<td>8.0</td>
<td>39.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Degree Level</td>
<td>2.0</td>
<td>10.0</td>
<td>19.0</td>
<td>8.0</td>
<td>39.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Degree Level</td>
<td>23.0</td>
<td>26.0</td>
<td>5.0</td>
<td>54.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry: Biochemistry</td>
<td>Degree Level</td>
<td>19.0</td>
<td>13.5</td>
<td>28.0</td>
<td>30.0</td>
<td>26.0</td>
<td>22.5</td>
<td>30.0</td>
<td>245.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Systems &amp; Brain Science</td>
<td>Degree Level</td>
<td>7.0</td>
<td>5.0</td>
<td>2.0</td>
<td>1.0</td>
<td>8.0</td>
<td>7.0</td>
<td>3.0</td>
<td>11.5</td>
<td>5.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Degree Level</td>
<td>6.0</td>
<td>2.0</td>
<td>7.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Experimental Psychology</td>
<td>Degree Level</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Degree Level</td>
<td>1.0</td>
<td>1.0</td>
<td>0.6</td>
<td>5.0</td>
<td>6.0</td>
<td>6.0</td>
<td>12.0</td>
<td>12.0</td>
<td>52.0</td>
<td></td>
</tr>
<tr>
<td>Geography: Environmental Resource</td>
<td>Degree Level</td>
<td>3.0</td>
<td>4.0</td>
<td>4.0</td>
<td>5.0</td>
<td>6.0</td>
<td>5.0</td>
<td>6.0</td>
<td>2.0</td>
<td>35.0</td>
<td></td>
</tr>
<tr>
<td>Geography: Geographic Information System</td>
<td>Degree Level</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>1.0</td>
<td>1.0</td>
<td>6.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td>19.5</td>
<td>14.0</td>
<td>6.0</td>
<td>3.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>4.0</td>
<td>1.0</td>
<td>1.0</td>
<td>53.5</td>
</tr>
<tr>
<td>Field</td>
<td>Degree Level</td>
<td>Masters</td>
<td>4.0</td>
<td>8.0</td>
<td>4.0</td>
<td>3.0</td>
<td>29.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>29.5</td>
<td>18.0</td>
<td>14.0</td>
<td>7.0</td>
<td>4.0</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography: International,</td>
<td>Bachelor</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
<td>2.0</td>
<td>7.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional and Urban Studi</td>
<td>All</td>
<td>1.0</td>
<td>3.0</td>
<td>1.0</td>
<td>2.0</td>
<td>7.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>Bachelor</td>
<td>16.5</td>
<td>11.0</td>
<td>11.0</td>
<td>9.0</td>
<td>9.0</td>
<td>8.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>8.0</td>
<td>5.0</td>
<td>4.0</td>
<td>7.0</td>
<td>7.0</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>24.5</td>
<td>16.0</td>
<td>15.0</td>
<td>11.0</td>
<td>14.0</td>
<td>12.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Biology</td>
<td>Bachelor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>4.0</td>
<td>11.0</td>
<td>9.0</td>
<td>6.0</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>4.0</td>
<td>11.0</td>
<td>9.0</td>
<td>6.0</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Educ Middle Grade Tchers</td>
<td>Bachelor</td>
<td>2.0</td>
<td>15.0</td>
<td>11.0</td>
<td>11.0</td>
<td>14.0</td>
<td>53.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>2.0</td>
<td>15.0</td>
<td>11.0</td>
<td>11.0</td>
<td>14.0</td>
<td>53.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Bachelor</td>
<td>19.0</td>
<td>17.0</td>
<td>20.0</td>
<td>28.5</td>
<td>24.0</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>8.0</td>
<td>6.0</td>
<td>12.0</td>
<td>16.0</td>
<td>13.0</td>
<td>21.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td>2.0</td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>27.0</td>
<td>24.0</td>
<td>32.0</td>
<td>44.5</td>
<td>39.0</td>
<td>44.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Molecular Biol., Microbiology,</td>
<td>Bachelor</td>
<td>3.0</td>
<td>44.0</td>
<td>40.0</td>
<td>47.0</td>
<td>53.0</td>
<td>43.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biotechnology</td>
<td>All</td>
<td>3.0</td>
<td>44.0</td>
<td>40.0</td>
<td>47.0</td>
<td>53.0</td>
<td>43.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Bachelor</td>
<td>5.0</td>
<td>4.5</td>
<td>3.0</td>
<td>8.0</td>
<td>3.0</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
<td>2.0</td>
<td></td>
<td></td>
<td>3.0</td>
<td>1.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>7.0</td>
<td>3.0</td>
<td>5.0</td>
<td>5.0</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>7.0</td>
<td>14.5</td>
<td>6.0</td>
<td>13.0</td>
<td>14.0</td>
<td>6.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premedical/Preprofessional</td>
<td>Bachelor</td>
<td>71.0</td>
<td>56.0</td>
<td>78.0</td>
<td>83.0</td>
<td>129.0</td>
<td>123.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>71.0</td>
<td>56.0</td>
<td>78.0</td>
<td>83.0</td>
<td>129.0</td>
<td>123.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Bachelor</td>
<td>10.0</td>
<td>2.5</td>
<td>15.0</td>
<td>15.0</td>
<td>22.0</td>
<td>25.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>10.0</td>
<td>2.5</td>
<td>15.0</td>
<td>15.0</td>
<td>22.0</td>
<td>25.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychobiology</td>
<td>Bachelor</td>
<td>118.0</td>
<td>157.5</td>
<td>184.0</td>
<td>211.0</td>
<td>205.0</td>
<td>208.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>118.0</td>
<td>157.5</td>
<td>184.0</td>
<td>211.0</td>
<td>205.0</td>
<td>208.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Level</td>
<td>Masters</td>
<td>4.0</td>
<td>5.0</td>
<td>7.0</td>
<td>9.0</td>
<td>17.0</td>
<td>14.0</td>
<td>12.0</td>
<td>14.0</td>
<td>15.0</td>
<td>11.0</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Doctorate</td>
<td>3.0</td>
<td>5.0</td>
<td>1.0</td>
<td>6.0</td>
<td>3.0</td>
<td>7.0</td>
<td>8.0</td>
<td>3.0</td>
<td>4.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>125.0</td>
<td>167.5</td>
<td>192.0</td>
<td>226.0</td>
<td>225.0</td>
<td>229.0</td>
<td>240.5</td>
<td>243.5</td>
<td>236.5</td>
<td>258.0</td>
<td>2143.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Psychology</th>
<th>Degree Level</th>
<th>Bachelors</th>
<th>7.5</th>
<th>15.0</th>
<th>16.0</th>
<th>12.0</th>
<th>12.5</th>
<th>12.0</th>
<th>3.0</th>
<th>3.0</th>
<th>2.0</th>
<th>83.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td>7.5</td>
<td>15.0</td>
<td>16.0</td>
<td>12.0</td>
<td>12.5</td>
<td>12.0</td>
<td>3.0</td>
<td>3.0</td>
<td>2.0</td>
<td>83.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Associates</th>
<th>10.0</th>
<th>20.0</th>
<th>30.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>377.5</td>
<td>400.5</td>
<td>478.0</td>
<td>488.5</td>
</tr>
<tr>
<td>Masters</td>
<td>67.0</td>
<td>47.0</td>
<td>75.0</td>
<td>85.0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>6.0</td>
<td>16.0</td>
<td>8.0</td>
<td>14.0</td>
</tr>
<tr>
<td>All</td>
<td>450.5</td>
<td>473.5</td>
<td>581.0</td>
<td>587.5</td>
</tr>
</tbody>
</table>

Run Date: November 14, 2011
Program: DegreeReports_Report.sas
Office of Institutional Effectiveness & Analysis
Source: Student Data Course File and OASIS Database

Institutional Effectiveness & Analysis  | Contact us: jea@fau.edu
Job Placement
Florida Atlantic University is committed to meeting Florida's professional and workforce needs. The university has both centrally administered programs to educate students about job opportunities and decentralized initiatives in each of its colleges. Data available from the Florida Education and Training Placement Information Program (FETPIP) are used to inform student advisors, and are made available in campus offices as a resource to be used by faculty, staff, and students. The campus administration reviews the trends in FETPIP employment outcomes for graduates in academic program reviews and as a basis for proposing new programs.

Measurable goals and results for FAU's departments and units are listed in the password-protected FAU Assessment Database. Results cover the period from 2001-02 to the present. Instructions for accessing this database are available from Gregory Rogers (groger11@fau.edu; 561-297-2719), executive director of FAU's Office of Institutional Effectiveness and Analysis.

The Career Development Center
FAU's Career Development Center (CDC) provides a broad range of career services for FAU students and alumni. The central CDC is located on the Boca Raton campus, and serving all FAU colleges, students, and alumni. In
addition, the CDC has several partner campus career centers located on FAU’s other campuses, and there are decentralized units in the College of Business and the College of Engineering and Computer Science.

**Owl Career Link** is the CDC’s online career portal, which lists hundreds of online co-op jobs, internships, and full-time jobs for students and alumni. These opportunities help students find full-time employment after graduation. Email blasts are sent to students informing them of recently posted jobs. Job information is also posted in showcases on the Breezeway (a high traffic thoroughfare on campus) as well as in the Student Support Services Building and in the colleges and on large screen TVs. Faculty and staff are also made aware of job opportunities and career events and are invited to attend the career events.

To educate students on how to conduct a job search, the CDC uses various kinds of resources, online tools, networking, and programs. It holds workshops on résumé writing, how to conduct a job search, and promote job opportunities through the **CDC Weekly e-news**, an online newsletter that informs students about jobs posted in the OWL Career Link database, promotes upcoming events, workshops, and employer information sessions.

Throughout the year the CDC holds employer panels, industry seminars and student and employer focus groups are held to educate students about job opportunities and employment industries. Each fall and spring semester the CDC sponsors a Career Day and Technical Fair, which draws recruiters from over 100 organizations. FAU students also may attend the annual Florida Career Centers statewide job fair held in May at UCF. In addition, every semester the Co-op/Internship Experiential Learning Program provides students with employment opportunities.

The CDC manages an On-Campus Recruiting Program that allows employers to schedule on site interviews with students throughout the year. Employer Information Sessions are held in collaboration with the colleges to host and promote organizations that present information on their hiring needs. The Professional Mentor program links students with alumni and industry professionals for students to learn about career paths, and job shadowing, and career mentoring.

Finally, each semester the CDC holds a “Dare to Be Prepared” event for the graduating class—a one-day conference to facilitate their transition to the workforce. The event includes an employer panel representing various sectors of industries, and brings to campus thirty to forty organizations that conduct job search seminars and critique résumés.

The CDC uses assessment information as a basis for continuous program improvement as summarized in **Outcome Summary Data from 2006 – 2011**.

The FAU Career Development Center has affiliations with the following national, regional and local associations of career development professionals who work with college students.

- National Association of Colleges and Employers (NACE)
- The Southern Association of Colleges and Employers (SoACE)
- Florida Career Professionals Association (FCPA)
- The Greater Boca Raton Chamber of Commerce

**Career Development Programs in FAU’s College and Schools**

**The Harriet L. Wilkes Honors College**
The Wilkes Honors College on FAU’s John D. MacArthur campus at Jupiter works closely with the Jupiter campus Career Services Center to educate students about job opportunities and how to take advantage of them. The
Career Services Center serves as the clearinghouse of employer services for FAU’s northern campuses. It maintains regular contact with employers to determine their needs and ensure that FAU students have the skills and resources to be competitive.

The center’s associate director speaks to first-year students at the weekly Honors Forum, and students are encouraged to take advantage of the center’s services throughout their undergraduate years. These services include assisting students with personal statements, letters of intent, and other aspects of graduate school applications. The center offers programs designed to help students improve interview skills and write effective résumés. Much of the information shared with students comes from the U.S. Department of Labor, Bureau of Labor Statistics, and from the associate director’s contacts with local employers.

The Honors College requires students to complete an internship or study-abroad experience in order to graduate. The Career Services Center is of great assistance to students in obtaining internships within their fields of interest. In addition, center personnel advise students of the importance of incorporating networking into their job searches and even their pursuit of graduate school admission. To ensure that the center has accurate information and maintains its relationships with local employers, the associate director regularly attends various economic development meetings and programs presented by local chambers of commerce.

The textbook used by Honors College students as part of their First Year Experience, written by the dean of the Honors College, includes a chapter called “Future Opportunities” that is specifically focused on what students who are just entering college need to know in order to prepare for their careers. Students can also find career information on several frequently updated websites, such as FAU’s MyPlan and O*Net, which allow students to see labor market statistics, including estimated salaries and job outlook. Such information enables students to make well-informed choices regarding suitable careers. These websites also allow students to complete career assessments, which help them determine their long-term career goals. Having long-term goals often makes students more motivated in class, giving them something tangible to work toward.

The Honors College provides transportation so that Jupiter students can attend the Career Days and graduate and professional school days that are held on the Boca Raton campus. Students are strongly encouraged to attend, as this gives them the opportunity to network with local employers, as well as with representatives of graduate schools throughout the country. Honors College students who attended the most recent Boca campus Career Day all received at least one interview with employers, based on their high qualifications and preparation they received from the Career Center prior to the event.

During the spring 2012 semester, the Honors College is planning a medical school forum that will give students who are interested in going to medical school the opportunity to speak with physicians and FAU’s medical school faculty. A similar event is being developed for students interested in law school and general graduate studies. A financial planning firm has been invited to send a speaker to campus to share information with students about the realities of the post-college world, in terms of employment, paying back student loans and budgeting.

**The College of Education**

The College of Education and its individual departments receive job announcements from school districts, private schools, businesses, recruiting agencies and other organizations seeking employees. These announcements are posted for students to see. Additionally, job fairs are held by most local school districts within FAU’s service area. To respond to areas identified as critical need, the college uses data gathered from many state and national sources. The following subject fields were designated by the State Board of Education as critical teacher shortage areas for 2010-11.

- middle and high school level mathematics
Florida Atlantic University Response to J.D. Alexander Letter

- middle and high school level science
- middle and high school level English/language arts
- reading
- all exceptional student education programs
- English for speakers of other languages (ESOL)
- foreign languages
- technology education/industrial arts

The college addresses the need for certified teacher candidates in response to the data shared by the state regarding new hires hired out-of-field.

The Department of Communication Sciences and Disorders keeps track of the number of graduates employed within its discipline. This is a requirement of the Council of Academic Accreditation and is posted on the department’s homepage. The current report states that 100 percent of those who have graduated from the program with master’s degrees since 2008 have found employment in their field and have remained employed at least one year after graduation. Communication Sciences Disorders is a critical shortage area, but at present FAU does not have a specific program for preparation prior to admission on the graduate level. There are undergraduate programs at other state universities. FAU does, however, provide all of the prerequisite coursework that is required on a non-degree-seeking basis.

**The College of Business**

The College of Business’s Career Resource Center offers all students and alumni use of a free online career database, where recruiters post job opportunities. Once positions are posted, email blasts are sent to qualified students informing them of these opportunities. Faculty and staff are also made aware of the job postings so they can promote them to their students. Regular corporate information sessions and career events are held throughout the academic year, bringing recruiters on campus to talk to students and start the recruiting process.

The Career Resource Center has boards placed throughout the college with information pertaining to job opportunities. Recruiters place tables in the main building of the college to talk to students about their companies and available jobs. Students can make appointments to get career, résumé preparation and related advising services. The college’s Career Resource Center works cooperatively with the university-wide Career Development Center to promote annual job fairs, workshops and other events for students seeking employment. Websites from third-party recruiters are made available on the announcement page of the database. A calendar of events on the home page of the College of Business includes an updated listing of job opportunity events.

The Health Administration program collects qualitative data on employer needs and offers internship and placement services.

The School of Accounting and the Department of Information Technology and Information Management have advisory boards made up of leaders in their respective industries who help identify local needs for accounting and IT talent and skill sets. They also give input on curricula aligned with their needs.

**The Christine E. Lynn College of Nursing**

The Christine E. Lynn College of Nursing has an overall measurable employment goal, which is part of the college’s comprehensive evaluation plan: “Students are employed in nursing practice settings appropriate to educational preparation.” There is an 80 percent employment rate for bachelor of science in nursing graduates; a 60 percent employment rate in new positions reflecting changes in professional roles for master’s degree graduates; a 60 percent employment rate in new positions that reflect new competencies for Doctor of Nursing...
Practice graduates; and a 70 percent employment rate in positions reflecting new competencies for Ph.D. graduates. The college does not use the FETPIP.

The college has several programs designed to meet its employment goal. Students enrolled in the basic nursing program (both traditional and accelerated) take a Nursing Leadership course during their final semester. In that course, they learn about job opportunities. During the spring semester, the college sponsors a career fair, inviting representatives of local hospitals and health care organizations to campus. Students are able to talk with recruiters and submit their résumés.

**University Libraries**

As a U.S. Government publications depository library and a Florida government documents depository library, the FAU Libraries receive all publications of the Bureau of Labor Statistics, all of which are available to students. Library staff create [web pages](#) and [guides](#) to help students find relevant information regarding jobs and other government information.

The government documents staff and reference librarians provide instructional sessions to classes in such fields as economics, political science, geology, etc., in which they refer students to government and other resources that they can use in their work.

**The College for Design and Social Inquiry**

The School of Social Work cites data from FETPIP, its own collected data, and other employment information to educate students regarding job opportunities while recruiting and when conducting orientation programs for new classes of students. This type of data has proven to be quite advantageous to the school, which has higher graduation and employment rates than other social work programs in Florida ([FETPIP, 2011, p.1](#)). The School of Social Work also hosts an annual Career Day, which provides students with the opportunity to meet and speak with employers and presents guest speakers who discuss the local availability of human service jobs. The school also has an active alumni society that sponsors workshops on employer-related needs.

To shape a curriculum that meets employer needs, the School of Public Administration uses internship evaluations, surveys to assess employer perceptions and ongoing input from its advisory board.

The School of Urban and Regional Planning hosts an annual Career Day, which includes a keynote address about job opportunities in the current market, an alumni panel at which career advice is offered, a presentation by the FAU Career Development Center, opportunities to meet and speak with public and private employers, and individual résumé review. The school also posts job opportunities on its website and updates those postings daily.

The profession of architecture encourages students to complete the Intern Development Program (IDP), which requires them to spend two to three years in an office under the supervision of a licensed architect before they take the licensing examination. The faculty IDP coordinator is responsible for conducting seminars on the topic, inviting lecturers to the school, and for working with student organizations to make sure that their members are aware of the internship requirement.

**The Dorothy F. Schmidt College of Arts and Letters**

The departments in the Dorothy F. Schmidt College of Arts and Letters educate students about job opportunities in many different ways.

The Anthropology Department provides multiple avenues for publicizing job opportunities. First, many announcements come by email to the department and these are circulated to the appropriate faculty and their
students. Second, the department maintains relationships with entities such as the county and municipal governments involved with historic preservation issues, the Seminole Tribe, museums from Monroe to Palm Beach counties as well as county and city archaeologists. Third, the department is linked into networks of anthropologists, internships and opportunities throughout the state, nationally and from offices within the federal government (e.g., the Bureau of Land Management, the Forest Service, the National Park Service). Fourth, the department is always open to students’ taking the initiative in creating new possible internship opportunities. Fifth, department faculty members are closely involved in one-to-one mentoring relationships with students and the development of their individual research and analytical skills. Additionally, the about 75 percent of graduates of the master’s program move on to doctoral level study at other universities—an impressive accomplishment. Undergraduates provide information on their future plans via a survey that they take prior to graduation.

Students in the Music Department audition to meet admission standards and are evaluated in many key areas every semester to keep them on track toward ensuring their marketability in the music industry. Music area directors are faculty advisors to these students, providing mentorship and support for auditions, job applications and internship placement. Clinical educators provide mentorship to music education students as they prepare and complete their student teaching internships. At all points, students are advised and supported by faculty as to the standards expected in the profession, and their progress toward meeting those standards is regularly evaluated.

Informal mentoring of students is common in the Philosophy Department. The Philosophy Club meets at least once per year, sometimes twice, for information sessions and workshops on careers, law school and graduate school admissions. Additionally, faculty members regularly participate in community lectures, workshops and events.

The English Department’s advisor attends programs and events sponsored by the Career Development Center to gain information that can be passed on to students about job outlook, career opportunities, on-campus recruiting and internships for liberal arts majors. Department advisors meet with Career Development Center staff regularly to ensure that students are obtaining the skills that employers seek. The department provides a major workshop symposium once every semester titled “What Can I Do with an English degree?” The workshop is geared toward educating students about the skills employers are looking for and how the skills they learn in the English major are transferable to the workplace. Additionally, the workshop helps students identify occupations and possible career paths.

The Languages, Linguistics and Comparative Literature Department added a full-time academic advisor last year, which has enhanced its ability to assist students with career planning. The advisor provides students with counseling on career opportunities and directs them to the Career Development Center for career development workshops, databases and other resources. In addition, each student has a faculty mentor who discusses career opportunities as part of the mentoring process. The Spanish and French programs have developed Academic Service Learning opportunities in partnership with community organizations. These are similar to internships in the sense that the students get hands-on experience working in agencies, schools, healthcare facilities, etc., where multilingual skills are important. Many students have reported that these experiences have encouraged them to pursue careers in these kinds of organizations.

The Sociology Department has received many reports of student success in gaining entry to graduate school and embarking upon careers. Students who have earned the BA in sociology have been accepted in excellent MA and doctoral programs (such as those at UC-Irvine, UC-Riverside, SUNY-Albany, Notre Dame, Tulane and the University of Miami). One MA graduate recently received FAU’s Alumnus of the Year award, serves on the
advisory board of the Union of Concerned Scientists, and is a member of the Chair’s Council of the Geological and Planetary Sciences Division at the California Institute of Technology.

The Theatre Department offers an elective undergraduate career seminar, and requires all students in graduate acting classes to take a career seminar. These seminars are designed to bring a variety of industry professionals into the classroom to discuss current industry standards regarding portfolios, headshot and résumé development, audition techniques and protocols, hiring agents, career opportunities and work searches in large metropolitan areas. There are also discussions about what it takes to “make it in the field.” Additionally, as opportunities arise (at least once every other year), guest artists or eminent scholars conduct workshops providing valuable insights on becoming employed and succeeding in the business. Faculty members conduct end-of-term reviews for all of graduate students, and occasionally also for undergraduates, using an instrument that ranks them in ten specific areas including “growth,” “engagement or participation” and “collegiality.” The results of the review are discussed individually with students, who are advised to seek help from faculty members in areas that need remediation.

The College of Engineering and Computer Science
The College of Engineering and Computer Science works closely with FAU’s Career Development Center to educate students regarding job opportunities and preparing them for the workforce. The CDC maintains an extensive database of employers and job opportunities for students. The CDC also organizes two job fairs every year, and on average 30+ engineering and technology companies participate. In addition, the college has a Division of Engineering Distance Education and Career Services, which provides career-related support to students, conducts workshops for writing résumés and prepares students for co-op experiences. Potential employers contact DEDECS for their recruiting needs. About 60 percent of the college’s graduates stay in Florida.

Economic Impact
Our last report of the economic impact of FAU on the surrounding community and state can be found at http://iea.fau.edu/inst/econimpact06.pdf. FAU is currently updating this study with results to be disseminated in late spring 2012.

Voluntary System of Accountability
Finally, FAU is a current member of the Voluntary System of Accountability, a national initiative by public 4-year universities to supply clear, accessible and comparable information on the undergraduate student experience to important constituencies through a common web report – The College Portrait.

The VSA was developed in 2007 by a committed group of university leaders and is sponsored by two higher education associations - the Association of Public and Land-grant Universities (APLU) and the Association of State Colleges and Universities (AASCU).
Criterion 5.0 – Estimate of student enrollment over the next one and five year period.

<table>
<thead>
<tr>
<th>For entire institution</th>
<th>Funded 2010-11</th>
<th>Estimated 2010-11</th>
<th>Funded 2011-12</th>
<th>Estimated 2011-12</th>
<th>Estimated 2012-13</th>
<th>Estimated 2014-15</th>
<th>Estimated 2016-17</th>
<th>5-Year Projected Average Annual Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL Resident Lower</td>
<td>4461</td>
<td>5385</td>
<td>4461</td>
<td>5605</td>
<td>5993</td>
<td>6843</td>
<td>7805</td>
<td>7.85%</td>
</tr>
<tr>
<td>FL Resident Upper</td>
<td>7910</td>
<td>8204</td>
<td>7910</td>
<td>8204</td>
<td>8697</td>
<td>9772</td>
<td>10979</td>
<td>6.76%</td>
</tr>
<tr>
<td>FL Resident Grad I</td>
<td>1764</td>
<td>1696</td>
<td>1764</td>
<td>1696</td>
<td>1747</td>
<td>1854</td>
<td>1967</td>
<td>3.19%</td>
</tr>
<tr>
<td>FL Resident Grad II</td>
<td>194</td>
<td>283</td>
<td>194</td>
<td>283</td>
<td>300</td>
<td>337</td>
<td>379</td>
<td>6.76%</td>
</tr>
<tr>
<td>Total FL Resident</td>
<td>14329</td>
<td>15569</td>
<td>14329</td>
<td>15789</td>
<td>16737</td>
<td>18805</td>
<td>21130</td>
<td>6.76%</td>
</tr>
<tr>
<td>Non-Res. Lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Res. Upper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Res. Grad I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Res. Grad II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Non-Res.</td>
<td>910</td>
<td>946</td>
<td>910</td>
<td>1021</td>
<td>1082</td>
<td>1216</td>
<td>1366</td>
<td>6.76%</td>
</tr>
<tr>
<td>Total Lower</td>
<td>5702</td>
<td>5997</td>
<td>6412</td>
<td>7326</td>
<td>8360</td>
<td></td>
<td></td>
<td>7.88%</td>
</tr>
<tr>
<td>Total Upper</td>
<td>8542</td>
<td>8597</td>
<td>9055</td>
<td>10174</td>
<td>11432</td>
<td></td>
<td></td>
<td>6.76%</td>
</tr>
<tr>
<td>Total Grad I</td>
<td>1873</td>
<td>1873</td>
<td>1929</td>
<td>2047</td>
<td>2171</td>
<td></td>
<td></td>
<td>3.19%</td>
</tr>
<tr>
<td>Total Grad II</td>
<td>398</td>
<td>398</td>
<td>422</td>
<td>474</td>
<td>533</td>
<td></td>
<td></td>
<td>6.76%</td>
</tr>
<tr>
<td>Total FTE</td>
<td>15239</td>
<td>16515</td>
<td>15239</td>
<td>16810</td>
<td>17819</td>
<td>20021</td>
<td>22496</td>
<td>6.76%</td>
</tr>
</tbody>
</table>

The table above indicates the estimated enrollment for FAU over the next five years. These estimates were submitted to the Board of Governors in the spring of 2011 as part of the routine submission of the FAU Work Plan. FAU does not project beyond the five year timeframe given that FAU is a long established university that has stabilized enrollment over time. Our incremental growth that is planned is projected at an annual growth rate of 6.76%.
In addition to other pertinent information on planning at FAU, the following link provides additional enrollment information. Please refer to page 20 of the FAU Annual Report for 2011-12 and beyond.

Excerpting from the Annual Report, below we provide background information on FAU enrollments.

Florida Atlantic University supports and pursues the objectives in SUS Goal 1, objectives that are recognized in its own 2006 – 2013 Strategic Plan. The university demonstrates its performance in these areas through the following highlights.

Access
- FAU’s fall 2011 FTIC enrollment reached an institution high of 3,351 students – an increase of 573 from fall 2010.
- Over 29,400 students are enrolled for fall 2011 – the highest in the institution’s history.
- FAU’s student body continues to reflect a diverse and culturally vibrant community comprised of students from 48 states, 138 countries, and all of Florida’s 67 counties.
- FAU’s graduate enrollment reached 4,245 in fall 2011, a 22 percent increase over fall 2006.

Degree Production
- Baccalaureate degrees awarded increased to 4,592 in 2010-11, a nine percent increase in five years.
- Degrees awarded in BOG-identified “Areas of Strategic Emphasis” increased by nearly eight percent in five years.
- Significant growth in completions was noted in critical shortage areas such as education and the health professions as well as in science, technology, engineering, and math (STEM) areas.
- FAU proudly notes that 18 percent of the baccalaureate degrees awarded in 2010 were awarded to Black and Non-Hispanic students and another 20 percent to Hispanic students.
- Forty-five percent of FAU’s students are classified as African-American, Hispanic, Native American, Asian, and international making FAU the most diverse university in the SUS.
- The number of graduate degrees conferred increased to 1,463 in 2010-11 - an increase of 32 percent in master’s and specialist degrees from five years ago, and an increase of 29 percent in doctoral degrees.

Meeting the Challenges of Increased Demand

FAU is committed to student success and providing quality services by exploring new ideas, synergistic operational efficiencies, and methods of program delivery. Highlights of FAU’s activities include centralizing its undergraduate academic support units in one large facility, the Center for Teaching and Learning (CTL), and expanding eLearning as a method of program delivery.

The Center for Teaching and Learning provides tutoring support in writing, mathematics, foreign languages, and other areas of significant need as well as supplemental instruction in over 20 historically difficult courses with enrollments of over 10,000 students. CTL also houses the Freshman Learning Community and Living Learning Community programs, an office for undergraduate research, and a study room for students in the University Honors Program. CTL’s director for the scholarship of teaching conducts workshops and seminars for faculty, with the goal of providing them the tools and resources to excel in teaching.

A Center for eLearning (CeL) was established in April 2011 and an assistant provost for eLearning was hired. Since then, construction began on the future home for the Center; a new distance learning fee was implemented in order to fund development and delivery of eLearning courses and programs; and the first of three major faculty development initiatives was launched in fall 2011 with 57 faculty members participating.
in the program. CeL 1001 is designed for faculty that have never developed or facilitated an online course. It is a semester-long program that allows faculty to experience eLearning from a student perspective as they learn best practices for eLearning course development and delivery. For the fall 2011 program, 80 proposals were submitted and 71 were accepted. This program will be repeated every semester.

In 2011 Florida Atlantic University capitalized on construction savings recognized from the new Engineering East facility. Over 42,000 square feet of classroom and labs were renovated within the General Classroom South, Science and Engineering, and the Instructional Services facilities on the Boca Raton Campus. Additionally, FAU completed renovation of the Link Building and construction of a new 40,000 GSF Lab II building at the Harbor Branch Oceanographic Institute. Combined, these projects provide newer, state-of-the-art facilities to further enhance student access to high-quality programs.

In addition to constructing and enhancing new academic facilities, development of Phase I of the Innovation Village Apartments and the new 30,000 seat stadium help further transform the Boca Raton Campus to a more traditional university. Phase I of the Innovation Village Apartments consists of two apartment buildings, totaling 489,000 square feet, and provides 1,216 beds for upper-division and graduate students. The sense of community is further enhanced by amenities such as the outdoor pool, sand volleyball courts, convenience store, computer lab, "smart" conference rooms and multipurpose activity room. The impetus for these projects was the desire to enhance a sense of tradition, pride and student life on FAU's Boca Raton campus.
Criterion 6.0 – Degree offerings and determinations of opening and closing new and old programs.

- Please refer to Question #2, J. D. Alexander letter.

Criterion 7.0 – Not applicable
Criterion 8.0 - Information included in Criterion 3.0 above.
Principle 1.0 – Not applicable

Principle 2.0 – Financial Aid Program

Provide a detailed financial aid plan based on the TSM and projected enrollment. Include all financial aid policies including how the level of family contribution will be determined and how financial aid programs will be applied to meet student need.

MISSION STATEMENT: The mission of the Office of Student Financial Aid is to offer a comprehensive financial aid program that attempts to meet the financial needs of all University students. This office utilizes aid programs from all sources for which students are believed to be eligible. In addition, this office uses these programs in ways to assist students in achieving a quality education by supporting their academic and vocational objectives.

PHILOSOPHY: Keeping service to students and families at the heart of our organization. We believe:

- Customers are the most important people in any business and our customers are students.
- Students are the purpose of our work; they do not interrupt our work.
- Students and their families are an essential part of our business; they are not outsiders.
- Students deserve the most courteous attention we can give them; they are the lifeblood of the University.

We will achieve excellence in all our services by building strong, positive relationships with individuals and organizations inside and outside the University. We believe that it is our team-oriented staff that will assure the achievement of our vision.

CORE VALUES: SERVICE

SATISFACTION - Our goal is to provide the highest quality service. We continually assess how our clients perceive us, evaluate the outcomes of new ideas, and strategize ways for improvement.

EMPOWERMENT - We will provide the training and resources to empower our employees to make sound and ethical decisions within Federal, State and University guidelines, in order to contribute in meaningful ways to the overall improvement of our office.

RELATIONSHIPS - We strive to increase mutual respect, communication, and understanding by encouraging the highest level of cooperation within our office, with other University academic and administrative departments, and external agencies.

VALUES: Based upon personal responsibility, accountability, reliability, and sincerity, we will serve our clients and the community with integrity and consideration.

INNOVATION: With constant attention to technological advancement, we will create an environment to ensure our systems are continually improved to enhance the delivery of financial assistance to students and families.

COMMUNICATION: We continually seek ways to improve communication within our office, the University community, and outside agencies. We strive to maintain clear, concise, and current information that is easily accessible to all.

EXCELLENCE......... is our common goal, and professionalism is our standard.

Need based Federal, State, and Institutional aid is awarded based on the Expected Family Contribution (EFC) from the Free Application for Federal Student Aid (FAFSA) [http://www.fau.edu/finaid/apply_aid/index.php](http://www.fau.edu/finaid/apply_aid/index.php). During the...
process of applying for federal student financial aid, certain conditions must be met before and after the application process, including but not limited to meeting the Satisfactory Academic Progress Standards [http://www.fau.edu/finaid/policies/acad_progress.php](http://www.fau.edu/finaid/policies/acad_progress.php).

Florida Atlantic University offers a comprehensive financial aid program to assist in meeting reasonable educational expenses by both full-time and part-time students who might otherwise be unable to afford college. Reasonable educational expenses include tuition and fees, room and board, books and supplies, transportation, miscellaneous personal expenses, and expenses related to child care of a student's dependents [http://www.fau.edu/finaid/apply_aid/coe.php](http://www.fau.edu/finaid/apply_aid/coe.php).

Based on the projected enrollment, the FAU priority deadline is March 1st. All applications received after that date will be reviewed in order of receipt. Students will be awarded aid based on the standard federal formula; Cost of Attendance (COA) minus Expected Family Contribution EFC equals unmet need. Eligible students are able to receive a variety of different types of aid [http://www.fau.edu/finaid/typesofaid/index.php](http://www.fau.edu/finaid/typesofaid/index.php). Scholarships are generally awarded first. Other gift aids such as grants are applied prior to Federal Work Study and Student Loans. Per federal regulations, need based aid cannot exceed unmet need and the total aid package cannot exceed the student's COA.

What is the projected average (mean and median) student debt upon exit, including by degree level and degree program? Clearly explain all methodologies and assumptions (including time value of money), and source data must be provided.

Please click on the following link that addresses methodologies and assumptions [http://www.fau.edu/finaid/plan_enrollment.php](http://www.fau.edu/finaid/plan_enrollment.php)
Principle 3.0 – Performance standards

In addition to the information included in Criterion 3.0 and 4.0 responses above, the following extracts from the FAU Work Plan indicate our standing on certain criteria with our peers.

FAU has identified a group of 13 peer institutions that are similar in mission, size, and academic preparation of entering students: George Mason University, Georgia State University, Indiana University-Purdue University-Indiana, Old Dominion University, Portland State University, University of Akron, University of Louisville, University of Memphis, University of Nevada – Las Vegas, University of Texas – Arlington, University of Toledo, University of Wisconsin – Milwaukee, Virginia Commonwealth University. These peers are used for comparison on many of the measures included in the FAU Work Plan. On measures for which data on these peers was not available, comparisons to the SUS institutions were made.

- FAU’s production of baccalaureate degrees has grown 7% during the past 5 years, which is below the average of 15% increase among its peer institutions during the same period. With a more aggressive plan in place to increase undergraduate enrollment, we anticipate that baccalaureate production will increase at a faster pace in the next 5 years. The number of master’s degrees awarded grew by 17% in the past 5 years compared with an average of 10% at our peer institutions. Research doctoral degrees awarded have grown by 29% at FAU in the past 5 years, which is slightly below the 35% increase at our peer institutions. FAU only recently began to award professional doctoral degrees in nursing and we anticipate growth both in nursing and in medicine.

- FAU awards 19% of baccalaureate degrees to Hispanic students and 19% to Non-Hispanic Black students, rates which reflect the diversity of our undergraduate population and which are substantially higher than at our peer institutions (5% awarded to Hispanic students and 13% to Black students). FAU awards 39% of baccalaureate degrees to Pell Grant recipients, which is slightly higher than the average rate at other SUS institutions (37%).

- FAU’s Nursing Licensure Exam Pass Rate of 96% reflects an improvement of more than 5% in the past 5 years and places FAU in the top half of SUS institutions in pass rate.

- FAU has shown modest growth in STEM degrees awarded in the past 5 years both at the baccalaureate (4% growth) and the graduate level (4% growth). These rates are below the SUS average (19% baccalaureate STEM growth and 31% graduate STEM growth for SUS in last 5 years). Growth in Health Professions degrees also has been modest at the baccalaureate level (4% in the past 5 years vs. 19% SUS average). Graduate degrees have grown substantially in Health Professions at FAU during the past 5 years (60% vs. 42% for the SUS on average). In Critical Needs Areas of Education FAU has more than doubled its degree production at both the baccalaureate and graduate levels. This is well above the growth rates of 19% and 20% among SUS institutions.

- Total research and development expenditures have doubled (102% increase) in the past 5 years, which is well above the growth among our peers (14% growth in the past 5 years). Federally Funded Research and Development expenditures at FAU have decreased by about 5% in the past 5 years, compared with an average increase of 14% among our peers. We anticipate that the recently approved College of Medicine will allow us to better compete for federal research funds.
Florida Atlantic University Response to J.D. Alexander Letter

- FAU executes a small number of licenses per year, which generates a modest but increasing income for the institution. Licensing activity in the SUS is concentrated mainly at one institution (UF), so comparison to an SUS average is not informative.

- FAU’s most recent 6 year Full-time FTIC graduation rate of 42% is near the average rate of its peer institutions (44%) and represents a 15% improvement compared to 5 years earlier. While our FTIC graduation rate remains below the SUS average of 64%, FAU has enacted numerous initiatives to improve the success of its first time in college students. Analysis of more recent FTIC cohorts suggests that FAU’s retention and graduation rates will continue to grow. Graduation rates among students who transfer in to FAU are very near the SUS average rate and have improved at a faster rate over the past 5 years than the SUS average rate.
Principle 4.0 – Evaluation plans for all employees and links. Merit criteria. Post tenure review.

Periodic evaluations of Florida Atlantic University's administrators contribute to the continuing development of the employees and the overall success of the university by focusing and evaluating staff performance consistent with the university’s strategic objectives.

All university administrators are evaluated annually by their immediate supervisors. However, a supervisor may schedule an additional review to discuss changes in one or more areas of the employee's performance, change in supervision, change in job duties or the priority of job duties, or changes relative to scope of responsibility and/or performance expectations. Supervisors are encouraged to develop a performance improvement plan for employees rated as Needs Improvement or Below Standards. Please refer to the following link to review employee evaluation processes and policies, Section 5, page 9. The evaluation is considered in decisions related to salary increases, retention, promotion, and the responsibilities assigned to the position.

In addition to the annual review of non-academic staff, the faculty – at all ranks – undergo an annual evaluation process as well. Full professors, associate professors and assistant professors are evaluated based on several criteria and the details of that process can be found in the 2009-12 Collective Bargaining Agreement, Article 10, pages 22-26.

Principles 5.0-8.0 – Not applicable

Principle 9.0 -Partnerships
FAU participates in numerous partnerships, most notably with high tech research organizations, especially Scripps Florida and the Max Planck Institute, both of which are located on FAU’s MacArthur Campus in Jupiter. These initiatives, among many others, are geared towards increasing FAU’s return on investment and economic impact through the research and the production of degrees in STEM disciplines. The FAU Board of Trustees actively supports these endeavors and has made them a major focus of FAU’s strategic planning. The draft FAU strategic plan delineates FAU’s emphasis on engaging and serving the community and the development of strong research programs that will benefit the state.

Principle 10.0 – Not applicable
4. **Provide an update on the New Florida program.** How was the $10 million distributed in 2010-11 and the current status and performance of the programs funded? What are the specific new funding requests for New Florida or related issues?

- To be answered by the Board of Governors
5. Provide a full accounting of all university related executive travel, including details on owned or leased aircraft and commercial flights and details on travel and entertainment by university for all university-related organizations.

<table>
<thead>
<tr>
<th>Reimbursement Date</th>
<th>Purpose of Travel</th>
<th>Total</th>
<th>Air</th>
<th>Rental Car</th>
<th>Fuel-Park</th>
<th>Meals</th>
<th>Lodging</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/20/10</td>
<td>BOG Meeting</td>
<td>300</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/17/10</td>
<td>While President-elect, meetings w/Staff, Donor and Community Leaders, Boca Raton, FL</td>
<td>1,474</td>
<td>374</td>
<td>256</td>
<td>40</td>
<td>90</td>
<td>715</td>
<td></td>
</tr>
<tr>
<td>06/15/10</td>
<td>Meetings w/Governor, Legislators, Chancellor, Trustee &amp; Staff, Boca Raton/Tallahassee, FL</td>
<td>2,121</td>
<td>407</td>
<td>416</td>
<td>28</td>
<td>79</td>
<td>1,191</td>
<td></td>
</tr>
<tr>
<td>07/02/10</td>
<td>Participated in HBOI's Dolphin Health Assessment Survey</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08/04/10</td>
<td>AASCU New President’s Academy, Burlington/Stowe, VT</td>
<td>3,749</td>
<td>495</td>
<td>196</td>
<td>35</td>
<td>53</td>
<td>1,071</td>
<td>1,900</td>
</tr>
<tr>
<td>09/23/10</td>
<td>Board of Governor’s Meeting</td>
<td>318</td>
<td>179</td>
<td></td>
<td></td>
<td>20</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>11/4/2010</td>
<td>BOG/Pres Conf-Gainesville</td>
<td>129</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>129</td>
</tr>
<tr>
<td>1/14/2011</td>
<td>Treas Coast Advisory -Port St. Lucie</td>
<td>109</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109</td>
</tr>
<tr>
<td>1/20/2011</td>
<td>BOG Meeting - Pensacola</td>
<td>216</td>
<td>83</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>03/22/11</td>
<td>BOG Meeting for 3/22-3/24/2011</td>
<td>953</td>
<td>545</td>
<td></td>
<td>36</td>
<td>372</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/14/2011</td>
<td>Treas Coast Advisory -Port St. Lucie</td>
<td>109</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109</td>
</tr>
<tr>
<td>06/02/11</td>
<td>SACS Orientation Meeting</td>
<td>331</td>
<td>105</td>
<td>40</td>
<td>49</td>
<td></td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>6/23/2011</td>
<td>BOG Meeting - Tampa</td>
<td>263</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>10,151</td>
<td>2,105</td>
<td>1,003</td>
<td>143</td>
<td>408</td>
<td>4,592</td>
<td>1,900</td>
</tr>
</tbody>
</table>
6. **Provide an update on implementation of recent year funding reductions. Did the reductions include the elimination of non-priority university programs and degrees? If so, provide details.**

**2007-08 E&G Budget Reductions:** $8.5 million

FAU followed these priorities and strategies throughout the budget reduction process:

- Continue focus on FAU’s **Strategic Plan**
- Minimize the impact on instruction and enrollment
- Ensure currently enrolled students maintain timely progress toward degree
- Maintain the integrity of our teaching, research and service missions
- Protect FAU’s personnel, physical, and financial assets
- Eliminate duplication of effort in all areas
- Consolidate programs and activities to achieve economies
- Look to methods to improve efficiency
- Examine ways to shift costs to users and beneficiaries
- Examine ways to fund programs and activities from different funds
- Increase class size to the extent pedagogically acceptable
- Maximize efficient use of classrooms and offices
- Consider alternative work schedules to achieve savings and efficiencies
- Examine productivity of all units and programs
- Fill only critically needed positions
- Restrict travel to only essential meetings
- Limit number of individuals traveling to the same meeting—take notes!
- Examine assignments of faculty and staff to achieve maximum efficiency
- Maximize the use of distance education and video/telephone conferencing
- Collaborative discussions and decision-making regarding reductions

**A. Reducing Personnel Cost:**
- Reduce staff positions;
- Use adjuncts to fill vacant faculty positions;
- Reduce additional library support and services;

**B. Modifying Academic Programs:**
- Cancel low enrollment courses;
- Modify summer school schedule
- 40% reduction of the Center for Urban & Environmental Solutions;
- Eliminate Center for Urban & Environment Solutions;
- Eliminate Center for Urban Redevelopment & Education
- Reduce Life Long Learning offerings.
- Decrease allocations for sponsorships and memberships.
- Close academic buildings on Davie Campus-Sunday.
- Redirect marketing allocations in community relations

**C. Reducing General Expenses:**
a. Reduce travel, office supplies, scholarships
b. Reduce purchasing of new books for Library

D. Reducing PO&M Expenses:
a. Reduce non-emergency repairs/deferred maintenance
b. Reduce electrical use
c. Reduce security in conjunction with building closure
d. Reduction of all emergency utility service contracts, while not compromising the maintenance of the equipment.
e. Reduction in specials regarding grounds, custodial and routine building maintenance in Broward campus

2008-09 E&G Budget Reductions: $10.1 million

A. Academic Programs
a. Closed one non-instructional center (Center for Urban Research and Empowerment)
b. Consolidated course offerings and adjusted scope of campus program plans (see revised exhibit on campus degree programs) in order to match programs to available resources
c. Closed Center for Electronic Communications (with accompanying savings from unfilled positions and expense budgets)
d. Eliminating Center for Interdisciplinary Studies
e. Eliminates funding match for Small Business Development Center leading to anticipated closure on December 31, 2008;
f. Dissolution of the Department of Industry Studies leading to administrative reductions and cost savings (programs and faculty will be transferred to other departments);
g. Restructure summer teaching assignments to utilize more instructors in order to increase course offerings;
h. Withdrawing state support from Center for Holocaust and Human Rights Education (actively seeking alternative sources of funds to continue center operations)
i. Balanced reductions in number of sections through increased class sizes and more effective section management
j. Reorganized scope of program offerings on each campus (refer to exhibit on campus academic programs) with cessation of Computer Science and Engineering program in Davie to concentrate on meeting high enrollment demand in other departments
m. Restructure summer programs to maximize value to students by shifting required elements to fall and spring semesters
n. Revised program offerings to scale-back size of the traditional bachelor’s degree program and to reduce number of locations (refer to exhibit on campus academic programs)
o. Maintained focus on instruction to majors and no majors
p. Realign/postpone program development

B. Reducing Personnel Cost
a. Reorganizing college administration (potentially eliminating staff positions)
b. Reorganizing School of the Arts
c. Reduce number of specializations within programs to use faculty time more effectively.
d. Administrative savings from the reduction of one dean-level position and three support positions
e. Decreased number of regular faculty offering instruction by not filling vacant positions
f. Heavier reliance on well-qualified adjuncts to deliver courses and programs

g. Conversion of 12-month faculty appointments to more traditional 9-month appointments

h. Moratorium on replacing senior level faculty who have had primarily non-instructional assignments

i. Staff reassignments to maximize productivity

j. Eliminated faculty positions associated with program consolidation Eliminating unfilled faculty positions

k. Reduced expenses and faculty stipend levels in “Writing Across the Curriculum” program

l. Redistribution of duties to existing staff

C. Reducing General Expenses

a. Reductions in non-instructional expenses related to partnership participants.

b. Reduce operating expenses and equipment purchases;

c. Maintained campus program distribution and ability to serve current levels of student enrollment by transferring support budgets to non-state sources

d. Reducing recruiting operations, including staff, travel, and publications

e. Reduction of expenditures on utilities, grounds maintenance, and building maintenance services

f. Reduction of contract services

g. Reducing travel and research support for faculty

h. Reducing scholarship support and shifting expenses to FAU Foundation

Impact:
While the budget reduction plan protects programs, activities and services that are central to the academic mission of the university and fulfills the university’s commitment to diversity and inclusiveness, it will negatively impact many aspects of university operations.

These reductions allow the colleges to concentrate resources on instructional activities including required courses for majors within and outside the college and in support of the core curriculum. Campus program realignments provide critical groupings of core faculty in three “hubs” and allow for workable distance learning options across campus pairings. Plan allows college to fully support summer instruction.

These reductions will allow the college to continue the phase-in of the full four-year medical education program.

These reductions rely on staff reductions through attrition and on using funds from outside sources including auxiliaries. Potential for meeting increased student demand is extremely limited due to lack of faculty.

These reductions mean that fewer course sections are offered and that section sizes will be larger. Increased administrative workload may be too great for small core leadership team.

While maintaining course offerings, reductions in faculty will mean that research efforts will be slowed considerably, despite the expectations for increased collaborative ventures in biotechnology and marine biotechnology.

Without the expected income offset, these cuts will cause a diminution of user services and the continued deterioration of equipment and network capability. There will be serious erosion of support for enterprise systems.
Summary of Impact

- Fewer Faculty Positions
- Fewer Staff Positions
- Some class sizes will be larger
- Some reduction in course and program availability
- Higher student/faculty ratios
- Reduced operating hours for some services
- Reduced library holdings
- Longer processing time for some services
- Increased risk of loss due to reduced staffing and internal Controls
- Difficulties in recruiting and retaining quality faculty and staff if funding situation does not improve
- Low morale among employees due to two years of no base salary increases and higher costs of living
- Reduced funding for professional development in order to sustain current academic pedagogy
- Increase in deferred maintenance of buildings and grounds
- Inefficiencies and loss in instructional competitiveness due to inability to replace aging and obsolete equipment
- Reduced faculty and staff involvement in local and professional communities
- Reduced resources for state funded research, restricting knowledge expansion, economic development, and global competitiveness
- Accreditation sustainability if revenues continue to decline
- Limited growth of efforts to enhance campus life for students
- Limited growth of efforts to implement new internships and career opportunities for students
- Postponement of additional services to better meet the needs of students
- Shift of some base-funded activities to fee-for-service activities
- Limited ability to elevate the University’s awareness level to outside markets

2009-10 E&G Budget Reductions: $18.8 million

Florida Atlantic University’s 2009-10 budget reduction plan is the largest one year reduction in the University’s history. It was developed through a collegial and collaborative process, but it will not satisfy every constituency.

While the budget reduction plan protects programs, activities and services that are central to the academic mission of the university and fulfills the university’s commitment to diversity and inclusiveness, it will impact many aspects of university operations including academic programs and support functions.

A. Administrative Reductions (Summary to date: 2008-09 and 2009-10)

- 34 Non-faculty administrative positions eliminated (filled)
- 4 Faculty administrative positions eliminated (vacant)
- 10 Faculty administrators returned full-time to faculty
- 3 Faculty administrators assigned greater instruction
- 6 Administrative supplements to faculty removed
- 5 Administrative positions moved to non-E&G funding

TOTAL: 62 position changes to date – additional positions under review
B. Academic Program Offering Reductions and Mergers

FAU currently offers 147 programs and 284 majors within those programs. All majors were reviewed based upon average annual graduates and enrollments. 121 majors are “flagged” for additional review. Approximately 45 majors are targeted for elimination. (Current students will be accommodated.)

C. College and Unit Reductions

- Eliminate Associate Dean position; do not fill vacant Development Officer Position
- Increase instructional assignments for chairs, directors and other administrators; review faculty assignments to maximize productivity
- Implement tighter course management controls, e.g. raising enrollment caps, enforcing minimum class size, and schedule sequencing
- Eliminate equipment replacement and renewal for faculty, staff, and labs
- Suspend admission to PhD in Comparative Studies while program is being reviewed
- Reduce support staff in selected units
- Reduce faculty research and conference travel support
- Reduce adjunct and summer teaching budgets
- Decrease support payments to University of Miami for faculty services at UMMSM
- Eliminate planned support staff hires in currently vacant positions
- Decrease OPS budget for preceptors
- Decrease departmental expense budgets and computer purchases
- Eliminate two high level administrative positions (Associate Dean, Director of External Relations)
- Eliminate 17 low enrollment academic majors
- Phase out Finance major on the Port St. Lucie Campus and the Center for Economic Education in Boca Raton
- Reorganize service delivery models and reorganize office support staffing
- Move selected staff positions, adjuncts and expenses to auxiliary budget and to clinic operations budget
- Decline to fill up to 12 vacant faculty positions
- Reduce operating expense budget
- Restructure total academic and administrative organization of the college
- Combine departments to create savings by eliminating duplication of effort
- Result is elimination of redundant faculty and staff positions
- Redirect resources to underwrite functional needs rather organizational units
- Consolidate student support and business operations with Jupiter Campus services to avoid redundancy
- Eliminate one unfilled support position
- Reduce operating budgets to achieve additional efficiencies
- Eliminate one faculty and one staff position at Port St. Lucie
- Convert administrative (Director) positions in Port St. Lucie and Davie to regular faculty positions
- Reduce administrative and staff positions
- Eliminate five unfilled faculty positions
- Expand number of faculty on phased (partial) retirement
- Reduce OPS expenditures for adjuncts, TAs, and overload teaching
- Reduced Graduate Recruitment operations
- Reduced Student Support Services operations
- Reduce payments to Northwest Regional Data Center for processing time and resources
- Eliminate four unfilled positions
• Reduce staffing in Provost’s Office by one position
• Reduce support budgets for academic development and faculty-related initiatives
• Reduce Provost’s contingency reserve
• Reduce budget for SLS instruction by cancelling under-enrolled courses
• Reduce the number of Supplemental Instruction courses covered during the summer
• Eliminate all conference travel support
• Reduce number of graduate assistants assigned to advising incoming freshmen
• Eliminate planned activities for teaching enhancement and undergraduate research
• Restructure freshman reading program to eliminate author visit
• Eliminate ten unfilled positions
• Eliminate remaining OPS/temporary personnel
• Defer interior painting 2009-10
• Eliminate third shift from maintenance contract
• Reduce weekend maintenance FTE
• Reduce general operating expenses
• Reduce HVAC blanket maintenance contracts (longer response time to hot and cold calls)

Summary of University-wide reductions

• Eliminate approximately 140 unfilled positions
• Eliminate approximately 30 filled positions
• Eliminate/phase-out approximately 45 majors
• Eliminate/reduce services to students, faculty and staff while maintaining student access and credit hour production.

Impact

• Fewer Faculty & Staff Positions (goal to minimize layoffs, however)
• Fewer majors offered
• Reduced operating hours and longer processing times for some services
• Increase in deferred maintenance of buildings and grounds
• Reduced faculty and staff involvement in local and professional communities
• Reduced resources for state funded research, restricting knowledge expansion and economic development
• Postponement of some additional services designed to enhance student experience
• Shift of some base-funded activities to fee-for-service activities
• Reexamination of focus on our core missions

2010-11 E&G Budget Reductions: $4.8 million
FAU was able to cover the reduction through additional tuition revenue generated due to the higher student enrollment and through cash/carry forward, the units didn’t affect by the budget reductions.

2011-12 E&G Budget Reductions: $27.5 million
Implementation
FAU will be able to cover a portion of the reduction through cash/carry forward and anticipated additional tuition revenue due to a higher student enrollment. We are planning to implement the base reduction $5 million in two phases in order to allow units to more strategically determine the needs of the units, in concert with the overall goals and objectives of the FAU work plan. Some of the planning parameters by college are shown below, however other units on campus have yet to finalize their plans given the reductions will take place in FY12-13 and planning is continuing as of this writing.

**Honors College**
Will have fewer tenure-eligible faculty hires, resulting in higher advising, committee, and service loads for existing full-time faculty members.

**College of Nursing**
Reduce two cohorts of nurse practitioner graduate students (70-80) at the PSL campus. With this cut there will be only two full-time faculty teaching these students their entire specialty sequence (8 courses). One of these faculty teaches in the RN-BS program as well. We may have to decrease enrollment in the FNP program in the future; we have high demand for nurse practitioner education in this area, it draws students into our RN-MS (Dual Degree) program, and we have the potential to expand in both the RN-BS and MS program if we had more faculty. With this cut we would plan to cover courses with increased use of adjunct faculty. Finding qualified adjunct faculty is challenging due to market salaries for family nurse practitioners. Adjunct faculty are less invested in our program and students; this could impact program integrity and may affect CCNE accreditation. Adjunct faculty do not advise students so this may increase the advising workload on current full-time faculty at PSL.

This eliminates a full-time instructor position in our traditional BS program. This instructor currently has a cohort of 10 students in a clinical site for the academic year. This is a high demand program with about 650 applicants for 80 positions in our traditional and accelerated BS program. Many include it under the STEM umbrella, a priority area for resource allocation. We will attempt to meet enrollment demand by implementing a clinical scholar model. A clinical scholar is a Master's prepared faculty member from a partner hospital. The College contracts with the hospital for that faculty member's time (like a joint appointment). Those with this type of appointment may be less invested in the students and less integrated into the College. While we would seek to hire qualified part-time faculty, this decrease in full-time FTE may impact CCNE accreditation. In addition to addressing enrollment demand through using this clinical scholar model we would need to increase the number of adjunct faculty. Adjunct faculty do not advise students, and these full-time clinical faculty have assumed responsibility for academic and career advising for these students. We would risk threats to faculty stability, student support and advising, curriculum integrity and accreditation with this proposed cut.

**College of Engineering**
While we have made every effort to make these reductions in a way that will have minimal impact upon our programs, student productivity, and research activities, it is impossible to absorb a cut of this magnitude without negative consequences.

We have converted 12-month administrative faculty to 9-month positions. One of these individuals, Dr. Maria Petrie, will have a 51% assignment in summer to continue her administrative duties.

We will not be able to replace two recently vacated faculty positions in CEECS. The increased teaching load of remaining faculty and our inability to fill faculty positions will potentially affect our teaching and research capability.
Part of our reduction will come from a proportionate reduction in the Sea Tech budget. The College is focusing our efforts on improving graduate student enrollment in all our programs. This requires funding for graduate assistantships. Some of this funding currently comes from our operating budgets but much of it comes from Carry Forward. Our Dean’s TA Program, funded by Carry Forward, gives us the ability to recruit top-quality graduate students. These students in turn enable us to manage higher undergraduate enrollments by providing additional course sections as well as support for the faculty who are teaching large sections. Without the Carry Forward, we will have substantially less money to offer as graduate teaching assistantships. This will negatively affect our graduate enrollment as well as our ability to staff lab sections and provide teaching assistants for large sections. With the increased demand for our undergraduate courses as the university’s enrollment grows, the Graduate TAs are an essential part of our instructional program.

The College of Engineering and Computer Science has already reduced our summer program to the minimum sustainable level. The College made severe cuts to the summer budget in Summer 2008 and Summer 2009. We have continued to manage our summer courses based on the reduced summer budget and more efficient management of enrollment. Our summer expenditures for Summer 2011 were less than 35% of our summer expenditures in Summer 2007, yet our enrollment for Summer 2011 was 94% of our Summer 2007 enrollment. We will continue to be able to offer our summer programs at the current level only if we continue to have our Carry Forward funds available.

**College of Business**
The reduction will result in a decrease in fund available for hiring of adjuncts, summer school, IT equipment, supplies, and research software.

**College of Science**
To decrease two professor in teaching and research; to covert a 12-month faculty to 9-month, resulting in increased cost of summer teaching and unavailability of administrative support (SACS, ABET coordinator) during summer. This reduction will have a negative impact on graduate enrollment and availability of teaching assistants for labs for undergraduate instruction.

**Broward campus**
Eliminating the Program Assistant position reduced our ability to rotate office coverage/cross training from four functional areas (SIL, SG, Union and Orientation) to three when someone is out. An additional OPS person was hired to make up the deficit. It also created an unbalanced workload for the Building Coordinator position that has responsibilities for SG, the Union and Orientation. However, this is being rectified through a reassignment of responsibilities for Orientation to an AMP position in Fort Lauderdale. This will increase travel expenses between the Davie and Fort Lauderdale campuses.

Broward Physical Plant evaluated planned projects and will postpone elective maintenance that is not life-safety or instruction related. Examples are cleaning windows in multi-story and high rise buildings and power washing buildings and sidewalks to eliminate water stains. In addition, offices are only cleaned once a week and trash picked up only at that time.

**Impact**
It is important to remember that with this plan, there are no new base dollars to fund important programmatic initiatives, increases in staffing, reorganizations, new expenses, etc. If units plan to increase their overall operating expenses, they will need to cover them from internal carry forward dollars.
7. **Provide details of university pay raises, by university, by employee group, and by salary range, for the past five years.**

Over the past five years, Florida Atlantic University had two occasions where base pay raise programs were given to employees. All employee groups received the same percentage; no one group was advantaged over the other.

- **2007-08**: no increase
- **2008-09**: 1% increase (Funded by FAU)
- **2009-10**: no increase
- **2010-11**: up to 3% increase (Funded by FAU)
- **2011-12**: no increase
8. **Provide details and related costs to universities or related entities for out-of-state programs, including international campuses and out-of-state campuses or affiliations.**

Florida Atlantic University does not have out-of-state programs, nor does FAU have international programs and/or campuses.
9. Provide an update on university accountability initiatives; including the creation of performance funding methodologies, uniform chart of accounts, and transparency.

- To be answered by the Board of Governors
10. **Provide details on all university donations of $50,000 or more from vendors doing business with the university (including employees or agents of such vendors) and the details on the contracts with such vendors. This data should cover, at a minimum, the last three years and each instance should include all associated documentation such as vendor contracts, donation agreements, or other related agreements. Each university president or inspector general shall certify that the data is full and complete.**

Below are the links to the Florida Atlantic University Foundation Annual Report and Honor Roll published by the Florida Atlantic Foundation, Inc. (FAUF) for each of the last three fiscal years. Also provided is a list of vendors produced by the FAU Purchasing Department listing all vendors for this same time period.

Vendor lists are maintained by the University as part of its regular business operations. Because of the volume of the vendor lists, this response includes the list, but does not include contract details. If you or any member of your staff would like supplementary information, we would be happy to work with you to provide it.

The business operations of the University and the fundraising activities of FAUF are entirely separate functions; there is no database or other shared record that combines the vendor information with FAUF’s confidential donor information. No accurate and complete “crosswalk” list of vendors and donors with the requested information can be generated, as the University has no information that identifies all owners, officials, employees and agents of its vendors and therefore has no ability to generate such a list. Because such an accurate and complete vendor-donor crosswalk list cannot be generated, the University is unable to identify all donor agreements that may be responsive to this request. We do conduct the procurement process in the Sunshine pursuant to published university policies and regulations. And, to avoid any appearance of impropriety in the procurement process, the University works to keep the procurement of goods and services separate from the interactions of FAUF with donors.

By my signature below, I certify the attachments to be the complete Florida Atlantic University Foundation Annual Report and Honor Roll for the years indicated above, as presented to me by FAUF, and the complete vendor list for the University for the same time period, as prepared by the FAU Purchasing Department.

**Honor Roll Information:**

- 2008-09 can be found in the 2008-09 Annual Report, [http://fauf.fau.edu/publications/archive/annualreport09/](http://fauf.fau.edu/publications/archive/annualreport09/)
- FY2010 and FY2011 can be found at links below:
  
  - 2009-10, [https://fauf.fau.edu/cgi-bin/honorroll2010/donors.html](https://fauf.fau.edu/cgi-bin/honorroll2010/donors.html)
  - 2010-11, [https://fauf.fau.edu/cgi-bin/honorroll2011/donors.html](https://fauf.fau.edu/cgi-bin/honorroll2011/donors.html)

**Vendor List:**

- The list of vendors for FAU for the prescribed time period can be found at [http://www.fau.edu/purchasing/FAU_Vendors.php](http://www.fau.edu/purchasing/FAU_Vendors.php)
11. **Provide an overview of Board of Governors and university procurement policies. What specific controls are in place? How are conflicts of interest avoided? What are the policies related to donations (to any university related organization) from vendors who do business with the University?**

**Florida Atlantic University**

1. **Overview of Procurement Policies:**

   Purchasing Regulation 6.008, Florida Atlantic University


   Regulation 5.001, University Ethics, Florida Atlantic University
   [http://www.fau.edu/regulations/chapter5/5.011_University_Ethics.pdf](http://www.fau.edu/regulations/chapter5/5.011_University_Ethics.pdf)

   Florida Board of Governors Purchasing Regulation 18.001

   Fundraising Policies, Florida Atlantic University Foundation
   [http://fauf.fau.edu/cgi-bin/FAUF_Gift_Acceptance_Policy.pdf](http://fauf.fau.edu/cgi-bin/FAUF_Gift_Acceptance_Policy.pdf)

   Selection Committee Appointment for Architect & Engineer:

   Selection Committee Appointment for Construction Manager:

   Advertisement for Selection of Architect & Engineer:

   Selection process for Architect & Engineer:

   Advertisement for selection of Construction Manager:

   Selection process for Construction Manager:

2. **What specific controls are in place?**

   Florida Atlantic University has established competitive thresholds for the purchase of goods and services. All individuals participating in the procurement process are bound by the State of Florida Code of Ethics for Public Employees, Chapter 112, Part 3, F.S., and Florida Atlantic University Regulation on University Ethics, Regulation 5.011.
In addition, it is considered a breach of ethical standards for any employee of the University to accept, solicit, or agree to accept a gratuity of any kind for personal gain in connection with any contract for commodities or services.

Current or potential contractors are prohibited from offering an employee of the University a gratuity of any kind for the employee's personal gain to influence the development of a contract or potential contract for commodities or services. Furthermore, all individuals taking part in the development or selection of criteria for evaluation, the evaluation process, and the contract award process in any purchase shall be independent of and have no conflict of interest in the entities evaluated and selected.

A person or firm, who receives a contract to perform a feasibility study for potential implementation of a subsequent contract, participates in the drafting of a competitive solicitation or develops a program for future implementation shall be ineligible to contract with the University or compete for such procurements dealing with the specific subject matter.

3. How are conflicts of interest avoided?

In addition to the aforementioned controls, Florida Atlantic University has established a Retail and Sponsorship Steering Committee. The FAU Retail/Sponsorship Committee has been established to review and recommend potential business opportunities. Such opportunities include retail, activities that are commercial in nature and sponsorship ventures to serve the students, faculty, staff, alumni and visitors of Florida Atlantic University and to serve as a central entrepreneurial repository of information. Additionally, it is the responsibility of the committee to make recommendations to the Associate Vice President of Financial Affairs as to the viability and appropriateness of these opportunities before a formal acquisition process begins. The committee shall be guided by the principle of creating a synergy among the current retail and commercial enterprises at FAU and future opportunities. In doing so, the committee serves to provide a uniform basis for evaluating proposed enterprises. If the committee recommends that a proposal be pursued, it may also recommend the means by which the proposal is advanced. Retail/Sponsorship opportunities shall be vetted through the Director of Business Services (Chairperson) for possible evaluation by committee.

4. Describe policies related to donations from vendors

Inquiries concerning Vendor/Contractor donations are referred to the Florida Atlantic University Foundation in accordance with their gift acceptance policy and guidelines. The Foundation is the central receiving unit for all private contributions in support of the University. Generally, all solicited private contributions are to be directed to the Foundation. As a University direct-support organization, all gifts, whether for current use or endowment, solicited in the name of and treated as a gift to any part of the University, must be received and expended by the Foundation or in accordance with specific exceptions delineated in either written or implied agreements approved by or between the Foundation and the University. Gifts are outright or deferred contributions received from private contributors (or donors) in which neither goods nor services (other than general reports and fulfillment of donor intent) are expected, implied or forthcoming for the donors. Donors can be individuals, partnerships, corporations, Foundations, trusts, and other organizations.

Also, in accordance with Florida Atlantic University’s Regulation 5.011 on University Ethics, 4. (C), the University reserves the right from contracting with any vendor of goods and services, if it determines that such contract would involve or would appear to involve a conflict of interest.
Certification

Morley Barnett
Inspector General

December 22, 2011