



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials January 16-17, 2013

Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

ACTIVITIES
BOARD OF GOVERNORS MEETINGS

Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 16-17, 2013

By Telephone Conference Call
Dial-in Number: 888-670-3525; Participant Code: 4122150353#

Wednesday, January 16, 2013

1:00 - 1:30 p.m.	Facilities Committee.....9
	Chair: Mr. Dick Beard; Vice Chair: Mr. John Temple
	Members: Carter, Chopra, Perez, Stavros
1:30 - 2:30 p.m.	Audit and Compliance Committee.....25
	Vice Chair: Mr. John Temple
	Members: Carter, Frost, Kuntz, Stavros, Webster
2:30 -2:45 p.m.	Break
2:45 - 5:00 p.m.	Strategic Planning Committee.....89
	Chair: Mr. John Rood
	Members: Chopra, Colson, Frost, Perez, Webster
5:00 p.m.	Welcome Reception

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Thursday, January 17, 2013

8:30 – 9:30 a.m.	Budget and Finance Committee169 Chair: Mr. Tico Perez; Vice Chair: Mr. Tom Kuntz Members: Beard, Colson, Rood, Temple, Tripp, Webster, Whatley
9:30 – 10:00 a.m.	Trustee Nominating and Development Committee.....285 Chair: Mr. Mori Hosseini; Vice Chair: Mr. John Temple Members: Colson, Kuntz, Rood, Stavros, Tripp
10:00 - 10:15 a.m.	Break
10:15 - 10:30 a.m.	State of the System Address Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members
10:30 a.m. - 12:30 p.m.	Board of Governors – Regular Meeting.....295 Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members
12:30 p.m.	Lunch will be provided

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

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CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

(a) **PURPOSES.** In order to achieve excellence through teaching students, advancing research and providing public service for the benefit of Florida's citizens, their communities and economies, the people hereby establish a system of governance for the state university system of Florida.

(b) **STATE UNIVERSITY SYSTEM.** There shall be a single state university system comprised of all public universities. A board of trustees shall administer each public university and a board of governors shall govern the state university system.

(c) **LOCAL BOARDS OF TRUSTEES.** Each local constituent university shall be administered by a board of trustees consisting of thirteen members dedicated to the purposes of the state university system. The board of governors shall establish the powers and duties of the boards of trustees. Each board of trustees shall consist of six citizen members appointed by the governor and five citizen members appointed by the board of governors. The appointed members shall be confirmed by the senate and serve staggered terms of five years as provided by law. The chair of the faculty senate, or the equivalent, and the president of the student body of the university shall also be members.

(d) **STATEWIDE BOARD OF GOVERNORS.** The board of governors shall be a body corporate consisting of seventeen members. The board shall operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs. The board's management shall be subject to the powers of the legislature to appropriate for the expenditure of funds, and the board shall account for such expenditures as provided by law. The governor shall appoint to the board fourteen citizens dedicated to the purposes of the state university system. The appointed members shall be confirmed by the senate and serve staggered terms of seven years as provided by law. The commissioner of education, the chair of the advisory council of faculty senates, or the equivalent, and the president of the Florida student association, or the equivalent, shall also be members of the board.

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

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STATE
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of FLORIDA
Board of Governors

AGENDA
Facilities Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 16, 2013
1:00 p.m. - 1:30 p.m.

Chair: Dick Beard; Vice-Chair: John Temple
Members: Carter, Chopra, Perez, Stavros

1. **Call to Order** **Governor Dick Beard**
2. **Amend the 2013-14 Fixed Capital Outlay
Legislative Budget Request** **Mr. Chris Kinsley**
*Director, Finance & Facilities
Board of Governors*
3. **Annual Energy Report** **Mr. Kinsley**
4. **Completed Projects Report** **Mr. Kinsley**
5. **Concluding Remarks and Adjournment** **Governor Beard**

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 16, 2013**

SUBJECT: Amend the 2013-14 State University System Fixed Capital Outlay
Legislative Budget Request

PROPOSED COMMITTEE ACTION

Approve amendment of the 2013-2014 SUS Fixed Capital Outlay Legislative Budget Request to include supplemental information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors approved the 2013-14 Fixed Capital Outlay Legislative Budget request on November 8, 2012. The requested amendments reflect either 1) additional supplemental detail necessary for this request or 2) modifications to minor aspects of the LBR as requested by the university.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **The 2013/2014-2015/2016 SUS Three-Year Capital Outlay Funding Request** modifies Year One to reflect specific CITF projects and amounts as requested by the boards of trustees. The allocation of funds was approved by the Board in November. Year Two and Year Three, which reflects a request from General Revenue in 2014-15 and 2015-16, is not being amended at this time. This information is provided as a supporting schedule. The Committee will also consider various funding options associated with this request. (**Attachment I**)
- ◆ **Board Request for Critical Deferred Maintenance** represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute. The Board originally a lump sum request of \$50,000,000. Based on information provided by the universities, it is recommended

that 1) this lump sum request be increased to \$55,283,000 and 2) the list of critical deferred maintenance projects be included as a supporting schedule. (**Attachment II**)

- ♦ **A Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain (Attachment VI-a)** provides the spending authority for plant and maintenance operations. This request has been modified to reflect changes requested by the universities. The new or modified items have been identified in the attachment.

Supporting Documentation Included: Attachment I-VI (as described above)

Facilitators/Presenters: Chris Kinsley

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2013/2014 CAPITAL PROJECT LIST
JANUARY 16, 2013
Supplemental Information

ATTACHMENT I

Univ	Project	2013-2014 CITF
UF	Reitz Union	\$ 20,000,000
	Newell Hall Remodeling/Restoration	13,262,391
		<u>33,262,391</u>
FSU	Student Union Expansion (Phase I)	23,272,828
	Barron Building Improvements (Panama City Campus)	250,000
		<u>23,522,828</u>
FAMU	Student Union	8,590,273
		<u>8,590,273</u>
USF	Tampa Campus Recreation Expansion	8,663,553
	Tampa Phyllis P. Marshall Student Center (MSC) Expansions	9,866,457
	Tampa Golf Course Driving Range, Practice Area, and Instruction Center Enhancement	652,315
	Tampa Outdoor Sand Volleyball Recreation Complex	499,428
	Tampa Indoor Recreation, Wellness, and Student Development Fieldhouse Study	86,635
	Health Student Union Annex Facility	5,237,663
	St. Petersburg University Volleyball Courts	200,000
	St. Petersburg USC Covered Recreational Facility	1,167,321
	St. Petersburg University Student Center Basketball Movable Fence	30,000
	St. Petersburg Recreational Field Lighting	350,000
	St. Petersburg Pool Replacement	1,500,000
	Sarasota-Manatee Student Outdoor Recreation Facilities	1,301,488
		<u>29,554,860</u>
FAU	Student Union Renovation and Expansion	14,812,231
	Breezeway Renovation and Repairs	2,500,000
	Recreational Field Lights, Jupiter Campus	200,000
		<u>17,512,231</u>

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
2013/2014 CAPITAL PROJECT LIST
JANUARY 16, 2013
Supplemental Information

ATTACHMENT I

Univ	Project	2013-2014 CITF
UWF	Tennis Courts- East Athletic Complex Recreational Field Improvements	5,346,465
		1,000,000
		<u>6,346,465</u>
UCF	John C. Hitt Library Renovation, Phase I Recreation and Wellness Outdoor Improvements	32,657,160
		3,000,000
		<u>35,657,160</u>
FIU	Student Academic Support Center - MMC Wolfe University Center Renovations Graham Center Expansion	4,500,000
		1,108,352
		<u>22,165,591</u>
		<u>27,773,943</u>
UNF	Student Assembly Center/Performance Hall (Interfaith Chapel) Recreational Program Venues	4,999,673
		4,999,672
		<u>9,999,345</u>
FGCU	Student Recreation Center	7,482,921
		<u>7,482,921</u>
NEWC	Fitness Center Improvements	\$150,000
	Four Winds Café Improvements	\$100,000
	Hamilton Student Center Improvements	\$250,000
	Waterfront Recreation Improvements	\$154,055
		<u>\$654,055</u>
University CITF Projects Total		<u><u>200,356,472</u></u>

Critical Deferred Maintenance Needs Assessment
 State University System of Florida
 Each school to receive a minimum of \$2.5 million
 Proposed 2013-14 Legislative Budget request

as of January 16, 2013

University Name	Gross Square Feet	Age	Building/Project Name	Project Detail	Amount
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Emergency Power System	Diesel General including fuel tank, battery, charger, exhaust, automatic transfer switches, emergency power network to include power panels, raceways, all connections, and terminations	\$84,000
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Roof/Envelope	Replacement of Build-Up Roof, restore brick veneer	\$185,000
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Heating and Cooling System	HVAC system replacement to include air handlers, ductwork, VAVs, VFDs, heat exchangers, pumps, piping, electrical connections, and demo of existing system	\$155,000
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Upgrade Electrical Network	Power panels, conductors, raceways, devices, demolition, and cut and patching materials	\$539,000
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Restroom Renovation	Major restroom revovation, water supply piping and drain piping replacement	\$780,000
Florida Agricultural & Mechanic	80,564	56	Benjamin Banneker Buildings - Site/ADA/Code Compliance/Life Safety	Site Pavement replacement and Fire Alarm system; Install a wet-pipe sprinkler System; Other ADA	\$958,000
FAMU Total					\$2,701,000
Florida Atlantic University	161,686	48	SE Wimberly Library	Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$2,280,000
Florida Atlantic University	59,419	30	Engineering	Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$1,319,000
Florida Atlantic University	42,084	48	Central Plant Utility Upgrades	Roofing repairs; Outside windows, doors, walls; Mechanical/Air Conditioning; Plumbing; Electrical/Lighting	\$1,216,000
FAU Total					\$4,815,000
Florida Gulf Coast University	38,647	52	Monroe, Madison, Taylor & Tyler Bldgs. Admin Bldg, Steam Plant 1 & 2, and 2 minor facilities (Buckingham Campus)	Demolition and abatement of 9 buildings in danger of structural collapse or hazardous occupancy	\$1,239,000
Florida Gulf Coast University	13,146	52	Gymnasium (Buckingham Campus)	Replace HVAC, plbg, and electrical systems	\$1,375,000
FGCU Total					\$2,614,000
Florida International University	83,732	38	Viertes Haus (MMC) - Departments of Art, Art History, Communication Arts	Replace 22 year roof at end of useful life; failing	\$990,000
Florida International University	12,100	39	West 1 (MMC)	Replace 30 year roof at end of useful life; failing	\$265,000
Florida International University	145,911	34	ACADEMIC I (AC-1) (BBC)	Replace 30 year old fire alarm panel, also need additional circuits for expansion	\$500,000
Florida International University	101,800	30	ACADEMIC II (AC-2) (BBC)	Code Compliance - alarm panel, elevator units; Replace Air Handlers at end of useful life	\$1,320,000
Florida International University	479,212	30	Engineering Center (EC)	Bring up to new code fire smoke control (life safety)	\$1,700,000
Florida International University	100,087	26	THE LIBRARY (LIB) (BBC)	Replace elevator units at end of useful life, unable to find repair parts	\$267,000
FIU Total					\$5,042,000

Critical Deferred Maintenance Needs Assessment
State University System of Florida
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Proposed 2013-14 Legislative Budget request

as of January 16, 2013

University Name	Gross Square Feet	Age	Building/Project Name	Project Detail	Amount
Florida State University	220,966	20	Mag Lab Building Envelope Improvements	Replace failing roof	\$600,000
Florida State University	N/A	N/A	Campus-Wide Electrical System Upgrades	Replace sections of high voltage distribution system	\$500,000
Florida State University	80,918	47	Keene Building Critical Building Envelope Repairs	Replace most of three sides of building with new window walls; existing walls corroded and spalling off	\$1,500,000
Florida State University	81,096	45	Bio Unit 1 (Hazardous Material Abatement)	Asbestos abatement and upgrading of mechanical and electrical systems	\$1,500,000
Florida State University	35,088	48	Thagard (Building Envelope Improvements)	Building envelope needs work to keep elements out	\$1,000,000
Florida State University	54,016	31	Shores Building (College of Communication & Information Sciences)	Building Envelope	\$1,000,000
Florida State University	NA		FSU/NCF Chiller Plant Conversion - Joint Use Project	Upgrade to original chiller to meet new standards.	\$2,000,000
FSU Total					\$8,100,000
New College of Florida	74,731	27	Cook Library	Replace HVAC systems	\$2,500,000
New College Total					\$2,500,000
University of Central Florida	N/A	45	Potable water distribution system	Replacement of isolation valves	\$450,000
University of Central Florida	49073	45	Chemistry	Partial upgrade of building electrical system, replace water supply & piping, replace drain piping	\$1,641,000
University of Central Florida	226,506	45	Library	Replace aging electrical distribution equipment, HVAC system, water heating equipment, water piping, & sump pump	\$2,633,000
University of Central Florida	56,666	18	FSEC1-Office Building	Replace wall switches, receptacles, cover plates. Replace air conditioning systems.	\$96,000
University of Central Florida	2,080	18	FSEC3 - Energy Plant Building	Replace wall switches, receptacles, cover plates.	\$96,000
University of Central Florida	54,644	17	College of Science	Replace roofing. Replace wall switches, receptacles.	\$218,000
UCF Total					\$5,134,000
University of Florida	28,254	33	Fine Arts D (Little Hall); Elevator Code Corrections		\$160,000
University of Florida	26,222	86	Walker Hall; Elevator Code Corrections		\$160,000
University of Florida	89,454	80	Norman Hall; Elevator Code Corrections; Ductwork Replacement		\$335,000
University of Florida	39,393	56	Rabon Plant; Replace Boiler No. 4; Failed Steam Turbine; Cooling Towers		\$4,500,000
University of Florida HSC	274,910	23	Academic Research Bldg.	Install Replacement Parts for Failed Cold Rooms; Replace Outdated/Obsolete Building Controls, Phase 4	\$100,000
University of Florida HSC	488,600	37	Dental Science Bldg.	Replace Deteriorated Cast Iron Piping on 7th Floor	\$200,000
University of Florida IFAS	92,315	22	Building 970 - Entomology/Nematology	Replace deteriorating roof (East & West)	\$1,500,000
University of Florida IFAS	92,315	22	Building 970 - Entomology/Nematology	Replace BAS (Building Automation System) for energy efficiency	\$1,800,000

Critical Deferred Maintenance Needs Assessment
 State University System of Florida
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 Proposed 2013-14 Legislative Budget request

as of January 16, 2013

University Name	Gross Square Feet	Age	Building/Project Name	Project Detail	Amount
University of Florida IFAS					
			Building 711 - Plant Pathology		
University of Florida IFAS	9,349	33	Headhouse	Replace deteriorating rood	\$200,000
University of Florida IFAS	4,762	20	Bio-Containment Facility	Replace HVAC system	\$350,000
UF Total					\$9,305,000
University of North Florida					
	NA	31	Underground Chilled/Hot Water Piping	Replacement of failed section of underground CHW/HW piping	\$400,000
University of North Florida	132,259	10	B50 Science & Engineering - Hoods	Fume hood flow monitors are obsolete and out of calibration	\$120,000
University of North Florida	59,709	80	B99 Museum of Contemporary Art (MOCA) - Envelope Leals	Repairs to the exterior building envelope to fix extensive water intrusion problems	\$1,000,000
University of North Florida	98,760	15	B43 University Center - Envelope Leaks	Repairs to the exterior building envelope to fix extensive water intrusion problems.	\$600,000
University of North Florida	7,393	17	B41 University Police Department (UPD) - New Air Conditioning System	Existing HVAC system has reached the end of its service life and has partially failed	\$500,000
University of North Florida	98,597	10	B53 Hicks Hall - Replace Air-Cooled Chiller Coils	Existing air-cooled chiller coils corroded from salt air exposure and need to be replaced.	\$150,000
University of North Florida	137,849	10	B26 Aquatic Center - Replace Air Conditioning System	Existing air-conditioning system has reached the end of its service life and has partially failed.	\$350,000
UNF Total					\$3,120,000
University of South Florida					
			Various buildings - Life Safety and	Fire code and ADA compliance	\$920,000
University of South Florida			Library	LIB fire sprinkler installation	\$1,700,000
University of South Florida			Arts & Sciences Annex	CMC Penthouse masonry repairs	\$50,000
University of South Florida			Engineering Building	ENB Penthouse Duct insulation replacement	\$25,000
University of South Florida			School of Physical Therapy Building (MDT)	Roof replacement	\$1,000,000
University of South Florida			Family Center (MGZ); Physical Education and Social Work	Minor Project Roof replacement	\$900,000
University of South Florida			Fine Arts Hall	Roof replacement	\$1,000,000
University of South Florida			Life Sciences Building (LIF)	Roof replacement	\$879,000
University of South Florida			St. Pete PR Wallace Center (PRW)	Reroof, seal leaking windows, replace water damaged drywall	\$399,000
University of South Florida			St. Pete Coquina Hall (COQ)	Replace air handler units	\$426,000
University of South Florida			St. Pete Nelson Poynter Memorial Library (POY)	Replace air handler units	\$563,000
University of South Florida			Sarasota Viking Complex	Replace original HVAC equipment	\$165,000
USF Total					\$8,027,000
University of West Florida					
	93,493	21	Building 82 Building Automation System Replacement	The Center for Fine and Performing Arts building needs a system that will significantly improve the conditioned environment. The existing heating, air-conditioning, and humification controls must be replaces to ensure expensive equipment is retained in good condition.	\$475,000

Critical Deferred Maintenance Needs Assessment
 State University System of Florida
 Each school to receive a minimum of \$2.5 million
 Proposed 2013-14 Legislative Budget request

as of January 16, 2013

University Name	Gross Square Feet	Age	Building/Project Name	Project Detail	Amount
University of West Florida	N/A	44	Sewer System North Campus Replacement	The existing pipe site utility infrastructure is original and is a recurring problem. A replacement with increased diameter is required.	\$450,000
University of West Florida	36,571	35	Building 73 Direct Expansion Electrical Unit Replacement	Seven (7) Aquatic Center roof top units are past the estimate cyclic useful life expectancy. The units require significant maintenance. Failure is imminent.	\$175,000
University of West Florida	72,921	42	Building 54 Heating, Ventilation, & Air Conditioning Replacement + Air Handler	This mechanical system is twelve (12) years past the estimated cyclic useful life expectancy. Failure is imminent. Air handler has failed.	\$2,000,000
University of West Florida	8,814	33	Building 20W (Medium Voltage Electrical) Replacement	Two (2) remaining buildings have interior air-cooled units. Replacement will be exterior units. Interior installations fail due to heat and dust	\$250,000
University of West Florida	38,142	27	Building 79 Heating, Ventilation, & Air Conditioning/ Medium Voltage Electrical) Replacement	Two (2) remaining buildings have interior air-cooled units. Replacement will be exterior units. Interior installations fail due to heat and dust. The HVAC units are at the end of their cyclic useful life expectancy. Information Technology Services for academic and administrative computing are located in this building.	\$575,000
UWF Total					\$3,925,000
Grand Total					\$55,283,000

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

Proposed Language for 2013-2014 Fixed Capital Outlay Plant, Operation and
Maintenance Appropriation request
January 16, 2013

The following language is proposed to provide legislative authorization
for general revenue for plant, operation and maintenance appropriations:

Section _____. Pursuant to s. 1013.74 and s. 1013.78, Florida Statutes, the
following facilities may be constructed or acquired from non-appropriated
sources, which upon completion will require general revenue funds for
operation.

UF – Equine Sports Performance Complex
UF – Orthopedics and Sports Medicine Institute PT Expansion
UF – Records Storage Building
UF/IFAS – Conference Center (addition)
UF/IFAS – Communications Services
UF/IFAS – Research lab
UF/IFAS – Plant Diagnostics Lab
UF/IFAS – Austin Cary Memorial Learning Center
FSU – Minor Projects for FSU Facilities
FSU – Thagard Building
FSU – Rodrick Shaw Building
FSU – CAPS Dielectrics Lab
FSU – CAPS Medium Voltage Lab
USEF/STP – Property Acquisition
FAU – Louis & Anne Green Memory Center Addition
UCF – Classroom Building II
UCF – Innovative Center
UCF – Research Pavilion
UCF – Orlando Tech Center
UCF – Morgridge International Reading Center
FIU – Jewish Museum of Florida
FIU – Wolfsonian Downtown
NCF – International & Area Studies Building – Phase I
NCF – Open Air Classroom

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 16, 2013**

SUBJECT: Energy Conservation Report Update

PROPOSED COMMITTEE ACTION

Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Legislation passed in 2010 (House Bill 5201, Section 30), required that *“Each Florida college and state university shall strive to reduce its campuswide energy consumption by 10 percent. While savings may be accrued by any means, the goal shall be to implement energy use policies or procedures or both and any equipment retrofits that are necessary to carry out this reduction. The reduction may be obtained by either reducing the cost of the energy consumed or by reducing total energy usage, or a combination of both...”*

This requirement was for one year only. However, the Facilities Committee’s Annual Work Plan calls for this information to be collected and presented to the Committee for comparison purposes.

The original report included fiscal years 2007-08; 2008-09; and 2009-10. Universities provided an update to include 2010-11 data last year. This year’s report includes 2011-12 data.

Supporting Documentation Included: To Be Provided

Facilitators/Presenters: Chris Kinsley

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Facilities Committee
January 17, 2013**

SUBJECT: Completed Facilities Projects Presentation

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

A summary of university projects over \$2 million dollars completed during 2012.

Supporting Documentation Included: Presentation will be made to the Committee

Facilitators/Presenters: Chris Kinsley

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STATE
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Board of Governors

AGENDA

Audit and Compliance Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 16, 2013
1:30 p.m. - 2:30 p.m.

Vice Chair: Mr. John Temple
Members: Carter, Frost Kuntz, Stavros, Webster

1. Call to Order Governor John Temple
2. [Approval of Minutes for November 7, 2012,
Audit and Compliance Committee Meeting](#) Governor Temple
3. [Discussion: Florida A&M University Anti-Hazing
Program Investigation](#) Mr. Derry Harper,
*Inspector General and
Director of Compliance,
Board of Governors*
4. Concluding Remarks and Adjournment Governor Temple

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 16, 2013**

SUBJECT: Approval of Minutes of Meeting held November 7, 2012

PROPOSED COMMITTEE ACTION

Approval of Minutes of meeting held on November 7, 2012.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the meeting held November 7, 2012.

Supporting Documentation Included: Minutes: November 7, 2012

Facilitators/Presenters: Governor John Temple

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
NOVEMBER 7, 2012

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

The chair, Ava Parker, convened the meeting of the Audit and Compliance Committee at 1:33 p.m., at the Sudakoff Conference Center, New College of Florida, in Sarasota, Florida. The following members were present: Matthew Carter, Patricia Frost, Tom Kuntz, Gus Stavros, John Temple, and Elizabeth Webster.

1. Call to Order

Ms. Parker called the meeting to order.

2. Approval of Minutes

Mr. Carter moved that the Committee approve the Minutes of the meeting of the Board of Governors Audit and Compliance Committee (Audit Committee) held June 21, 2012, as presented. Mr. Kuntz seconded the motion. The Minutes were approved.

3. Report: Florida A&M University Division of Audit and Compliance Corrective Action Plan

Mr. Derry Harper introduced an invited speaker, Mr. Rick Givens, the Vice President for Audit and Compliance at Florida A&M University (FAMU), to present the University's corrective action plan as requested by the Board last year. At the Committee's last meeting, June 21, 2012, Mr. Givens described FAMU's corrective action plan in response to a Whistle-blower investigation that the former Vice President for Audit and Compliance had submitted to the board of trustees and the Board of Governors audit summaries of audits that did not exist. The Committee invited Mr. Givens to today's meeting to provide them with an update of the University's further response to findings.

Mr. Givens covered the following topics in his presentation:

- A. **Background.** As a result of findings that FAMU's Division of Audit and Compliance did not follow professional standards governing the performance of

internal auditing services, the University contracted with Ernst & Young to redo eight audits or reviews that were identified in the earlier investigative report into this matter by Sniffen & Spellman, P.A. Ernst & Young was also tasked with assessing investigations to determine if they were performed objectively and in accordance with applicable professional standards and that they were adequately documented.

- B. **Audit 1: Bank Reconciliations.** Mr. Givens reported five findings: 1) procedures need to be strengthened; 2) monthly reconciliations were not completed in a timely manner, and preparation and approval dates were not consistently documented; 3) there were outstanding checks in excess of 365 days, and procedures for handling them need to be strengthened; 4) there were two occurrences of deposits outstanding greater than 30 days; and 5) reconciling items spanned more than one period, and sometimes they went across the entire fiscal year. Also, supporting documentation was not consistently maintained.

Audit 2: Athletics Revenue. Mr. Givens reported seven findings: 1) adequate documentation was not maintained for revenue collected from parking, concessions, and sponsorships; 2) there were inadequacies found on the inventory control sheets used to document program/parking sales, and the change in/out worksheets used to document cash given to employees to be used as change; 3) revenue accounts were not designed to consistently identify game revenue. The A-receipts report used to document deposits sent to the cashier's office did not agree to the game day support or the general ledger; 4) revenue recorded on the General Ledger is not reconciled to the revenue journal entry prepared by the Athletics Department; 5) duties are not adequately segregated among the collection of cash, preparation of deposits, and preparation of cash journal entries to be posted to the GL; 6) the vending permit contract does not consistently document standard rate per game or payment amounts due; 7) the University's contract with Sodexo may be unfavorable and an opportunity may exist to improve the contract's terms and impact on the University.

Audit 3: Technology Fee. Mr. Givens reported three findings: 1) technology fee funds spend are not monitored and compared to the amount budgeted for approved projects; 2) there was not a control in place to validate that recipients of the Florida Bright Futures Scholarship do not pay technology fees with scholarship funds; and 3) one project funded from Technology fees did not evidence the approval of the University President or Provost. Management was unable to provide the approval form.

Audit 4: Textbook Affordability. Mr. Givens reported six findings: 1) approximately one-third of the textbooks were not adopted and posted by the deadlines established by Board of Governors regulation; 2) textbooks were posted without the ISBN, copyright date, or published date; 3) the University

does not perform a reconciliation of textbooks and information posted to the Text Aid System and Barnes & Noble web portal; 4) course book request forms were not retained for a fall 2010 and spring 2011. Textbook requests are submitted through various methods, including online, fax, and outdated forms; 5) the Course Book Request form does not capture sufficient information to provide justification for the use of new editions; and 6) University policies and procedures do not document the textbook voucher limit of \$799 per student per semester, and PeopleSoft is not designed to limit the receipt per semester.

Audit 5: Sub-recipient Monitoring. Mr. Givens reported three findings: 1) policies and procedures could be strengthened by adding or enhancing particular areas of A-133 reporting and monitoring for compliance, among other things; 2) the Office of Sponsored Programs and Division of Audit and Compliance do not consistently maintain, review findings from, or ensure corrective action of findings on the A-133 reports; and 3) two sub-recipient payments did not evidence approval prior to payment. These invoices did not follow the standard procedures and were sent directly to the department sub-contracting the work rather than the Office of Sponsored Programs.

Audit 6: Contracts and Grants Expenditures. Mr. Givens reported one finding: policies and procedures could be strengthened by updating the purchasing department's roles and responsibilities; updating the responsibilities for maintenance of documentation; updating the names of the Financial Status reports for A-133; updating the process for review and approval of final technical reports; and updating the process for monitoring A-133 audit compliance.

Audit 7: Insurance Coverage on Buildings. Mr. Givens reported two findings: 1) the insurable value calculation did not evidence review and approval of the Director. The approval is informal and not documented; and 2) policies and procedures do not address the process for determining insurable values, frequency of the computation, or the addition or removal of assets.

Audit 8: Investigations. Mr. Givens reported five findings: 1) policies and procedures governing the conduct of investigations did not exist, creating a lack of consistency; 2) files did not include original complaint and investigator name, or certification of the investigator's independence and objectivity; 3) work papers were not clearly and completely documented to support findings in the reports; 4) the review of policies, procedures, controls, and contracts applicable to the investigation was not consistently documented in work papers; and 5) two reports were not finalized.

Mr. Givens stated that the University has corrective actions in place in response to the findings and recommendations.

[Presentation paused at 1:53 p.m. for Governor Rick Scott's presentation to the Board of Governors. Committee meeting resumed at 3:10 p.m.]

C. Presentation from Karl White, Chair of the University Board of Trustees Audit Committee. Mr. White addressed the Board of Governors to offer the Board of Trustees perspective on this matter. He said the problems fall into the following categories:

i. Issues with opportunities to improve policies.

Mr. White said the report revealed a need for more automation and staff training. He said they are working with Ernst & Young on improvements to policies, across the University. Additionally, the Board of Trustees has asked Ernst & Young to provide training for the audit committee at their next meeting.

Regarding the Athletics Department, at the last Budget & Finance Committee meeting, they asked the Athletics Director to talk with his counterpart at Florida State University and other institutions to learn about the best ways to implement their policies and procedures.

ii. Issues with opportunities to ensure policies are adhered to.

Mr. White said policies were properly in place but not adhered to. The Board of Trustees asked Dr. Robinson at their last meet to report to them at a future meeting with a more in-depth report of how they can ensure staff training is properly done.

As a result of one of the reports regarding the spending of Student Government Association funds, they determined staff training needs to take place annually because students in SGA leadership positions change each year.

iii. More investment is needed in technology and efficiencies.

Mr. White said the Board of Trustees would like to communicate to the Board of Governors that they are aware these are occurring. They have charged themselves and President Robinson with ensuring corrective actions are implemented for each area of concern.

Mr. Kuntz said the Ernst & Young report is sobering; there are a lot of issues. He asked Mr. White what their plan is to go back later and ensure policies and procedures are in place and that these problems have really been fixed. Is there a time specific date for someone to check that the corrective action plan has been implemented and that it's been effective? Mr. White said they are trying to have realistic deliverables. Regarding the Bank Reconciliations audit, there were policies and procedures in place, but over time, they fell by the wayside. The solution is to have the right policy in place as well as

the right people in place and to have the right training occurring. The Board of Trustees and President have to be accountable for ensuring these things occur.

Mr. White said the Ernst & Young report revealed the University's processes are mostly manual. They need to invest more in technology. They are trying to reach a point where they can determine a definitive date of completion, but Mr. White said he doesn't have that date now.

Mr. Kuntz suggested they establish some target dates for completion and follow-up. Without that, there could be some "slippage."

Mr. Hosseini said the University's work new plan presented by Dr. Robinson was very realistic. The one before that was a disaster. Mr. Hosseini said there should be some accountability among the Trustees; the Board of Governors trusts Trustees to look at University Work Plans and to question the President. If they had done so with the first work plan, they would not have let the President submit it to them. Mr. White said, "Point well-taken."

Mr. Colson said he spent a couple of hours with President Robinson last week in anticipation of this meeting. Mr. Colson said Universities have to rely on their Presidents. He said he's impressed with President Robinson's commitment. Mr. White responded they have to have the right people in the job.

Chancellor Brogan said institutional control is essential. Institutional Controls means having appropriate policies, practices, and procedures in place and to ensure that they are expressed to all staff. People are then held responsible for implementing them. Lastly, the Chancellor said the University needs to ensure they have people in place who are capable of implementing them.

Ms. Parker asked Mr. White to work with Rick Givens to ensure, as Mr. Kuntz suggested, timelines are added to the corrective action plan and to let the audit committee know what they are.

Ms. Parker said our Board Chair spoke to the Board of Trustee Chair to ensure they had appropriate resources to provide the appropriate oversight. Mr. White said he believes they do have sufficient resources and that they have requested training for the Board of Trustees audit committee from Ernst & Young.

Mr. White said they understand they need to take a more active role as a Board.

4. Discussion of Pending Investigations

Mr. Harper said the information he will provide to Committee members today is an update from what the Chancellor provided to Board members a couple of months

ago. The time table in that communication indicated we would be done with our investigation at about this time. The investigation began earlier this year. However, we were bound by two or three different circumstances to coordinate our investigation with the pending criminal investigation of the matters that occurred on November 19, 2011. Additionally, there was a second criminal investigation into band finances at the University.

We began our active investigation and interviews in mid-July. We have the full cooperation of the University, and are gathering additional information. At this time, Mr. Harper said we anticipate a preliminary report on institutional and internal controls issues as well as the allegations made by individuals in the next two to three weeks. The University will have 15 days to respond in writing. We will make any changes to report based upon the University's response and then will issue the final report at that time.

5. Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 3:48 p.m.

Ava Parker, Chair

Lori Clark,
Compliance Analyst

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
January 16, 2013**

SUBJECT: Discussion: Florida A&M University Anti-Hazing Program Investigation

PROPOSED COMMITTEE ACTION

Information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Mr. Harper will report to the Committee on the findings of the Office of the Inspector General investigation of Florida A&M University's Anti-Hazing Program.

Supporting Documentation Included: Chancellor's Memorandum and Report;
Preliminary Report

Facilitators/Presenters: Derry Harper

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To: Members, Board of Governors

From: Frank T. Brogan, Chancellor *FTB*

Date: December 28, 2012

Re: Report in FAMU Investigations

Over the past 18 months, Florida A&M University has been under considerable scrutiny due to a number of issues ranging from audit and compliance irregularities to matters related to student hazing and accreditation. A series of investigations into all of these issues have been conducted this year by organizations including the Board of Governors, the Florida Department of Law Enforcement, and private firms hired by the university.

The attached report is intended to capture the totality of the issues, summarize the findings from the investigations, and outline a path forward for the institution. As such, the report is organized into three parts:

- An introduction that provides an overview of each investigation and a list of actions that the University has already taken in an effort to address these issues;
- My recommendation for how the Board of Governors and the university can best collaborate moving forward; and
- Summaries of the findings from independent organizations including Sniffen & Spellman, Accretive Solutions, the Florida Department of Law Enforcement, Ernst & Young, and the Southern Association of College and Schools plus the Board of Governors.

NOTE: Attached to this report is a copy of the Board of Governors Office of Inspector General's Preliminary Report of Investigation that will be released today.

Please contact me if you have any questions regarding the attached report or any of the matters raised in the associated investigations.

CC: Governor Rick Scott
President Don Gaetz, Florida Senate
Speaker Will Weatherford, Florida House of Representatives
Chair Solomon L. Badger, FAMU Board of Trustees
Dr. Larry Robinson, FAMU Interim President

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BOARD *of* GOVERNORS

State University System of Florida

Report on Investigations Related to Florida A&M University

Chancellor Frank T. Brogan
December 28, 2012

Introduction

In November of 2011, the Office of the Chancellor of the State University System was tasked by the Florida Board of Governors to investigate Florida A&M's institutional controls – the policies, practices and procedures that ensure university adherence to statutes and regulations. The charge came as a result of a mounting number of problems at FAMU, including the hazing death of a student, financial fraud, fabricated audits, potential accreditation issues and more.

Through the course of the Board of Governors' review – which ran concurrently with several other investigations into FAMU by both public and private entities – it became clear that FAMU lacked essential internal controls, consistent communication channels, and solid executive leadership. The effects of these detriments were felt in areas all across the university – and most certainly contributed to the findings of the following independent organizations:

- In July 2011, the **Sniffin & Spellman** law firm conducted an internal investigation into two whistle-blower complaints related to FAMU's Division of Audit and Compliance. The firm found that FAMU personnel had submitted a group of audit summary reports to its Board of Trustees and the Florida Board of Governors when no actual audits had been performed to support the conclusions reached in the majority of the summaries.
- In November 2011, FAMU retained the consulting group **Accretive Solutions** to analyze areas that needed to be addressed by the Division of Audit and Compliance in order to successfully complete an external quality assessment review. In January, Accretive found that while the changes in FAMU's audit staff brought well-qualified and competent individuals, the office would benefit from additional training and a more institutionalized culture of management and oversight.
- In December 2011, the **Florida Department of Law Enforcement** initiated a criminal investigation into potential fraud by FAMU employees. The department's report found that somewhere between \$4,000 to \$12,000 in band dues went missing as a result of what FDLE described as poor recordkeeping and inadequate safeguards. Additionally, the report highlighted a lack of oversight for payments and contracts for band performances.
- In October 2012, FAMU retained consultant **Ernst & Young** to re-perform eight of the substandard audits identified by Sniffin & Spellman and to determine whether investigations by FAMU's audit department were performed objectively. Ernst & Young identified several problems that cut across multiple functions of the department: a lack of policies and procedures, failure to maintain documentation or insufficient documentation and a lack of clearly defined duties.
- In December 2012, the **Southern Association of Colleges and Schools** (SACS) placed FAMU on a yearlong probation, citing issues with campus safety, control of finances, operational integrity and competency of leadership. FAMU Interim President Larry Robinson announced that the university would assemble a team to work toward solutions to SACS's findings.

- The **Board of Governors Office of Inspector General** (OIG) has issued its Preliminary Report of Investigation regarding FAMU's institutional controls relative to the Marching 100 band and anti-hazing policies, practices and procedures. A copy of the full report is attached to this document. A summary of the preliminary findings includes:

Institutional Controls - The university lacks institutional controls relative to communications protocols, management delineation/chain of command, and adequate staffing to carry out duties;

Internal Controls - The Division of Bands operational directive has not been updated in nearly 15 years and lacks policies and procedures to verify students' eligibility to be part of the Marching 100;

Office of Judicial Affairs - There is no indexing system to track students who have been involved in hazing, nor a system to handle referrals from the FAMU Police Department regarding students who violated the Student Code of Conduct. There has been no relevant training for the Judicial Officer, nor adequate periodic review of the Student Code of Conduct; and

The Office of Public Safety - There are no written policies or procedures for referral of all cases of potential violations of the Student Code of Conduct. There was a failure to refer a case of alleged hazing to the Office of Judicial Affairs in a timely manner.

(Note: Per standard practice, the "preliminary" report will become "final" once FAMU has provided a written response to the findings.)

Every university experiences problems that arise from actions beyond its direct control. However, so many of the issues identified in all of these reports did not happen simply by accident, nor did they result from benign neglect. As an example, the OIG report outlines a meeting on November 16, 2011 – just days before the hazing death of a student band member. In that meeting, a number of top leaders of the university and the band explored ways to address recent hazing incidents, including the possibility of suspending the Marching 100 band. Unfortunately, that option was seemingly dismissed and the course of action ultimately chosen by the administration failed to deter further hazing.

The problems that have permeated FAMU for more than a year were a direct result of action or inaction by FAMU personnel, who either had not developed adequate policies or simply did not enforce policies that were in place. This is underscored by the recent decision of the Southern Association of Colleges and Schools to place FAMU's accreditation on probation.

Importantly, all of these challenges can lead to opportunities for improvement. Indeed, FAMU has already adopted a number of corrective actions, including but not limited to:

Executive Leadership

In the past few months, FAMU has undergone a wide-reaching reorganization of its senior administration, with a new leadership team now at the helm.

Hazing

In the wake of the death of Marching 100 band member Robert Champion, FAMU – along with the rest of the State University System – scrutinized its anti-hazing policies and took steps to strengthen them. The university now hosts regular town-hall meetings on the issue, in addition to reaching out to student and community groups to foster more understanding of this dangerous practice and its consequences. FAMU's new anti-hazing plan includes an official anti-hazing website, where students can report incidents and a mandatory anti-hazing pledge signed by all students. Additionally, the university plans to hire a special assistant to the president on hazing and a music department compliance officer.

Audit and Compliance's Irregularities

FAMU's former Vice President of Audit and Compliance resigned shortly after the whistleblower case came to light. In his place, FAMU hired Rick Givens – a former state auditor with years of expertise. FAMU also hired Ernst and Young to help re-perform the problematic audits, and under Givens' leadership, FAMU has already begun to rectify the training and operational procedures of the Division, including:

- Revised charters for the Board of Trustees Audit Committee and the Division of Audit & Compliance to more clearly define the roles and responsibilities of each group
- Adopted an operating procedures manual governing the operation of the Division
- Created a centralized system to track all allegations
- Developed an audit plan based on the risk assessment performed by an outside agency
- Instituted staff training courses on the new Government Auditing Standards, best practices for compliance programs, enterprise risk management, governmental financial management and control, and operation of a small audit office

FTIC Graduation Rates

- After the Board of Governors raised concerns about the focus of FAMU's 2012-13 work plan, FAMU returned to the Board in September with a revised plan that puts more emphasis on retention, progression and graduation of students. FAMU's new leader, interim President Larry Robinson, made clear that he shares the Board's concerns with improving those metrics and the quality of education for FAMU's students.

Accreditation Issues

Dr. Robinson has indicated that the university would focus on a number of key elements in order to resolve the accreditation issues raised by SACS, including:

- Affirming the principle of integrity, which was called into question due to irregularities in FAMU's Division of Audit and Compliance
- Securing qualified administrators and academic officers
- Ensuring proper financial controls are followed
- Building a healthy and safe environment for everyone on campus

Recommendation

FAMU is capable of success. During this university's 125 years, it has produced fine leaders, thinkers and entrepreneurs. But FAMU's golden days should be more than a piece of the university's history. They need to be part of its future. We know FAMU's network of alumni and supporters share our zeal in seeing FAMU return to excellence.

I have pledged to work closely with Dr. Robinson and his team to ensure they have our full support—not only in addressing the issues detailed in this report and others, but in making sure FAMU fosters a culture that does not tolerate the lack of control that led to its recent problems.

It is my recommendation that the senior staff of the Board of Governors—including our chief academic officer, chief financial officer, inspector general and general counsel—coordinate with their counterparts at FAMU to identify sustainable solutions.

The group will be asked to report regularly to the Board of Governors on FAMU's progress until all parties are satisfied that the University is once again on a path toward prominence. Regular status updates regarding the issues cited by SACS as critical to the accreditation of the institution will be closely monitored during FAMU's 12-month accreditation probationary period.

Frank T. Brogan
Chancellor

Summary of Findings Investigations Related to FAMU

The following summaries represent only the highlights from lengthy investigative reports by Sniffen & Spellman, Accretive Solutions, the Florida Department of Law Enforcement, Ernst & Young and the Board of Governors Office of Inspector General.

Sniffen & Spellman Report

Response to whistle-blower complaints about audit and compliance irregularities

In July 2011, the Board of Governors' Inspector General received two complaints alleging systemic misconduct on the part of the FAMU Division of Audit and Compliance ("DAC") principally related to DAC's internal audit and review functions and its investigative processes that year. The FAMU Board of Trustees retained the law firm of Sniffen & Spellman, P.A., to conduct an internal investigation pursuant to Florida's Whistleblower statute, section 112.3189(5).

As a result of its investigation, Sniffen & Spellman issued a report dated November 9, 2011, that substantiated the complainants' allegations and included the following findings:

On April 6, 2011, DAC presented ten different audit or review reports to the FAMU Board of Trustees Audit Committee and Chief of Staff in "executive summary" form with the representation that the summaries were based upon complete audit or review reports. At the time the summaries were presented to the board, however, no final reports had ever been prepared on which to base the summaries as required by university procedures. Moreover, at the time the summaries were submitted to the Audit Committee, sufficient work had not been performed to support the conclusions reached in the majority of the summaries.

Most of these executive summaries were then submitted to the Board of Governors, pursuant to the Board's standing system-wide data request for copies of all final audit reports. DAC submitted these summaries with the knowledge that sufficient work had not been done to support the summary conclusions and that no final reports had ever been prepared in contravention of its own Operating Procedures.

Final reports were not prepared until sometime just prior to July 28, 2011, and were backdated to March 2011. The reports were prepared after the executive summaries had been rejected by the Board of Governors' Inspector General, as communicated to Dr. Charles O'Duor, FAMU's then-Vice President for Audit and Compliance, on July 13, 2011.

On July 19, 2011, FAMU's Chief of Staff received the two whistleblower complaints. The Chief of Staff met with then-President James Ammons that day, and the President's office requested Dr. O'Duor to submit supporting materials for the agenda items Dr. O'Duor planned to present to the Audit Committee at its August 3, 2011 meeting. Dr. O'Duor delivered the requested materials to the President's office on July 20, and five of the ten submissions were pulled from the agenda. Dr. O'Duor forwarded the remaining five items to Karl White, the Chair of the Audit Committee, who removed those items from the agenda on August 3, 2011. Notably, final reports for the items to be taken to the Audit Committee at the August 3rd meeting were not prepared until after Dr. O'Duor received the request from the President's office to provide the

supporting materials for the executive summaries. In addition, the work performed did not support the conclusions reached in three of the five reports.

DAC did not have the mandatory quality assurance and improvement program in place as required by the Institute of Internal Auditors (“IIA”), the DAC’s own Charter, and DAC internal operating procedures. DAC never informed University management or the Audit Committee of this fact or its consequences. The purpose of a quality assurance and improvement program is to provide the board, university management and the university community at large with reasonable assurance that the audit function is being conducted appropriately, professionally and in accordance with IIA standards. Failure to develop and maintain a quality assurance and improvement program meant that DAC could not provide any assurance that its work was conducted in conformance with IIA standards. Moreover, the failure to disclose the lack of a program to the Audit Committee and management was itself a violation of IIA standards.

DAC misrepresented to the Audit Committee in the 2010-2011 Audit Plan that all audit reports were to be prepared in accordance with applicable IIA standards when, in fact, DAC knew that such representation was false given the lack of a quality assurance and improvement program.

DAC failed to conduct an adequate risk assessment as a basis for the 2011-2012 Audit Plan that was presented to the Audit Committee for approval. DAC misrepresented to the Audit Committee that, as part of the risk assessment, which serves as a basis for the Audit Plan, it had solicited and received risk assessment surveys from management and incorporated the results of those surveys into the risk assessment. In actuality, DAC prepared the 2011/2012 Audit Plan prior to receiving the risk assessment survey results.

The actions of the DAC, as led by Dr. O’Duor, its Chief Audit Executive, were in contravention of applicable IIA standards, the IIA Code of Ethics, the Audit Committee’s Charter, the DAC Charter, the DAC’s own internal operating procedures and the University’s Code of Conduct. The report further concluded that Dr. O’Duor had primary responsibility for the misrepresentations made by DAC to university management and the Board of Trustees and the other failures of that office as found in the report and summarized above. Dr. O’Duor resigned shortly before the Sniffen & Spellman report was released.

Accretive Solutions Report

Related to quality issues in the Division of Audit and Compliance

Accretive Solutions was retained by FAMU after the issuance of the November 9, 2011 report by Sniffen & Spellman to perform a gap analysis identifying all areas that needed to be addressed in order for the DAC to successfully complete an external quality assessment review (“QAR”) as required by IIA standards for the 2012-13 fiscal year, and to conduct a comprehensive university-wide risk assessment for internal audit planning. On January 31, 2012, Accretive issued a report that reached the following conclusions:

Current internal audit staff is well-qualified and competent to conduct audits using procedures that are compliant with IIA standards, but DAC staff should be augmented to include IT audit and strategic program evaluation expertise. DAC staff would also benefit by continuing education in the professional practice of internal accounting.

University management needs to consider the extent to which the substandard prior audit work noted in the Sniffen report warrants re-addressing in light of higher risk areas identified by Accretive.

University management must ensure that scope, priorities and use of internal audit activities align with the University strategic plan and performance management activities.

University management must ensure that future DAC operations comply with professional internal auditing standards by adopting new Audit Committee and DAC Charters that conform to IIA standards; ensuring DAC has sufficient resources to address the high risk areas; and instituting a practice of monitoring internal audit activities through review and discussion of performance reports provided by the DAC.

Periodic performance reporting to the President and Audit Committee by DAC on its effectiveness, staff proficiency and productivity should be implemented to ensure adequate communication and accountability over the audit function.

DAC needs to submit an audit work plan and budget that provides sufficient resources to address key high risk areas in a timely manner.

DAC needs to complete enhancement and implementation of an operating procedures manual that complies with IIA standards.

DAC needs to increase its level of involvement with the Enterprise Information Technology ("EIT") function. External independent assessments of the EIT function point to the need for additional IT governance.

DAC needs to implement a project timekeeping system to manage demands, outputs, and resource needs of the audit function.

The University does not have a formal Enterprise Risk Management system, but instead relies on the DAC audit planning risk assessment process to inform its risk management needs.

The most significant risk in the area of governance, accountability and oversight, is the risk that University management daily decision-making process is not institutionalized and made efficient in terms of fostering a culture of managing and demonstrating value with data, managing for results throughout university leadership, providing for timely and validated data, and ensuring on-going funding and operational excellence.

The University does not use strategic planning and/or performance management reporting software to support its accountability and oversight system.

The risk assessment identified the following high risk areas for FAMU: (1) facilities management (planning, construction, maintenance); (2) information technology (future and disaster planning, security, enhancement and maintenance), and (3) financial accountability (procurement; federal contract and grant compliance, including financial aid; and accountability over revenue).

The report recommended that the Audit Committee direct DAC to conduct a self-assessment upon completion of one year of operating in compliance with IIA standards and then schedule an external QAR one year later. The results of both reviews should be timely and reported to the Audit Committee.

Ernst & Young Report

Related to Re-Performance of Substandard Audits or Reviews

Ernst & Young was retained to re-perform eight of the substandard audits and reviews identified in the Sniffen & Spellman Report, and to assess investigations undertaken by DAC to determine if they were performed objectively, in conformance with applicable standards, and adequately documented. Ernst & Young identified several high level themes that cut across multiple functions: (1) lack of policies and procedures; or outdated or non-enforced policies and procedures; (2) failure to maintain documentation at all or insufficient documentation; and (3) lack of segregation of duties.

The audits/reviews that were re-performed addressed: (1) Bank reconciliations; (2) revenue collections from football games; (3) revenue from classics and guarantee contracts; (4) technology fees; (5) textbook affordability; (6) sub-recipient monitoring; (7) contracts and grants expenditures; and (8) insurance coverage on buildings. The specific audit findings are as follows:

Bank Reconciliations for Operating, Student and Payroll Accounts: Reconciliations were not completed in a timely manner, in some cases two months after end of statement period; outstanding checks were not timely cleared, with outstanding checks each month in excess of 365 days; bank deposits were outstanding greater than 30 days; unreconciled items spanned several statement periods; and reconciliation policies needed to be strengthened.

Revenue Collections from Football Games: Adequate documentation was not maintained to verify revenues from parking, concessions and sponsorships; both the Athletic Department and the Controller were unable to provide total revenue collected for the 2010 football home games; the Athletic Department did not reconcile home game revenue recorded on the General Ledger by the Cashier's office to the revenue journal entry (deposit) prepared by the Athletic Department; cash collection and preparation of deposits and cash journal entries were all handled by the Athletic Business Office Manager, leaving no segregation of duties; adequate/sufficient documentation was not maintained to determine complete revenue generated from vending permits; the concessions contract with Sodexo had not generated any revenue to the University since the contract was amended in 2009.

Revenue from Classics and Guarantee Contracts: The Athletic Department and the Controller were unable to provide the total amount of revenue from the Classics football games; the Athletic Department did not reconcile revenue from Classics or Guarantees recorded on the General Ledger by the Cashier's office to the revenue journal entry (deposit) prepared by the Athletic Department; as with regular football games, the same lack of segregation of duties existed as to cash collection, deposits and journal entries.

Technology Fee: The actual expenditures for projects to be funded with the technology fees were not monitored and compared to the project budgets; and no process exists to ensure that Bright Futures Scholarship recipients were not paying the fee with scholarship funds.

Textbook Affordability: Almost 40 percent of textbooks were adopted after the 35-day Board of Governors' deadline for textbook adoption; 30 percent of the adopted textbooks were not posted to the University's website within the 30-day period provided by Board of Governors regulation; course book request forms were not being maintained; and students receiving financial aid could obtain textbook vouchers in excess of the designated per-student, per-semester limit by requesting multiple vouchers because the system did not flag multiple requests.

Sub-recipient Monitoring: Although monitoring sub-recipient compliance with federal OMB requirements was the shared responsibility of DAC and the Office of Sponsored Programs, neither office maintained, reviewed findings from, or ensured the corrective action of findings in OMB Circular A-133 audit reports; and 20 percent of sub-recipient contracts sampled lacked approval of remittance of federal funds to sub-recipients.

Contracts and Grants Expenditures: The policies and procedures of the Office of Sponsored Programs should be strengthened and areas of responsibility between that office, the Purchasing Department, and the Controller's office should be clarified and documented.

Insurance Coverage on Buildings: Contrary to University policy, the insurable value calculation of University facilities was not reviewed and approved by the Director of Environmental Health and Safety and the Director of Administrative and Financial Services; and there are no policies and procedures that address the process for determining insurable values, frequency of computation, or the addition or removal of assets from computation.

Investigations: During the review period (July 1, 2010 – June 30, 2011), five investigations were conducted by DAC. Upon review, Ernst & Young found that two of the five reports were not finalized; there were no policies and procedures in place for conducting investigations; the workpapers were not clearly and completely documented to support the findings in the reports, and the investigatory files were not documented as to investigators' identities and independence, and how confidentiality issues were handled.

Florida Department of Law Enforcement Report

A criminal investigation into irregularities in band financial operations

On December 13, 2011, FDLE initiated a criminal investigation to examine potential fraud and/or misconduct by employees or other individuals associated with FAMU, based on multiple sources who revealed instances of questionable activity at the University. The investigation focused on areas of financial operations at FAMU, with FDLE assisted by Department of Financial Services Office of Fiscal Integrity. This was not a complete forensic audit of the University. In general, the FDLE concluded that most findings resulted from a failure to follow university policy, and that a lack of internal controls and administrative oversight contributed to the complaints it had received.

As a result of its investigation, the FDLE issued a four-page report, dated September 12, 2012, which included the following findings:

A review of band expenditures, consisting of over 1,100 transactions, from July 2008 through December 31, 2011 was sampled. The report found that the transactions appeared to be for official University business.

An analysis of 2011 travel by the FAMU marching band found that 61 listed band members were not students at FAMU. Seventy-nine people received unauthorized per-diem payments including alumni and elementary, middle and high school students. Some may have been paid twice, and a review of documentation from 2009 through 2011 revealed similar issues.

State Purchasing-Card transactions were reviewed via a sample of 650 transactions from July 2010 through June 2011. The investigation did not identify any instances of P-Card uses for personal reasons, but University policy was not always followed. FDLE did find a number of instances where travelers were overpaid, based on the available documentation. One person was charged with falsifying travel charges by \$1,800 and is being prosecuted by the Office of the State's Attorney.

Based on the Sniffen & Spellman audit, FDLE reviewed FAMU's handling of complaints alleging financial mismanagement and misconduct between 2008 and 2011. FDLE found that a majority of the complaints were resolved, but several were never investigated by the FAMU Audit Office. FDLE recommended that all unresolved complaints be investigated.

FDLE investigated the theft of an amount variously reported as between \$12,000 and \$40,000 in 2007. The report implied that that former Band Director Julian White's negligence was a contributing factor to the theft, with poor recordkeeping, inadequate safeguards of the band dues, untimely deposit of funds and the filing of a late and inaccurate police report. Neither FDLE nor the FAMU Police Department were able to identify the individual responsible for the actual theft.

FDLE further investigated White's personal financial and found that he had received numerous payments for performances of the FAMU Band, including for "production costs," which were to be retained by White on behalf of the staff. It appeared that White was to reimburse staff for their efforts in facilitating these additional performances, which staff corroborated, but no documentation could be found to support these payments to staff. There were apparently no university policies or oversight regarding band performances, contracts or payment of associated costs.

Board of Governors Office of Inspector General (OIG) Report

Review of FAMU's institutional controls relative to the Marching 100 band and anti-hazing policies, practices and procedures.

Based upon the Preliminary and Tentative Report of Investigation, the OIG concluded that FAMU failed to implement an anti-hazing program that complied with Board of Governors regulations, University regulations or applicable state law due to a lack of effective institutional and internal controls designed to prevent, detect, deter, and discipline students involved in hazing. Former Band Director White's allegation that FAMU staff failed to adequately address complaints of hazing forward by him was unsubstantiated.

During the course of the investigation, the OIG reviewed and analyzed all reported cases of hazing received by FAMU from 2007 to 2011; conducted interviews of 35 current or former University employees including the Interim President, the past President, and senior staff; and reviewed approximately 7,000 pages of documents received from the University in response to Requests for Information and on-site inspections. We make the following preliminary and tentative findings and recommendations:

Institutional Controls

- A. There was no rigorous communications protocol between senior staff and their direct reports.
- B. There was no internal or programmatic review of the interaction between law enforcement and student affairs.
- C. There was a failure to adequately fund or provide personnel at a level capable to carry out the duties.

Internal Controls

- A. The 1998 FAMU Division of Bands Directive has not been reviewed or updated to enhance or improve Band operations. The University should immediately begin the process of revising the 1998 Directive to clearly establish procedures for verifying student enrollment and eligibility.
- B. Contrary to the Division of Band Directive, there were no written policies and procedures for verifying that individuals were eligible to participate in the Band, including individuals who had been involved in hazing activities.

Office of Judicial Affairs

- A. There were no written policies and procedures for the referral of matters from the FAMU Department of Public Safety (FAMU Police Department).
- B. The Judicial Affairs Office did not have a file index system designed to maintain and track records of disciplinary actions precipitated by allegations of hazing.
- C. The periodic review of the Student Code of Conduct was inadequate as evidenced by the failure to maintain records or files of the 2009 assessment of the Code.
- D. There was no training for the Judicial Officer on the handling of his critical duties.

Office of Public Safety

- A. There were no written policies or procedures for referral of all cases of potential violations of the Student Code of Conduct received by the FAMU Police Department to the Judicial Affairs Office.

- B. There was a failure to refer a case of alleged hazing to the Judicial Affairs Office in a timely manner sufficient to assess whether a Section 13 (student code) dismissal of the student was appropriate.

Recommendations

It is recommended that:

- The University immediately revise the 1998 Directive document and establish procedures for verifying student enrollment and eligibility. In addition, the University should add a Grade Point Average (GPA) minimum.
- The FAMU Band Director develop a central database or file index system to organize and track each complaint or allegation of a Student Code of Conduct violation. Furthermore, an adequate filing system to monitor the status of Band members who are suspended needs to be implemented.
- The FAMU Band administration work closely with FAMU's Registrar's Office to monitor the status of those student members that participate in the Band. Also, Band administration should strengthen its policy regarding requirements to participate in the Band.
- FAMU Police Department and Tallahassee Police Department strengthen their Mutual Aid Agreement to communicate all hazing allegations throughout the investigation process.
- The Office of Student Affairs strengthen the Student Code of Conduct to incorporate language that explicitly states the University reserves the right to proceed under the Student Code of Conduct prior to, concurrent with or subsequent to any other criminal or civil proceeding:

2.03 Violation of Law and University Disciplinary Policies

University disciplinary proceedings may be instituted against a student charged with a violation of law that is also a violation of the Student Code of Conduct. The University reserves the right to proceed under the Student Code of Conduct with a hearing and the possible imposition of a sanction, prior to, concurrent with or subsequent to, civil litigation, criminal arrest, and/or criminal prosecution. (Emphasis added)

- a. Normally the University will proceed with an alleged violation of the Student Code of Conduct prior to any final disposition in the courts.*
- b. The University reserves the right to take disciplinary action against a student before any criminal cases arising out of the same facts are resolved.*
- c. The University will cooperate fully with outside law enforcement agencies in any criminal prosecution to the extent permitted by law.*

By incorporating this requirement, the University may proceed by investigating all allegations of hazing upon receipt. This will prevent any delay in awaiting the final disposition from the FAMU Police Department.

The University should establish a standing committee chaired by the new Band Compliance Officer and charged with implementing policies and procedures designed to deter, detect, prevent and eradicate hazing. Members of this committee might include representatives from the following:

- FAMU Judicial Affairs Office
- FAMU Police Department
- Division of Audit and Compliance
- Student Affairs Office

The prime directive for the committee should focus on ensuring that all complaints or allegations of hazing are fully investigated. In addition, hazing incidents involving bodily harm should be reviewed immediately by the committee to determine whether the accused student(s) create an immediate threat or pose a concern to the safety of the student community.

- It is also recommended that FAMU prioritize resources to increase the number of staff positions within the Office of Judicial Affairs (newly received documentation appears to address this recommendation), and create a database to organize and track each complaint/allegation of a Student Code of Conduct violation, considering specific identifiers for allegations of hazing, within the Judicial Affairs Office.
- The Judicial Affairs Office should conduct an independent review of the student disciplinary process.
- The FAMU Police Department should work with the Judicial Affairs Office, FAMU Student Affairs Office, and FAMU's President to develop policy or procedures and a tracking system to prevent reporting delays. The FAMU Police Department should work with these offices to develop a consistent and effective anti-hazing program.

The Florida A&M University Anti-Hazing Program: Preliminary Report of Investigation

OIGC COMPLAINT NO. 2011-038

December 28, 2012



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

Prepared by

**Derry Harper
OFFICE OF THE INSPECTOR GENERAL
AND DIRECTOR OF COMPLIANCE**

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NOTE: All documents, statutes and regulations referenced in the Preliminary Report of Investigation will be attached as an appendix to the Final Report. In addition, FAMU will submit a written response to the Preliminary Report of Investigation within 15 business days (excluding holidays). That document will be reviewed and attached to the Final report.

PREFACE

Pursuant to the directive from the Chair of the State University System of Florida Board of Governors (the Board of Governors), the Office of Inspector General (OIG) initiated an investigation of the Florida A&M University's Anti-hazing program, Complaint No. 2011-038.

The OIG's investigation focused on whether Florida A&M University (FAMU) had implemented a rigorous program to prevent, detect, deter and effectively sanction students engaged in hazing activities. The establishment of such a program would demonstrate sound institutional and internal controls.

"Internal controls" in this context are policies, procedures, and processes that comply with governing authorities and are effective in achieving the Board of Governors' and University's zero-tolerance hazing policy. Our review of "institutional controls," in a broad sense, sought to determine whether those policies, procedures, and processes, if adequate, were in fact being monitored and enforced. In addition, we reviewed allegations made by the former Director of Bands, Dr. Julian White, that University staff violated anti-hazing regulations or applicable state law.

ISSUES PRESENTED

I. Did FAMU, from 2007 to 2011, have in place a rigorous program designed to prevent, detect, deter and discipline students engaged in prohibited hazing activities that included the implementation of effective institutional and internal controls as required by Board of Governors and University regulations and applicable state law?

II. Did FAMU staff from on or about January 2010 to December 2011 fail to adequately address complaints of hazing, including investigating, and when appropriate, imposing appropriate discipline on students who had allegedly engaged in prohibited activity in violation of applicable regulations or law?

III. Did FAMU senior administrative staff fail to respond to allegations of hazing reported to them on or about November 8, 2011 by the former Director of Bands? And if so, does that demonstrate a reckless indifference or disregard of applicable state law, Board of Governors' or university regulations?

EXECUTIVE SUMMARY

Based upon our Preliminary and Tentative Report of Investigation, we conclude that FAMU failed to implement an anti-hazing program that complied with Board of Governors regulations, University regulations or applicable state law due to a lack of effective institutional and internal controls designed to prevent, detect, deter, and discipline students involved in hazing. The allegation that FAMU staff failed to adequately address complaints of hazing by former Director of Bands was unsubstantiated.

During the course of the investigation, the OIG reviewed and analyzed all reported cases of hazing received by FAMU from 2007 to 2011; conducted interviews of 35 current or former University employees including the Interim President, the past President, and senior staff; and reviewed approximately 7,000 pages of documents received from the University in response to Requests for Information and on-site inspections. We make the following preliminary and tentative findings and recommendations:

Institutional Controls

- A. There was no rigorous communications protocol between senior staff and their direct reports.
- B. There was no internal or programmatic review of the interaction between law enforcement and student affairs.
- C. There was a failure to adequately fund or provide personnel at a level capable to carry out the duties.

Internal Controls

- A. The 1998 FAMU Division of Bands Directive has not been reviewed or updated to enhance or improve Band operations. The University should immediately begin the process of revising the 1998 Directive to clearly establish procedures for verifying student enrollment and eligibility.
- B. Contrary to the Division of Band Directive, there were no written policies and procedures for verifying that individuals were eligible to participate in the Band, including individuals who had been involved in hazing activities.

Office of Judicial Affairs

- A. There were no written policies and procedures for the referral of matters from the FAMU Department of Public Safety (FAMU Police Department).
- B. The Judicial Affairs Office did not have a file index system designed to maintain and track records of disciplinary actions precipitated by allegations of hazing.
- C. The periodic review of the Student Code of Conduct was inadequate as evidenced by the failure to maintain records or files of the 2009 assessment of the Code.
- D. There was no training for the Judicial Officer on the handling of his critical duties.

Office of Public Safety

- A. There were no written policies or procedures for referral of all cases of potential violations of the Student Code of Conduct received by the FAMU Police Department to the Judicial Affairs Office.
- B. There was a failure to refer a case of alleged hazing to the Judicial Affairs Office in a timely manner sufficient to assess whether a Section 13 (student code) dismissal of the student was appropriate.

Recommendations

It is recommended that:

- The University immediately revise the 1998 Directive document and establish procedures for verifying student enrollment and eligibility. In addition, the University should add a Grade Point Average (GPA) minimum.
- The FAMU Band Director develop a central database or file index system to organize and track each complaint or allegation of a Student Code of Conduct violation. Furthermore, an adequate filing system to monitor the status of Band members who are suspended needs to be implemented.
- The FAMU Band administration work closely with FAMU's Registrar's Office to monitor the status of those student members that participate in the Band. Also, Band administration should strengthen its policy regarding requirements to participate in the Band.
- FAMU Police Department and Tallahassee Police Department strengthen their Mutual Aid Agreement to communicate all hazing allegations throughout the investigation process.
- The Office of Student Affairs strengthen the Student Code of Conduct to incorporate language that explicitly states the University reserves the right to proceed under the Student Code of Conduct prior to, concurrent with or subsequent to any other criminal or civil proceeding:

2.03 Violation of Law and University Disciplinary Policies

*University disciplinary proceedings may be instituted against a student charged with a violation of law that is also a violation of the Student Code of Conduct. The University reserves the right to proceed under the Student Code of Conduct with a hearing and the possible imposition of a sanction, **prior to, concurrent with or subsequent to**, civil litigation, criminal arrest, and/or criminal prosecution. (Emphasis added)*

- a. *Normally the University will proceed with an alleged violation of the Student Code of Conduct prior to any final disposition in the courts.*

- b. *The University reserves the right to take disciplinary action against a student before any criminal cases arising out of the same facts are resolved.*
- c. *The University will cooperate fully with outside law enforcement agencies in any criminal prosecution to the extent permitted by law.*

By incorporating this requirement, the University may proceed by investigating all allegations of hazing upon receipt. This will prevent any delay in awaiting the final disposition from the FAMU Police Department.

The University should establish a standing committee chaired by the new Band Compliance Officer and charged with implementing policies and procedures designed to deter, detect, prevent and eradicate hazing. Members of this committee might include representatives from the following:

- FAMU Judicial Affairs Office
- FAMU Police Department
- Division of Audit and Compliance
- Student Affairs Office

The prime directive for the committee should focus on ensuring that all complaints or allegations of hazing are fully investigated. In addition, hazing incidents involving bodily harm should be reviewed immediately by the committee to determine whether the accused student(s) create an immediate threat or pose a concern to the safety of the student community.

- It is also recommended that FAMU prioritize resources to increase the number of staff positions within the Office of Judicial Affairs (newly received documentation appears to address this recommendation), and create a database to organize and track each complaint/allegation of a Student Code of Conduct violation, considering specific identifiers for allegations of hazing, within the Judicial Affairs Office.
- The Judicial Affairs Office should conduct an independent review of the student disciplinary process.
- The FAMU Police Department should work with the Judicial Affairs Office, FAMU Student Affairs Office, and FAMU's President to develop policy or procedures and a tracking system to prevent reporting delays. The FAMU Police Department should work with these offices to develop a consistent and effective anti-hazing program.

I. INTRODUCTION

A. Background

On November 19, 2011, several members of the FAMU Band were subjected to a hazing ritual called “crossing Bus C.” During the course of this incident, several students were punched, kicked and struck with fists or other objects by numerous individuals on the bus. However, one student, 26-year-old Drum Major Robert Champion, was so severely beaten that he suffered “hemorrhagic shock” due to blunt force trauma. He collapsed and was rushed to the hospital, where he was pronounced dead.

A criminal investigation was immediately launched by the Orange County Sheriff’s Office with assistance from the Florida Department of Law Enforcement (FDLE), resulting in 11 individuals being charged with a felony violation of Florida’s anti-hazing statute. In addition, FDLE initiated a separate investigation into allegations of financial improprieties by University staff responsible for the Band operations, including the disappearance of approximately \$30,000 in cash.

On November 29, 2011, the Chair of the Board of Governors notified FAMU’s Board of Trustees that the Chancellor had been directed to investigate allegations that University staff had exhibited a reckless disregard towards complaints brought to their attention by the former director of the Band. In addition, the investigation would determine whether FAMU had implemented a rigorous anti-hazing program in compliance with applicable law, Board of Governors and University regulations.

B. Scope and Methodology

The scope of the investigation, conducted by the OIG, with assistance from the Office of the Governor Chief Inspector General, included an assessment of the effectiveness of institutional and internal controls established by the University in compliance with Board of Governors and University regulations, as well as state law. The OIG Investigative Team was comprised of personnel from three state agency offices of inspector general.

Investigative activity by the OIG was limited during the time period between January and June 2012 to the review of documents in accordance with a protocol requested by FDLE to ensure that the Board’s investigation would in no way interfere with the two ongoing criminal investigations into the death of Mr. Champion and of the Band finances.

The investigation was focused on whether the University had implemented a rigorous program of enforcement to detect, deter and effectively sanction students engaged in hazing activities. In addition, the OIG was asked to investigate specific allegations that University staff violated anti-hazing regulations or applicable state law.

In conducting this investigation, the OIG:

- Conducted more than 35 interviews of current and former FAMU staff, including the past president, Chief of Police and director of the Band.
- Reviewed and analyzed approximately 7,000 pages of documents provided by FAMU and other individuals, including previous reports related to internal controls issued by other organizations, the investigative summary of the Band finances, and the criminal Report of Investigation by FDLE of alleged hazing of FAMU students.
- Reviewed and analyzed all relevant governing authorities, including statutes, policies and procedures related to the FAMU Student Code of Conduct and hazing.
- Reviewed the Council of Student Affairs matrix developed and presented to the Board of Governors Academic and Student Affairs Committee.

In order to validate the methodology and approach, the OIG discussed the investigation's methodology with various subject matter experts, including Board of Governors staff and student affairs offices at other state universities. In addition, the OIG reviewed reports published by respected scholars that analyzed factors that contribute to a culture of hazing and the structure, process and procedures necessary to detect, deter and prevent hazing.

The review was focused on three primary components of anti-hazing:

- 1) The Band anti-hazing workshop during pre-drill and student orientation;
- 2) The University's student disciplinary process including, but not limited to, the Student Code of Conduct and the anti-hazing regulation as the mechanism for prevention, investigation and enforcement; and
- 3) The FAMU Police Department, which was the primary organizational unit relied upon to investigate allegations of hazing.

This systemic assessment of institutional and internal controls was designed to identify deficiencies in the structure of the University's anti-hazing program, and the effectiveness of senior management to monitor and assess whether the program was achieving its objective of detecting, deterring and, when necessary, disciplining students who engaged in hazing.

C. Summary of Case

In the FAMU governance structure, the Band is a student organization. From 2007 through 2011, the Director of Bands and the Chair of the Department of Music positions were held by one person, Dr. Julian White. Band operations staff included FAMU faculty and administrative personnel. As a student organization, student participation in the Band was subject to rules and criteria, including enrollment in the University and in a specific music class. At various times in the last 20 years,

students enrolled at Tallahassee Community College (TCC) and Florida State University (FSU) and who were also enrolled in the required music class were allowed to participate in the Band. More than 400 Band members made up the FAMU travel squad in 2011.

In 1998, President Frederick Humphries issued a new directive for Band operations, "The Florida A&M University Division of Bands Anti-hazing Directive." This Directive, which replaced the prior version adopted in 1989 stated, in pertinent part:

1. *Under no circumstances shall hazing be conducted, permitted or tolerated by any member of the University Band(s). Any Band member involved in hazing activities shall be immediately suspended from the Band(s) pending a disciplinary hearing. These students shall be immediately reported to the University Judicial Office for appropriate action.*
.....
3. *All members of music organizations, including vocal and instrumental, must be properly enrolled as a student at FAMU, FSU, or TCC before participation in the marching Band program in the Fall. The Dean of the College of Arts and Sciences will have the Registrar to certify the Band roster of members provided by the Band director.*
4. *The Dean of the College of Arts and Sciences will provide a report to the President certifying the proper constitution of the Band membership.*
.....
10. *A member of the Office of Vice President for Student Affairs will periodically monitor the Band practice and accompany the Band on trips and at all times sit in the section with the Band. A report of observations will be sent to the Dean, College of Arts and Sciences, the Vice President for Academic Affairs, Vice President for Student Affairs and the President.*

The above conditions shall not be changed, modified or altered without the prior written permission of the President.

Since 1998, key provisions of the Directive were ignored and those that were followed were not adequately documented. For example, while paragraph three requires that the Director of Bands provide a Band member roster to the Dean of the College of Arts and Sciences for certification by the Registrar's Office that all Band members are enrolled at FAMU or one of the other approved colleges, no such certification process was undertaken.

In addition, key senior staff, including then-Provost Cynthia Hughes-Harris; then-Dean of the College of Arts and Sciences Ralph Turner; and the current Vice President for Student Affairs, Dr. William Hudson; had not seen the Directive document. As a result, former Dean Turner did not evaluate the Director of Bands to determine whether the Directive was ever implemented.

D. The Office of Judicial Affairs

The Judicial Affairs Office is responsible for the implementation of the University's Student Code of Conduct. The Dean of Students is responsible for managing the Judicial Affairs Office, including acting as supervisor of the Judicial Officer. Among other duties, the Judicial Affairs Officer is responsible for reviewing and resolving complaints of alleged violations of the Code, including hazing. In addition, the Judicial Affairs Officer convenes hearing panels comprised of faculty and students to hear evidence as part of the due process afforded students charged with violations of the Student Code of Conduct. The hearing panel's decision can be appealed to various levels, including a review by the Dean of Students. Because of this appellate review authority, the Dean of Students was not involved in any aspect of the hearing panel's review. This responsibility was assigned solely to the Judicial Affairs Officer.

In 2007, the Director of Judicial Affairs retired and other staff reductions occurred. From 2007 to 2011, all of the duties and responsibilities of the Judicial Affairs Officer was handled by one person. The current Judicial Affairs Officer is an Administrative Assistant. Though a former law enforcement officer, he has received no training designed to enhance the performance of his duties.

From 2007 to 2011, the Judicial Affairs Officer maintained all the files related to hazing and other Student Code of Conduct-related matters. Though these files were securely maintained, there is no file index plan, electronic storage capability or any system for tracking complaints, hearing-related matters or other administrative activities related to the process of resolving complaints of hazing. The paper-driven file system is organized by year and in alphabetical order by student name. However, no index of cases, such as a spreadsheet, is maintained for use to locate or pull requested files. Instead, research and identification of past disciplinary files must be done by hand. The number of files maintained in this manner is large.

Some written policies and procedures for handling hazing complaints do exist. These procedures rely upon a review or investigation of hazing complaints by the FAMU Police Department. When complaints of hazing are received by the Judicial Affairs Office, the procedures require referral to the FAMU Police Department for investigation. In the majority of cases, Judicial Affairs would take no action, including a determination whether immediate suspension of students allegedly involved in hazing from the Band warranted their immediate suspension from the University until the police investigation was completed and a report issued.

The FAMU Police Department is a sworn law enforcement entity responsible for investigation of any suspected criminal activity on the FAMU campus. Its officers are authorized to investigate, arrest, and aid in the prosecution of any individual, including students, alleged to have committed a violation of Florida criminal statutes.

From 2007 to 2011, the FAMU Police Department investigated 17 alleged criminal hazing violations. In eight of these cases, an investigative report was issued and then referred to the Judicial Affairs Office. In the other nine cases, FAMU police did not refer the matter to the Judicial Affairs Office and offered no explanation for its

failure to do so. Although the FAMU Police Department had no written policies or procedures that required referral of hazing matters to the Judicial Affairs Office, the members of the department were aware that Student Code of Conduct violations may have occurred.

From 2008 to the fall 2011, there were no reported cases of hazing investigated by the FAMU Police Department or reviewed by the Judicial Affairs Office to determine if violations of the Student Code of Conduct had occurred. In 2006 and 2009, pursuant to Board of Governors regulation, the University conducted a review of the Student Code of Conduct Regulation, including the Judicial Affairs process. It is unclear what changes, if any were implemented as a result of the 2006 review. No files or other documents developed during the 2009 review could be located, although the Board of Governors Regulation Development Procedure for University Board of Trustees requires adopted, amended, or repealed regulations be filed with the university's president or designee.

On or about October 8, 2011, the former Director of Bands, Dr. White, became aware of possible hazing activity by members of the trombone section of the Band. Dr. White sent suspension letters, dated November 8, 2011, to the students, with copies to various members of the senior team, including then-President James Ammons, Dr. Hughes-Harris, Dr. Hudson, and the Chief of Police Calvin Ross. The letters notified the students they could not participate in Band performances and were subject to further disciplinary action pursuant to the Student Code of Conduct. Dr. White reported the alleged hazing to the FAMU Police Department and followed up with additional written communications. However, Dr. White did not send the suspension letters to the Judicial Affairs Officer or Dean of Students, Henry Kirby.

The FAMU Police Department initiated an investigation on November 15, 2011, that included interviews of approximately 26 freshman members of the trombone section. The case was closed on January 12, 2012, due to a lack of evidence. All students denied participating in any hazing activity or being a victim of hazing.

On or about November 1, 2011, a female student member of the Band was subjected to a ritual or initiation process by other members of the Band that included blows to her legs or thighs. She reported this incident to the FAMU Police Department on November 7, 2011 as hazing, identifying several individuals who struck her. One of these individuals had been charged with hazing in 2007 and dismissed from the Band, but was subsequently reinstated by Dr. White. The complaint of hazing and initiation, a criminal matter, was not referred to the Judicial Affairs Office until December 12, 2011. During the investigation, officers confirmed that one of the individuals involved in the incident had been mistakenly identified by the victim. The investigation later determined that in fact another member of the Band had been involved. This individual was on the band roster and had been approved to participate in the Florida Classic on November 19, 2011. He was one of the 11 persons charged with felony hazing, including the incident involving Mr. Champion.

E. The November 16th Meeting

At the request of Dr. Ammons, the former Provost convened a meeting on November 16, 2011. The President was made aware of potential hazing activity at the upcoming Florida Classic game upon receipt of an email from a Band staff member. He directed the Provost, Dr. Hughes-Harris, to meet with other senior staff to discuss the matter.

Dr. Hughes-Harris, Dr. Hudson, Dean Kirby, Chief Ross, Lieutenant Kirkland and Dr. White met around 2:30 p.m. Earlier that day, Dean Kirby received a call from a person who lived near the campus and had heard loud noises at a nearby house and suspected it involved members of the Band engaging in hazing. She called police to report the incident, then she went to the house and told someone that the police were on the way. By the time officers responded, the house was empty. Dean Kirby thought the November 16, 2011 meeting was about this incident. Instead, during the meeting, he learned the Provost and other senior staff had been asked to discuss options for dealing with recently reported cases of hazing and the potential that Band members might engage in such activities at the Florida Classic.

The substance of the conversation widely varies on several key points, depending on the interview subject. The Provost disputed the testimony by the Dean of Students and Chief of Police regarding whether a recommendation to suspend the Band from participating in the Classic was made. Notes prepared after the meeting by the Dean of Students and hand-written notes taken at the meeting by the Vice President of Student Affairs reflect that this option was considered. At the conclusion of the meeting, the Dean of Students and Chief of Police held a meeting with the Band that included a stern warning that hazing is prohibited and that anyone involved in such activity would be dealt with harshly, including suspension, expulsion or referral to the FAMU Police Department for investigation and prosecution under Florida law.

Dr. Hughes-Harris recalled she spoke to Dr. Ammons by phone. The two agree that Dr. Hughes-Harris told Dr. Ammons the matter had been handled by having the Dean of Students and Chief of Police speak to the Band.

The tragic events and circumstances of November 19, 2011, that resulted in the death of Mr. Champion were beyond the scope of this investigation. What is known is that 11 members of the Band were charged with felony hazing and face a criminal trial. One of these individuals was subsequently identified as a participant in the November 7, 2011 hazing activity that caused physical injury to a member of the Band. In addition, three of those charged were Drum Majors and were, therefore, recognized leaders within the Band hierarchy.

II. INVESTIGATION AND ANALYSIS

A. FAMU Marching 100 Band

Background:

During the period between 2007 and 2011, the FAMU Band was under the direction of the Director of Bands and Chairman of the Department of Music, Dr. Julian White. There is an Associate Director of Bands and two Assistant Director of Bands. Also listed are six sectional directors, two administrative assistants, and a Band equipment manager.

In addition, members of the FAMU Band are required to adhere to the Band Handbook and the 1998 Florida A&M University Division of Bands Anti-Hazing Directive. The Director of the Band and the faculty were subject to the provisions of the FAMU Faculty Handbook.

According to documentation received, allegations of hazing or abuse that were received by Dr. White between 2007 and 2011 were documented and distributed to FAMU senior administrators. Dr. White also suspended from the Band, members that were alleged to be involved in hazing incidents. According to files reviewed, all of Dr. White's referrals during that period were properly received by the FAMU Police Department for further investigation.

As learned from witness interviews and document reviews, after Dr. White received complaints or allegations of hazing, he would create Band suspension letters that were given to suspended Band members, as well as to senior administrative staff.

Band staff further related that an anti-hazing agreement form was signed at the beginning of the fall school semester. The anti-hazing workshop provided the Band members with information about FAMU's anti-hazing policy and penalties. However, this form did not specify how to report alleged acts of hazing. Band staff stated that reporting procedures are discussed at the pre-drill orientation; however, there are no documented instructions regarding the process for reporting hazing incidents. A review of the pre-drill and orientation packet contained anti-hazing instructions, but no procedures for reporting incidents were provided.

It was also determined that Band administrators did not properly monitor the enrollment requirement for an organized student organization. Officials gave conflicting testimony that Band members provided the senior Band equipment manager or sectional directors their class schedule to indicate their enrollment at FAMU, Florida State University, or Tallahassee Community College, and enrollment in the marching Band class MUN 1110 or MUN 3110 through cooperative education or dual enrollment. Band administrators stated that a master roster was created once Band members provided their semester course schedule printout. At no time did anyone confer with the FAMU, FSU, or TCC registrars' offices to validate students' enrollment status. Testimony indicated that no one was

sure whose responsibility it was to verify the students' status. Band staff further testified that at no point during the semester is the student's enrollment status verified. Band officials could not attest, or provide documentation, to the requirements to become a member of the Band. The pre-drill packet is given to freshman and upperclassmen at the beginning of the semester and only mentions the requirement to maintain a 2.0 GPA with regard to financial aid assistance.

Case Study #1

The FAMU Division of Bands Anti-Hazing Directive (the Directive) listed 10 directives or internal controls regarding Band member eligibility and consequences for hazing. Based upon the investigation, the OIG found five directives were not followed:

No.	Directive	Compliance Yes/No/Partial/ Unknown	Source of Evidence
1	Under no circumstances shall hazing be conducted, permitted or tolerated by any member of the University Band(s). Any band member involved in hazing activities shall be immediately suspended from the band(s) pending a disciplinary hearing. These students shall be immediately reported to the University Judicial Office for appropriate action.	Partial	Letters of suspension from the band from Dr. White as well as the testimony of Dr. White, Ms. Taylor, Dr. Chipman, and Dr. James evidencing an immediate response from Dr. White. The testimony of Dr. White, Ms. Taylor, Dr. Chipman, and Dr. James reveals Dr. White instructed complainants to report hazing incidents to the FAMU Police Department, not to the Judicial Office as is required here, as well as by the Student Code of Conduct.
2	Officers in the band and line leaders cannot impose discipline upon members of the band. Only the Division of Bands Director and his/her staff can impose discipline. Any student leader in the band who violates this directive is to be dismissed permanently from the band.	Yes	Dr. White's testimony confirms. There is no evidence of violations in documentation or testimony.
3	All members of music organizations, including vocal and instrumental, must be properly enrolled as a student at FAMU, FSU, or TCC. Under no circumstances shall non-students be allowed to participate in any musical organization. The Division of Bands Director must certify to the Dean of the College of Arts and Sciences, that all band members are duly enrolled at FAMU, FSU or TCC before participation in the marching band program in the Fall. The Dean of the College of Arts and Sciences will have the Registrar to certify the band roster of members provided by the band director.	No	The cover memo for disseminating the Master Roster dated September 2, 2005, from Dr. White to Band staff states, "Under no circumstances are students from Tallahassee Community College or Florida State University allowed to participate." The Master Roster following the cover letter in the packet of materials provided to the OIG on November 30, 2012, reveals numerous FSU and TCC students. There were also names on the list with no school affiliation. Some are listed as "not enrolled," and others have GPAs less than 2.0 (some less than 1.0). No explanation was provided as to why numerous names were handwritten on the roster for FAMU, or why FSU and TCC students were allowed to participate in the band, contrary to Dr. White's cover memo. There is no

No.	Directive	Compliance Yes/No/Partial/ Unknown	Source of Evidence
			<p>documentation in follow-up to the September 2 memo.</p> <p>In a memo dated August 24, 2005, Dr. White requests the Band staff to ensure receipt of scholarship documentation from the students (class schedule, financial aid award letter, etc), and to “confirm registration and enrollments as a FAMU student.” There is no documentation showing any response to his request.</p> <p>In a memo from Dr. White to Band staff, dated September 29, 2011, he requests staff “identify those persons who are no longer marching in the band....I need your help in identifying those persons who have quit so that we can adjust scholarships and adjust our integrity level with them.” There is no evidence of compliance or response.</p> <p>In Chuck Hobbs’s letter of November 25, 2011, to Dr. Ammons on behalf of Dr. White, a copy of Dr. White’s June 23, 2011, memo to “All Students” is included. He requests students send to him by August 22, 2011, a copy of their class schedules, among other things. No other supporting documentation was provided to show student compliance with this request.</p> <p>Testimony of Ms. Taylor, Dr. Chipman, and Dr. James confirm that no one routinely verified student enrollment. Former Interim President Castell Bryant instructed Dr. White not to permit non-FAMU students in the Band. When she left and former Dr. Ammons took office, he instructed Dr. White to open the band to FSU and TCC students. The testimony of Dr. White, Dr. Bryant and Dr. Ammons confirms these decisions, and that the 1998 Directive document was not revised in accordance with those decisions. Dr. White testified that the Directive document has not been updated and is still considered the governing authority for band operations and student eligibility.</p> <p>Additionally, Dr. White testified that he did provide band rosters to the Dean of the College of Arts and Sciences, but that might have only been done once or twice; he said the Dean did not ask for the</p>

No.	Directive	Compliance Yes/No/Partial/ Unknown	Source of Evidence
			information, so he did not provide it. Dean Ralph Turner testified that he did not request band member enrollment/eligibility to be certified by the Registrar's Office.
4	The Dean of the College of Arts and Sciences will provide a report to the President certifying the proper constitution of the band membership.	No	Dr. White testified that the Dean did not provide such a report to the President, but he does not know why.
5	All band members must go through early processing and clearance of their financial aid status.	Unknown	Dr. White testified that this is out of his area of responsibility. Directive #9 requires that "...band directors and staff will meet during the first week of band practice to communicate the University's anti-hazing policies <i>and directives</i> to band members." [Emphasis added]. Dr. White's documents did reveal the inclusion of a statement for band members to ensure they submitted the required documentation for their scholarships, and he sent a memo to "All Students" dated June 23, 2011, to request they send him a copy of their class schedules (among other things) by August 22, 2011.
6	The academic performance of all band members shall be monitored on a continuous basis.	No	Dr. White testified that his administrative assistant, Kimberly Taylor, was to work with the Registrar's Office to check band members' GPAs. There is no evidence of compliance. Ms. Taylor testified that she works primarily with prospective students. She said the class professor is the one who normally checks rosters; she said she is not required to check them or verify enrollment. Aside from the September 2, 2005 memo from Dr. White to Band staff with the Master Roster included, there is no evidence that anyone verified student enrollment.
7	Under no circumstances shall there be unsupervised band rehearsals. A faculty member must be present at all rehearsals. Band sectional leaders shall not be allowed to supervise band rehearsals.	Unknown	In a memo dated September 8, 2004, from Dr. White to Band staff, he lists duties he expects from band staff regarding the Band's conduct and decorum. The third item listed states, "Supervision and/or conducting <u>ALL</u> sectional rehearsals." On page 13 of the Band Handbook & Constitution, it states that "...weekly sectional rehearsals are conducted by the Director of Bands, Assistant

No.	Directive	Compliance Yes/No/Partial/ Unknown	Source of Evidence
			Directors and Section Leaders of the Marching Band." There is no statement in the documents reviewed that explicitly states a faculty member must be present at all rehearsals as is required in this directive.
8	No former band member or alumnus of the band will be permitted to haze or discipline members of the band. No former band members will be allowed in the band section at football games or to participate in practice sessions. The band is to be supervised and trained by the University band staff. If former band members or band alumni are to assist the band staff, such a member or members must have the written approval of the Director of Bands and the Dean of the College of Arts and Sciences. A record of this approval will be kept in the Dean's Office.	Unknown	There is no evidence that former members were allowed in the band section at football games or in practice sessions. Additionally, we received no copies of approval for former members to assist in any way with the band in the documents provided from the Dean of the College of Arts and Sciences, the band department or Dr. White.
9	The band directors and staff will meet during the first week of band practice to communicate the University's anti-hazing policies and directives to band members. A memorandum attesting to these actions will be given to each band member.	Partial	<p>There is no evidence that the Directive document was provided to students or incorporated into appropriate documents such as the Band Handbook & Constitution.</p> <p>Orientation and pre-drill documents confirm an anti-hazing session is conducted at the beginning of the fall term. Additionally, Dr. Chipman provided copies of the anti-hazing workshop materials he uses each year.</p> <p>Other than the materials noted above, there is no memo "attesting to these actions" that was given to each band member. Students are required to sign a "Hazing and Harassment Agreement" confirming they have read the anti-hazing statute and that they will not participate in hazing, and that attestation is turned into Dr. White.</p>
10	A member of the Office of Vice President for Student Affairs will periodically monitor the band practice and accompany the band on trips and at all times sit in the section with the band. A report of observations will be sent to the Dean, College of Arts and Sciences, the Vice President for Academic Affairs, Vice President for Student Affairs and the President.	No	<p>The testimony of Dr. White, as well as Dr. Hudson, the Vice President for Student Affairs, confirmed that no one from the Vice President's office monitors the Band's activities, accompanies them on trips, or sits with them in the band section at games or performances.</p> <p>Additionally, no completed report of observations was contained in the documents we received. Dr. White provided the OIG with a blank observation form, but stated that he had used it, but no longer</p>

No.	Directive	Compliance Yes/No/Partial/ Unknown	Source of Evidence
			did.
n/a	The above conditions shall not be changed, modified or altered without the prior written permission of the President.	No	<p>Dr. Ammons and Dr. White both testified that this document has not been updated, and it is still valid. Dr. Ammons said he had not been notified of any changes to these directives. Dr. White admitted that not all were followed.</p> <p>Dr. White, Dr. Bryant, Dr. Ammons, Dr. Chipman, and Dr. James all testified that FSU and TCC students were not permitted to participate in the band during President Bryant's tenure. Under Dr. Ammons's tenure as president, FSU and TCC students were allowed to participate, but the 1998 Directive document was not revised.</p>

Findings:

The OIG reviewed Band suspension letters for the years 2007 through 2011. It was determined that the FAMU Police Department received and reviewed the allegations of hazing and abuse that were documented in the suspension letters.

According to the Judicial Affairs Office testimony, an alleged hazing violation was not reviewed by that office unless a final report was received from the FAMU Police Department. However, Student Code of Conduct Regulation 2.012 states that the Judicial Affairs Office should review all alleged violations of the student conduct code.

Although Dr. White provided senior administrators with documentation of alleged hazing incidents, there is no file index or tracking system in place to record, monitor, and track hazing incidents that are received.

Band staff could not identify who was responsible for monitoring the student status to participate in the Band. According to FAMU's website regarding Student Organizations, participating students are required to be in good standing and maintain an overall GPA of 2.0.

It is also concluded that the 1998 Division of Bands Anti-Hazing Directive is discussed, but not properly followed. Although various Band staff were aware of the Directive, they were unsure of its contents.

B. FAMU Office of Judicial Affairs and Resource Services

Background :

The FAMU Division of Student Affairs houses the Judicial Affairs Office. The focus of the office is student success and development, and is designed to provide all community members with accurate information regarding the Student Code of Conduct. The office is also responsible for all judicial matters. According to documentation and witness testimony:

- The Vice President for Student Affairs supervises the Dean of Students, who oversees the Office of Judicial Affairs and Resource Services.
- Since the retirement of Dr. Junious Brown, the Director of Judicial Affairs, in 2007, the Administrative Assistant has served as the "Judicial Affairs Officer," reporting to the Dean of Students.
- It is the responsibility of the Judicial Affairs Officer position to review all violations of the Student Code of Conduct and draft any letters of suspension or dismissal to the accused students.

Section 1006.63, Florida Statutes, defines hazing as a third degree felony or a first degree misdemeanor, and requires universities to provide their policy, rules, and penalties to each student enrolled and include the bylaws of every sanctioned organization.

Board of Governors Regulation 6.0105, governing Student Conduct and Discipline, establishes that each university has a student disciplinary system. Paragraph (7) requires that the "university shall provide notice to the victim of his or her rights at least five regular business days before the disciplinary hearing."

FAMU's Student Code of Conduct Regulation 2.012 states:

- a. Accordingly, all alleged violations of the Code shall be referred to the University Judicial Officer. Students, faculty and staff members may allege violations of the Code and make their report in writing to the Judicial Office."*
- b. The offense hazing is defined as noted in FAMU Regulation 2.028. Penalty: See subsections (3) and (4) of said regulation."*
- d. The University has a Zero Tolerance Policy for the use, possession, manufacturing or distribution of illegal drugs and/or substances.*
 - i. Zero Tolerance means that the student may be removed from University housing, and up to suspension or expulsion from the University.*
- e. (9) The President of the University or the Vice President for Student Affairs may expel, dismiss or suspend any student when the student's conduct is detrimental to*

the University and involves disruption of the University process or is dangerous to the health, safety and morals of the University community. (Emphasis added)

f. (13) The University may summarily dismiss or expel any student or group of students, pending a hearing at a later date if requested, under the following circumstances:

- i. The continued presence of the student on campus is likely to create interference with the educational process and/or the orderly operation of the University; or*
- ii. The continued presence of the student on campus is likely to endanger the health, safety, welfare or property of the University community; or*
- iii. The offense or conduct committed by the student is of such a serious, heinous or repulsive nature, as to adversely affect the University community and the student's suitability as a member of the academic community.*

FAMU's Due Process Regulation 2.013(1)(l) states:

The student's status will remain unchanged pending the university's final decision in the matter, except where the president or president's designee determines that the safety, health or general welfare of the student or the university is involved. A student's enrollment status may be changed only in cases where the president or president's designee determines that an emergency exists, which affects the safety, health or general welfare of the student or other students or the university and/or its employees. (Emphasis added)

The version of FAMU's Anti-Hazing Regulation 2.028 in place during 2011 defines hazing, lists penalties, and requires sanctioned university organizations to include an anti-hazing section in their bylaws. The regulation was revised in May 2012 and now includes three new paragraphs regarding a required timeframe within which to report an incident of hazing, a prohibition of retaliation against a victim of hazing, and a provision for a hazing victim who believes he or she has been retaliated against to report it to the appropriate officials.

During his interview on July 10, 2012, Dean Kirby provided a document entitled, "Judicial Affairs Procedure Chart." The chart describes the process for handling a complaint or police report. Once a complaint or police report is received, the Judicial Affairs Officer reviews it to determine whether the student's conduct poses an immediate threat to the campus community.

Dean Kirby also provided a document entitled, "The Judicial Procedure/Process," which contains excerpts from the Student Code of Conduct. The introductory paragraph states:

Any reports of criminal activity are reported immediately to law enforcement for proper investigation. The Judicial process begins when a law enforcement/report (usually a police report) is forwarded to the University Judicial Office regarding possible violations of the Student Code of Conduct.

The language above from the “Judicial Affairs Procedure/Process” document contradicts the provisions of the Student Code of Conduct. Based upon review of documents and interviews with staff, in numerous instances, the Judicial Affairs Office did not receive immediate notification from the FAMU Police Department that the Student Code of Conduct may have been violated by individuals being investigated for alleged crimes. Although a complaint of hazing clearly warrants an investigation to determine if a criminal violation can be proven, the Student Code of Conduct specifically states that all violations “shall be referred to the University Judicial Officer.” Even if the criminal investigation does not produce sufficient proof for prosecution, the Judicial Affairs Office should review it to determine whether a disciplinary proceeding should be initiated under the Student Code of Conduct.

Following a site visit and interviews with the University Judicial Officer, the OIG learned that the Judicial Affairs Office does not have a centralized database to maintain a digital copy or history of students who went through the disciplinary process. All judicial files are maintained in hard copy and stored alphabetically by student name and year of occurrence. Should anyone request a copy of a particular file, not knowing the year, the University Judicial Officer would need to manually review each year to locate the file.

According to the University Judicial Officer, since the retirement in 2007 of the Director of Judicial Affairs (whose position was not filled due to budget restrictions), the only person responsible for all judicial disciplinary reviews is an administrative assistant. This position did not receive a new title, nor a salary increase upon receiving all of the duties set forth in the Student Code of Conduct from 2007 until present.

According to Dean Kirby, the FAMU disciplinary process contained in the Student Code of Conduct Regulation was reviewed in 2006 and 2009, and another review is currently underway. Dean Kirby stated that the documentation for the 2009 review could not be located and therefore was not provided. The Board of Governors Regulation Development Procedure for university boards of trustees requires adopted, amended, or repealed regulations be filed with the university’s president or designee. It is unknown if the university’s president or his designee has this information available.

Case Study #2

Of the 17 hazing complaints received by the FAMU Police Department, nine were not provided to the Judicial Affairs Office for further review. No explanation was provided as to why the complaint files were not sent to that office.

Additionally, the final FAMU Police Department reports provided to the Judicial Affairs Office were not provided immediately. In one instance (2007-874), the subject was arrested on December 5, 2007, and the Judicial Affairs Office did not receive notification until January 22, 2008. FAMU Police Department staff provided

no explanation for the delays and none could be ascertained from the case file review.

There are two sections of the Student Code of Conduct that state the University, the President, or Vice President of Student Affairs or designee, may expel, dismiss, or suspend a student for certain violations. (See Sections 9 and 13) The only applicability is if the conduct is dangerous to the “health, safety, and morals.” In instances of bodily harm (FAMU Police Department Case No. 2011-943), the level of concern for the safety of the University student body should have been determined immediately.

A summary of our analysis is set forth in the “2007-2011 FAMU Department of Public Safety (PD) and Office of Judicial Affairs (JA) Analysis of Hazing Complaints.”

Findings:

Although the “Judicial Procedures/Process” description obtained from Dean Kirby, which is an internal document, states that “Any reports of criminal activity are reported immediately to law enforcement for proper investigation,” the Student Code of Conduct, accessible to all students and University staff, does not. The Code states, “Accordingly, all alleged violations of the Code shall be referred to the University Judicial Officer. Students, faculty and staff members may allege violations of the Code and make their report in writing to the Judicial Office.” (Emphasis added) This clearly places the responsibility on the Judicial Officer to determine whether the student violated the Student Code of Conduct. It is concerning that the Student Code of Conduct does not specifically address the responsibility of the FAMU Police Department and their role in investigations. The Code, as written, appears to reflect that the investigations will be conducted by the University Judicial Officer.

The only mention of the term “zero tolerance” in the Code is found in the section about illegal drugs and/or substances. The term is not used within the Code for hazing violations.

The “Judicial Procedure/Process” specifically relates that action taken by the office is dependent upon the final disposition/investigative report from law enforcement. Additionally, in testimony from Dean Kirby and the Judicial Affairs Officer, the Judicial Affairs Office relies on the completed investigative report from the FAMU Police Department before determining appropriate actions.

The “Judicial Affairs Procedure Chart” outlines the disciplinary process for the student should a violation of Section 13 occur or if another violation of the Student Code of Conduct occurs. The chart specifies the review for “immediate threat;” however, this term is not found within the Code. It appears that the University Judicial Officer makes the decision as to whether the alleged violation is an “immediate threat.”

C. FAMU Department of Public Safety

Background:

The FAMU Department of Public Safety is a full service law enforcement agency tasked with providing safety, security, enforcement and other related services to the university community.

The FAMU Police Department has authority to apprehend and arrest anyone involved in illegal acts on campus and areas adjacent thereto. If minor offenses involving University rules and regulations are committed by a University student, the campus police may also refer the individual to the University Judicial Affairs Office or Dean of Students.

Major offenses may require joint investigative efforts with other local and state law enforcement agencies. The prosecution of all criminal offenses, both felony and misdemeanor, are conducted at county, state and federal court levels.

University Police personnel work closely with local, state and federal police agencies and have direct radio communication with the Tallahassee Police Department and the Leon County Sheriff's Department. The FAMU Police Department is also a part of the Leon County 911 Emergency System.

By mutual agreement with state and federal agencies, the University Police maintains a National Law Enforcement Telecommunications Network terminal. Through this system, police personnel can access the National Crime Information Computer system, as well as the Florida Crime Information Center. These computer databases are used for accessing criminal history data, nationwide police records, driver/vehicle identification information, as well as other local, state and federal law enforcement information.

The OIG's review examined the office's responses, documentation, investigation and referral of hazing complaints. A review was also conducted of FAMU Police Department's anti-hazing outreach programs.

The assessment of internal and institutional controls of the FAMU Police Department included:

- Review of numerous documents submitted by the FAMU Police Department regarding complaints of hazing;
- Examination of FAMU Police Department investigative records;
- Evaluation of FAMU Police Department investigative process;
- Interviews of FAMU Police Department Staff; and
- Review of all pertinent statutes, regulations, and policies applicable to the FAMU Police Department.

The powers, duties and responsibilities regarding University Police are set forth in section 1012.97, Florida Statutes.

FAMU Student Code of Conduct Regulation 2.012(2) does not specifically address the role of the FAMU Police Department and their duties, but states in pertinent part:

(2) As members of the academic community, students enjoy the rights and privileges that accrue to such membership including, but not limited to, academic freedom and participation in the decision-making processes of the University. Additionally, students are subject to the obligations and duties that accompany this membership and are responsible for compliance with the requirements of law and with all governance by students, faculty, and staff. It is incumbent upon members of the campus community to notify the appropriate judicial body or officials of a violation of these regulations, to encourage all to comply with them, and assist in their enforcement by testifying as witnesses when called upon to do so. Accordingly, all alleged violations of the Code shall be referred to the University Judicial Officer. Students, faculty and staff members may allege violations of the Code and make their report in writing to the Judicial Office.

FAMU Department of Public Safety investigations are governed by General Order 4, Chapter 9, section 1012.97, Florida Statutes, University Police and Mutual Aid Agreements between the FAMU Police Department, the Tallahassee Police Department, and Leon County Sheriff's Office. These general orders, Florida Statutes, and Mutual Aid Agreements govern how the FAMU Police Department conducts its investigation and defines where they are able to exercise this authority.

According to testimony from the FAMU Police Department staff, it is FAMU's Police Department's practice to turn all cases that involve criminal activity over to the Judicial Affairs Office upon completion of their investigation and issuance of an investigative report. However, there are no written directives, policies or procedures that memorialize this practice.

Case Study #3

Analysis of FAMU Police Department Case No. 2011-943 showed that FAMU Band member "Student A" reported on November 7, 2011, to the FAMU Police Department that she was hazed at an off-campus residence by three Band members. The case was subsequently given to the Tallahassee Police Department (TPD) as the incident occurred off campus. Although the FAMU Police Department report stated that the victim, "Student A," identified "Student B" as the individual that struck her several times on November 2, 2011, the TPD Report stated that "Student A" identified "Student C" as the individual that struck her multiple times. *This information was not relayed by TPD to the FAMU Police Department, nor given to the Judicial Affairs Office in a timely manner.* Thus, "Student C" remained a member of the Band through the investigative process (from November 7 to December 16, 2011) and subsequently traveled with the Band to the Florida Classic. "Student C" was arrested in the alleged hazing incident involving Mr. Champion.

Findings:

The OIG conducted a comprehensive review of the FAMU Police Department from calendar year 2007 to 2011. From interviews with Lieutenant Angela Kirkland, Records Clerk Calvenia White, and Interim Police Chief John Earst and review of documents collected, it appears the FAMU Police Department received 17 reports of hazing that were investigated. Seven arrests resulted from these investigations. Two (#2011-997 and 2011-943) of the 17 were turned over to TPD for investigation. For Case No. 2011-997, there was a delay of approximately 60 days before being turned over to TPD. The delay of reporting along with an uncooperative witness was cited by the TPD as a reason the case could not be prosecuted.

During the review of the FAMU Police Department's Anti-Hazing Program, the OIG interviewed Sergeant Sherri Luke. She stated that a safety-on-campus program is conducted at every student orientation and when organizations request it. The program includes a section on anti-hazing, in which the state statute on anti-hazing and the university policy are reviewed. There is no standard presentation, nor does the FAMU Police Department keep track of when they gave the presentations or who attended them.

The OIG investigation revealed:

- There is no policy or procedure on how hazing reports or any other criminal activity are reported from the FAMU Police Department to the Judicial Affairs Office.
- There is no tracking system that shows that one department has received a complaint or information from another department or the outcome of the complaint. Without these policies or procedures and tracking system in place, there have been time lapses in information being reported or information is not reported at all.

Case Study #4: The November 16, 2011 Meeting

Dr. Hughes-Harris convened a meeting on November 16, 2011 at the request of Dr. Ammons. He told her he had become aware of potential hazing activity at the upcoming Florida Classic game after reading an email from Robert Griffin, a Band staff member. The OIG received a copy of an email from Robert Griffin to Dr. White with a copy to Dr. Ammons (among others) after all interviews for this investigation had been conducted. It was not possible to confirm this is the same email that Dr. Ammons referred to in his interview.

Dr. Hughes-Harris, Dr. Hudson, Dean Kirby, Chief Ross, Lieutenant Kirkland and Dr. White met around 2:30 p.m. Earlier that day, Dean Kirby received a call from a person reporting she had heard loud noises and activity at the house next door. She suspected it involved members of the Band engaging in hazing activities and called the police to report the incident. However, prior to the police responding, she went to the house to tell them the police were on the way. By the time officers responded, the house was empty. Dean Kirby thought the November 16, 2011, meeting was about this incident. Instead, during the meeting, he learned the

Provost and other senior staff had been asked to attend to discuss options for dealing with recently reported cases of hazing and the potential that Band members might engage in such activities at the Florida Classic.

The testimony of the participants as to what was discussed widely varies on several key points. The testimony regarding whether a recommendation to suspend the Band was made by Dean Kirby and Chief Ross is disputed by Dr. Hughes-Harris. Notes prepared after the meeting by Dean Kirby and handwritten notes taken at the meeting by the Dr. Hudson, reflect this option was discussed. At the conclusion of the meeting, Dean Kirby and Chief Ross held a meeting with the Band that included a stern warning that hazing is prohibited and that anyone involved in such activity would be dealt with harshly, including suspension, dismissal, expulsion and referral to the FAMU Police Department for investigation and prosecution.

Dr. Hughes-Harris recalled she spoke to Dr. Ammons by phone. The two agree that Dr. Hughes-Harris told Dr. Ammons the matter had been handled by having the Dean of Students and Chief of Police speak to the Band.

Below is a brief summary of the participants' recollections:

- Dr. Hughes-Harris only recalled Dr. Hudson suggesting a "mock arrest" and someone suggesting revoking Band members' scholarships. She does not recall anyone suggesting suspension of the Band. She stated that Dr. Ammons asked her to hold the meeting because he "had heard hazing would occur at the Classic." She related that she contacted Dr. Ammons by phone the next day to relay the results, which included Dr. White, Dean Kirby, and Chief Ross admonishing the Band that afternoon to not engage in hazing.
- Dr. Hudson recalled Dr. Hughes-Harris "listening" to the group, Dr. White stating that he had already suspended students, which would "eliminate the problem," and Dean Kirby recommending "the Kappa Effect," referring to the 2005 suspension of the Greek Fraternity Kappa Alpha Psi until 2013. He also recalled Chief Ross expressing that the "Band should not be able to go to games like the Classic." He stated that Chief Ross said "nothing would change unless we do something drastic." Dr. Hudson confirmed that he recommended a "mock arrest" of Dr. White on the football field during the Classic. Dr. Hudson said that there was "no formal recommendations made, just a broad discussion over things to consider."
- Former Police Chief Calvin Ross testified that he did recommend suspending the Band. According to Chief Ross, he told Dr. White that the only way for us to send a strong message to students is to do something that is totally "draconian," something not been done before. He recommended that the entire Band not go to the Classic. He said Dr. White looked surprised, and told the Provost, "That would never be supported."
- Then Dean Kirby said, "I think we should impose the 'Kappa Effect' and they should be suspended." Dean Kirby told Dr. White that he had

recommended this before. Dean Kirby said, “You remember, Doc, I recommended you and the Band be suspended awhile back.”

- Lt. Angela Kirkland related that she was asked to attend the meeting in case the Chief was called away. She explained there were no minutes of the meeting and does recall Kirby suggesting suspension of the Band, but explained “it seemed to be an informal suggestion and did not appear to be considered by the attendees as an action item.”
- According to Dean Kirby, he agreed with Chief Ross’s suggestion to suspend the Band and added they should implement the “Kappa Effect” to get Band members’ attention. Instead, the group agreed to meet with the Band at that afternoon’s regularly scheduled rehearsal to speak harshly to them about hazing.

D. Complaint of Dr. Julian White:

Allegation:

WHETHER FAMU’S SENIOR ADMINISTRATIVE STAFF FAILED TO RESPOND TO INCIDENTS OF HAZING REPORTED TO THEM ON OR ABOUT NOVEMBER 8, 2011 BY THE FORMER DIRECTOR OF BANDS, AND IF SO, WHETHER SUCH FAILURE DEMONSTRATES A RECKLESS INDIFFERENCE OR DISREGARD OF APPLICABLE STATE LAW, BOARD OF GOVERNORS’ OR UNIVERSITY REGULATIONS?

Finding:

UNSUBSTANTIATED

In a letter dated November 25, 2011 from his attorney, Dr. White, former Chair of the Music Department and Director of Bands, alleged that FAMU’s administration – responsible for the implementation of the anti-hazing program – demonstrated a “reckless indifference” for compliance with applicable laws and regulations by failing to respond to complaints of hazing he reported on or about November 8, 2011 (Complaint). The Complaint asserted that:

From an administrative standpoint, however, hazing within the Marching 100 has often been met with reckless indifference by White’s superior officers who often ignored his requests for assistance or, who privately lauded his decisions to suspend members from the band for hazing while failing to ensure that hazers were either charged with applicable criminal offenses or expelled as students from the university.

In addition, the Complaint alleged that Dr. White, after receiving “notice” of hazing activities that occurred at FAMU’s October 2011 homecoming game within two sections of the Band – the clarinet and trombones – suspended approximately 30 students from the Band. Courtesy copies of the suspension letters were sent to University administrators including Chief Ross, Dean Turner, Dr. Hudson, Dr. Hughes-Harris and Dr. Ammons. Furthermore, Dr. White alleged that on

November 16, 2011, he sent a memorandum to the FAMU Police Department that identified students alleged to have been involved in hazing and other band members who may have participated. In the memorandum, Dr. White described his intention to suspend 26 students from participating in the Band's performance at the Florida Classic. The memorandum indicates copies of the document were sent to the same senior administrative staff listed on the November 8th suspension letters. The Complaint states:

Despite his actions, in recent years, there has been little uniformity in discipline in the form of University-wide suspensions or expulsions, or uniformity in resolve with respect to providing Dr. White with greater university support in efforts to control hazing.

The Complaint strongly asserted that had disciplinary proceedings commenced before Mr. Champion's death "in the form of suspending the band prior to the Florida Classic, in his opinion if [sic] was possible he would not have died." The Complaint further states:

What makes this even more troubling is the fact that the appearance of financial gain – the Florida Classic is a major money maker for the University and the Marching 100 is a key feature attraction – may have impacted whether Dr. White's superiors chose not to suspend the band or Dr. White following his disclosure and suspension from the band individuals implicated in the post homecoming hazing activities.

Due to the criminal investigation of the events surrounding Mr. Champion's death, and a separate Florida Department of Law Enforcement investigation of alleged financial irregularities within the Band finances, the OIG could not contact Dr. White until July 2012 to request an interview regarding the Complaint. Despite numerous attempts through his attorney to confirm a date and time, Dr. White did not agree to an interview until November 16, 2012.

During the interview, Dr. White explained that the primary basis for his assertion that the administration failed to respond to his November 2011 reports of hazing activities was that the, "University took no action until after Mr. Champion's death on November 19, 2011." To support this assertion, Dr. White cited the November 16, 2011 meeting. He said that at the meeting attended by Dr. Hughes-Harris, Dr. Hudson, Dean Kirby and Chief Ross, among others, there was a discussion about suspending the Band. Dr. White said Dean Kirby mentioned this option and cited an incident years earlier when it was discussed.

In response to questions, Dr. White explained that despite the assertion made in the Complaint, he would not and did not recommend that the Band be suspended from performing at the Florida Classic. According to Dr. White, Dr. Hughes-Harris stated she did not have the authority to suspend the Band and that he (White) did not have power to do so. Dr. White said he agreed with the others at the meeting that Chief Ross and Dean Kirby should talk to the Band. Dr. White said he would

not have brought up suspending the Band from performing at Florida Classic because he “believed the guilty had been punished.” He explained that there were over 300 students in the Band and it would not have been appropriate to suspend the entire group because of the actions of a few. Dr. White said the decision to talk to the Band and not suspend them from performing was consistent with the views he expressed at the November 16, 2011 meeting.

However, when Dr. White’s interview resumed after a brief break, he changed his previous testimony, stating that he did recommend the Band not perform at the Florida Classic. He explained that had Dr. Ammons decided to do so, he would have supported this action. He further explained that facts presented at the meeting mitigated against suspension as an option because of the financial impact it would have on revenues from the game.

In a response to a question as to why in his November 16, 2011 memorandum to the FAMU Police Department, written earlier that day, he did not recommend suspension of the Band, Dr. White replied he did not go into the meeting with the intention of taking this position. It was only after Dean Kirby broached the subject of suspension that Dr. White considered it as an option.

Dr. White stated that the University’s failure to adequately respond to incidents of hazing he reported is supported by the administrators’ response to the November 8, 2011 suspension letters. When asked if he had any other evidence to support this assertion, he did not except for his view that few students suspended from the Band were expelled, fined or given probation.

Finding:

Dr. White’s assertion that University administrators’ response to reported cases of hazing in November 2011 demonstrated “reckless indifference or disregard for compliance with laws and regulations” rests on two points: 1) his assertion that the suspension letters dated November 8, 2011 did not result in disciplinary action until after the death of Mr. Champion on November 19, 2011, and 2) Dr. Ammons’ decision to reject Dr. White’s recommendation, along with that of Dean Kirby and Chief Ross, that the Band not be allowed to perform at the Florida Classic, was motivated by financial gain.

Based upon the OIG investigation and conflicting testimony of the participants in the November 16 meeting, including Dr. White’s, the allegation of reckless indifference or disregard for applicable governing authorities was not substantiated. As previously noted, the OIG investigation analyzed the handling of all reported cases of hazing from 2007 to 2011 including the incidents of hazing referenced in Dr. White’s November 8, 2011, suspension letters and other suspension notices sent to band members in the fall of 2011. As evidenced by the November 16, 2011 memorandum to FAMU Police Department, Dr. White routinely referred these matters to university law enforcement. These matters, including Dr. White’s suspension of 26 members of the trombone section, were investigated by the FAMU Police Department. The fact that the criminal investigation of some of

these incidents was concluded after November 19, 2011, does not support Dr. White's allegation of reckless indifference or disregard. The OIG investigation did confirm that Dr. White's letters were received by the administrators he copied, but that because the letters were sent by campus mail or hand delivered, it is reasonable to conclude that the administrators saw the letters sometime after November 19, 2011, based upon the general practices in place for handling correspondence.

Because of the conflicting testimony of the participants at the November 16, 2011 meeting, including Dr. White's, there is insufficient evidence to support his assertion of reckless indifference or disregard. As detailed in previous sections of the Report, there is evidence that suspension of the Band was discussed. It is also clear that as a result of the meeting, Dean Kirby and Chief Ross talked to the Band about hazing. However, none of the participants recall Dr. White recommending or supporting the option of suspending the Band. In fact, Dr. White during his interview initially stated he was opposed to this action though he later changed his statement asserting that, in fact, he recommended the Band not be allowed to perform at the Florida Classic.

During his interview regarding this allegation, Dr. Ammons said he asked Dr. Hughes-Harris to meet with Dr. Hudson, Dean Kirby, Chief Ross and Dr. White on November 16, 2011 to discuss concerns about hazing activity at the Florida Classic. Dr. Ammons said he had seen an email from one of the assistant band directors that was sent to Dr. White. After reading the email, which Dr. Ammons said indicated that hazing activity was taking place in the trombone section of the Band, he became concerned and asked the Provost to hold a meeting to discuss the matter. Dr. Ammons said he spoke to Dr. Hughes-Harris the next day while he was traveling to Orlando. During this conversation, they discussed several matters including her meeting about hazing. Dr. Hughes-Harris told him that, after the meeting, senior staff talked to the Band about hazing and Dr. White had addressed the other issues. He and the Provost talked about many things.

Dr. Ammons said his decision to allow the Band to perform at the Florida Classic had nothing to do with financial considerations and was based upon receiving no recommendation to suspend the Band. Dr. Ammons said the band does *not* make money for the university; rather, it *costs* the university money. He explained again that the decision to not shut the band down was because he did not receive a recommendation to do so, and he was told the issues had been addressed.

As to whether he received some communication from Dr. Hughes-Harris that Dean Kirby and Chief Ross had recommended the band be shut down in the November 16th meeting, Dr. Ammons responded, "No."

Dr. Ammons said Dean Kirby and Chief Ross did not recommend to him that the Band should be suspended from performing. He said weeks after the death of Mr. Champion, he received information that there might have been such a recommendation. Dr. Ammons had no confidence that the recommendation was actually made. He explained that the Florida Classic is the largest event of the

season, and for FAMU's band not to be at the Florida Classic would have been huge news. He said he would have heard about it right away. Because of this, Dr. Ammons once again said he had no confidence that it was a recommendation. Suspension of the Band may have been mentioned along with many other things and if Chief Ross felt that way he would have expected to receive a call from him.

When asked if anyone else could have suspended the band, Dr. Ammons responded, "Yes, Dr. White could have." Dr. Ammons explained that if Dr. White had suggested the Band be suspended, then he (Ammons) would have done so. Dr. Ammons said, once again, that the Florida Classic is the *largest* event of the year. If Dr. White had said the Band should not perform, then they wouldn't have gone.

After being shown some of the White suspension letters, Dr. Ammons was asked if he had received them after Mr. Champion's death. Dr. Ammons explained that when he received these types of letters he would provide a copy of them to the Vice President of Student Affairs and the Chief of Police, even though those individuals were copied initially, in order to ensure they would handle them. In describing the process for handling letters he received regarding allegations of hazing, Dr. Ammons said if they were not marked confidential then his assistant would ensure that they were routed to the appropriate staff. He stated that the last batch he received was confidential regarding the alleged hazing of a student in the trombones section. These letters were marked confidential, so he opened them himself – as was his practice. Dr. Ammons said he did not open these letters until he returned to the office Monday morning after the Florida Classic.

While the OIG investigation identified significant institutional and internal control deficiencies that contributed to uneven enforcement of FAMU's anti-hazing regulation, Dr. White's allegation that the University's handling of hazing cases he reported in the fall of 2011 demonstrated a reckless indifference or disregard for applicable laws and regulations cannot be substantiated based upon our review and analysis of these matters.

III. CONCLUSIONS

In our Preliminary and Tentative Report of Investigation, we conclude that the FAMU anti-hazing program failed to comply with applicable regulations and state law due to inadequate internal controls. The allegation by Dr. White that the staff failed to respond to allegations of hazing he reported in the fall of 2011 – and if that demonstrated a “reckless indifference or disregard” for applicable law and regulations – was unsubstantiated. However, we conclude that the University was unable to demonstrate the existence of adequate institutional controls to ensure the effective implementation of the hazing and Student Code of Conduct regulations, and Band Directive, which formed the basis of the anti-hazing program.

Based upon our review of reported cases of hazing from 2007-2011:

- hazing complaints were not routinely forwarded to the Office of Judicial Affairs for review and disciplinary action, if appropriate;
- band member eligibility was seldom if ever verified with the Registrar;
- there was no written policy on how to report hazing incidents;
- there was no training of the Judicial Affairs Officer;
- there was no centralized database within the Office of Student Affairs to track hazing complaints
- there was no communication protocol between the FAMU Police Department and the Office of Judicial Affairs
- in many instances, there was a lack of communication between the two offices with regard to hazing complaints.

FAMU’s written response will be submitted within 15 business days (excluding holidays) and carefully considered prior to the issuance of a Final Report of Investigation.

IV. FLORIDA A&M UNIVERSITY CORRECTIVE ACTIONS

FAMU reported that the following actions have been taken since November 2011:

- The University Board of Trustees revised its anti-hazing policy to include a non-retaliation component and a requirement for more timely reporting of suspected hazing incidents.
- The University has hosted town-hall meetings on the issue of hazing.
- The University incorporated a module on anti-hazing in the freshman studies course.
- The University established an internal anti-hazing research initiative, established an external anti-hazing committee and reached out to student and community groups and other universities to foster greater understanding of hazing's dangers and consequences.
- FAMU's new, robust anti-hazing plan includes an official anti-hazing website where students can report incidents of hazing.
- The University approved the hiring of a new special assistant to the president on hazing and a new compliance officer for the Department of Music compliance officer; and augmentation of the staff in the Office of Judicial Affairs.
- The University implemented new membership intake procedures that require "recertification" of student organizations. Additionally, the university now requires students to sign an anti-hazing pledge.

V. FLORIDA A&M UNIVERSITY RESPONSE TO REPORT OF INVESTIGATION

(FAMU will have 15 business days to respond in writing to this report. Their response will be included in the final report.)

APPENDIX

(To be included in the final report.)

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Strategic Planning Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 16, 2013
2:45 p.m. – 5:00 p.m.

Chair: Mr. John Rood
Members: Chopra, Colson, Frost, Perez, Webster

- | | |
|---|--------------------|
| 1. Call to Order and Opening Remarks | Governor John Rood |
| 2. Approval of Meeting Minutes: | Governor Rood |
| a. September 12, 2012 Committee Meeting Minutes | |
| b. December 17, 2012 Committee Workshop Minutes | |
| 3. Consideration of State University System
2011-12 Annual Accountability Report | Governor Rood |
| 4. Strategic Plan Alignment | Governor Rood |
| 5. Online Education | Governor Rood |
| 6. Next Steps and Closing Remarks | Governor Rood |

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013**

SUBJECT: Approval of Minutes of Meetings held on September 12, 2012, and
December 17, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of the Committee's meetings held on September 12, 2012 at Florida Gulf Coast University in Fort Myers, and December 17, 2012 at Florida Atlantic University in Davie.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Committee members will review and approve minutes for the meetings held on September 12, 2012 at Florida Gulf Coast University, and on December 17, 2012 at Florida Atlantic University.

Supporting Documentation Included:	Minutes: September 12, 2012; and December 17, 2012
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Facilitators/Presenters:	Governor Rood
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
FLORIDA GULF COAST UNIVERSITY
FORT MYERS, FLORIDA
SEPTEMBER 12, 2012

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

1. Call to Order and Opening Remarks

Governor Caruncho convened the meeting of the Strategic Planning Committee at 2:04 p.m. Governors Chopra, Colson, Frost, Perez, and Webster were also present, and a quorum was established. Governor Caruncho welcomed new Committee members Chopra and Webster.

2. Approval of Minutes from June 19-20, 2012

A motion was made by Governor Perez that the Committee approve the minutes of the Committee's meeting held June 19-20, 2012 as presented. The motion was seconded by Governor Colson, and the motion carried unanimously.

3. Further Consideration of University 2012-13 Work Plans

Governor Caruncho indicated that this item should be considered in two parts. First, subsequent to its June 2012 meeting, the Committee asked Board staff to identify the most important system-wide issues in the Work Plans and, in that process, staff was also directed to compile institution-specific issues so that they could inform and direct the submission of next year's Work Plans. Secondly, after Florida Agricultural and Mechanical University's (FAMU) Work Plan presentation at the June meeting, the University was directed to make a presentation in September with specific detail as to how it planned to improve retention and graduation rates, and to decrease levels of student indebtedness.

Governor Caruncho called on Vice Chancellor Ignash to make a brief presentation on the key systemic as well as institution-specific issues identified by Board staff subsequent to this year's Work Plan submissions and presentations.

Dr. Ignash identified key systemic issues that appeared to be impacting the State University System. These included improving retention and graduation rates; increasing STEM degree production; reducing academic program duplication; reducing student debt; and, as a sub-issue of student debt, the acquisition by students of excess hours to degree.

With regard to improving retention and graduation rates, Dr. Ignash indicated that six institutions were asked to provide more specific information with regard to improving retention/ graduation rates. She said that these institutions had provided multifaceted strategies for addressing this issue. These strategies included academic mapping, improved advising and counseling, the addition of faculty, the implementation of first-year experience courses, and other national best practices.

With regard to increasing STEM degree production, Dr. Ignash indicated that four institutions were asked to provide more specific information with regard to improving STEM production but that the identification of these institutions should not be interpreted to mean that other SUS institutions should not also work to increase STEM production. Dr. Ignash said that exactly how many more STEM graduates Florida needs, and in what specific subdisciplines of STEM, is still unclear. Dr. Ignash indicated that the Board's Commission on Florida Higher Education Access and Degree Attainment should provide clarity as it works to project degree growth needed in Florida in specific job-related fields and geographic locations.

With regard to reducing student debt, Dr. Ignash said that only FAMU was asked to provide more specific information with regard to reducing student debt but that this should not be interpreted to mean that other SUS institutions do not also struggle with student debt. Dr. Ignash indicated that FAMU's response to this issue was thoughtful, multifaceted, and founded on the assumption that increasing graduation rates is the best strategy of all for reducing student debt. Dr. Ignash said that the combination of reduced state support and increasing tuition has vaulted affordability/ student debt to one of higher education's most pressing challenges.

With regard to academic program duplication, Dr. Ignash said that, subsequent to the Committee's June 2012 meeting, five institutions have withdrawn thirteen potential new programs, and that several others are reconsidering the viability of additional programs. Dr. Ignash indicated that the Council of Academic Vice Presidents was currently conducting an academic coordination exercise. Finally, Dr. Ignash noted the necessity of some program duplication based on workforce demand, STEM degree production, and rounding out institutional missions.

With regard to excess hours as a sub-issue of student debt, Dr. Ignash indicated that this issue has the potential of increasing costs to students which, in turn, could affect

student debt and retention/graduation rates. Dr. Ignash recommended that the Board of Governors continue to explore this issue throughout the year.

Governor Caruncho then called on FAMU's Dr. Larry Robinson Interim President, to present the Florida Agricultural and Mechanical University Addendum to its 2012-13 Work Plan. Dr. Robinson's presentation contained the following highlights:

- The top priority is clearly student retention and graduation rates. Seventy percent of tuition differential funds will support undergraduate academic enhancement. FAMU will use 30% of the tuition differential funds to address student debt.
- The plan indicated a dramatic reduction of profile admits to the University so that no more than 25% of first-time freshmen are admitted in Fall 2013 as profile admits. Other measures targeting student success are being implemented as follows:
 - Diagnostic testing is conducted on all incoming students and used for placement and academic planning.
 - Students who need remediation must enroll in remedial classes.
 - Students needing remediation will be provided with a more individualized program of study.
 - FAMU will continue its intrusive advising and counseling model with profile admits as they progress to upper levels. All profile admits will adhere to an academic plan to graduate.
 - A summer Freshman Studies Program for profile admits provides students with a head-start to improve reading, writing and math skills.
- A strong focus is being placed on student retention and graduation rates as the top priority.
 - Eleven new advisors, funded by tuition differential, will be added to the current staff of 15 full-time and 8 part-time advisors to decrease student/advisor ratios and to better employ an "Intrusive Academic Advising Model." Intrusive advising models have yielded excellent results nationally.
 - Ten additional tutors will be hired for Fall 2012, 6 in English and 4 in Math.
 - Twenty new, full-time, tenure-track faculty will be hired to teach an additional 80 course sections in core academic areas (math, English, chemistry, biology, and criminal justice) by the start of this academic year. This will reduce bottlenecks in key courses and will also reduce the number of adjunct faculty who teach these courses.
 - A new online Academic Mapping/Academic Advisement Module will track student progress in their classes and determine what requirements

- are still outstanding. Academic Mapping has a proven track record in promoting student success. An advisor will be assigned to every student.
- A new Grades First Early Alert System will track student class attendance and student performance. Freshman students who are absent receive notices from their advisors via e-mail, text, telephone or Facebook. The system also tracks whether students keep advising and tutoring appointments, and faculty are able to log onto the system to view student progress.
 - Under the “Academic Success Program” umbrella, new students will be oriented to the campus and receive information about the surrounding area, public transportation, financial aid, campus safety, and conflict resolution.
 - The University anticipates that 90% of FTIC students will have declared a major by the end of Spring term.
 - The Office of Student Retention, established in 2010, has developed a First Year Experience course to assist students with the academic, social and financial transition to college, which will be mandatory for all incoming freshmen not enrolled in professional programs. The course pilot in 2011-12 showed that students who took the course had higher GPAs than those who didn’t take the course.
 - Ten hours each week of mandatory tutorial hours are required for at-risk students.
 - Additional supplementary instruction will be mandatory for key academic disciplines in STEM.
 - Academic Success courses in study skills and career development will be developed for at-risk students.
 - Title III grant funding is being used to redesign and enhance core STEM courses to improve student success rates.
- A plan to target initiatives to decrease student debt is clearly described.
 - Two new student debt counselors will be hired to offer mandatory debt management workshops.
 - The University will increase need-based student financial awards to an additional 328 students over 2011-12 levels.
 - The University’s goal is to see a decline in student debt by 2015, and to ultimately reduce student debt to the national average for students in FAMU’s average income bracket. Approximately 79% of FAMU’s students report family income below \$60,000.
 - FAMU will increase communications with students – and parents – about debt management and financial literacy. Financial management is incorporated into the mandatory First Year Experience course.

Governors Caruncho and Carter commended the University on the thoughtfulness and comprehensive nature of the Addendum. A motion was made by Governor Colson and seconded by Governor Perez to accept the University's Addendum to its 2012-13 University Work Plan. The motion carried unanimously.

4. Next Steps and Closing Remarks

Governor Caruncho noted that this is the third year that universities have presented their annual Work Plans to the Board and the first year in which there had been substantive discussion at a follow-up meeting concerning the longer-term planning portion of the Work Plans. Governor Caruncho indicated that the institutions of the State University System were working together to promote excellence and productivity in teaching, research, and community engagement and that it was important for the Committee to continue discussion about both system-level issues and institutional-level plans. Governor Caruncho noted that the State University System's strength was in recognizing each institution's distinctive mission and contribution to the whole. Finally, Governor Caruncho expressed his appreciation for all the good work that has gone into the universities' Work Plans.

Having no further business, a motion was made, seconded, and unanimously carried to adjourn the meeting on September 12, 2012 at 3:12 p.m.

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
STRATEGIC PLANNING COMMITTEE
WORKSHOP ON THE EXPANSION OF ONLINE EDUCATION
FLORIDA ATLANTIC UNIVERSITY, DAVIE CAMPUS
STUDENT UNION BUILDING, ROOM 105
DAVIE, FLORIDA
DECEMBER 17, 2012

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

Mr. Rood convened the meeting of the Strategic Planning Committee of the Board of Governors on December 17, 2012 at 12:30 p.m., with the following members present: Manoj Chopra, Dean Colson, Patricia Frost, Tico Perez, and Elizabeth Webster. Other non-Committee Board members in attendance included Norman Tripp and Richard Beard.

1. Call to Order and Opening Remarks

President Saunders welcomed all those in attendance.

Chair Rood recognized the presence of state representative Jeanette M. Nuñez, Chair of the Higher Ed Workforce Subcommittee and Education Committee member. Chair Rood then introduced Mr. Robert Lytle and Ms. Vanessa Webb of The Parthenon Group and their presentation, "Strategy Retreat: Online University Study Summary."

2. Post-Secondary Online Expansion in Florida

Mr. Lytle began the formal presentation by introducing the context of the study as a "middle of the road" perspective, or a mediation of the viewpoints of all 39 participating institutions. He also emphasized the goal of the study, which is not total participation, but best-in-class program design or the best possible online education.

Mr. Lytle presented figures describing a growing trend in student enrollment in online coursework, both on a national and a statewide level. He indicated that 40% of students in the Florida College System and the State University System are enrolled in at least one online course, compared to 31% nationally. Mr. Lytle outlined Florida stakeholders' four primary objectives for post-secondary online learning: expanding access, reducing

system and student costs, strengthening the link between the labor market and post-secondary education, and enhancing the student experience.

Thirty-eight institutions across the state are independently developing best practices in online post-secondary education with a focus on high quality program development, delivery, and support. Mr. Lytle identified four options (strategies) for consideration to drive the development and expansion of high quality new program offerings: 1) institution by institution, 2) institutional collaboration, 3) lead institution, and 4) new online institution. Mr. Lytle also outlined the pros and cons of each of these strategies. The pros and cons were also discussed and evaluated by various Board members and other individuals in attendance.

Mr. Lytle stated that he believes the implementation of these strategies will necessitate levels of initial investment ranging from thirty million dollars for the least expensive option (#2 above) to seventy million dollars to develop a new online university (option #4 above).

Mr. Lytle indicated that recurring expenditures per FTE vary across models with respect to strategy, program, and degree type. He projected costs over 10 years and provided a breakdown of the effectiveness of the educational investment with respect to each of the four strategies listed above. In response to the presentation, a dialogue between Mr. Lytle, Ms. Webb, and Committee members ensued in which they discussed access, admissions policy, accreditation models, marketing strategies and costs, and the role of private providers as partners in implementing each strategy, with special attention to the role of for-profit institutions.

3. Policy Issues for Online Expansion

Chair Rood introduced David Longanecker, the president of the Western Interstate Commission for Higher Education. Dr. Longanecker explained that his presentation would explore how policy supports the practice of online learning. He indicated that most states have policies related to finance, quality assurance and accountability, support of innovation, and institutional vitality. Dr. Longanecker indicated that Florida first needs to determine its policy goals. He assumed the State's goals were to provide high quality, accessible, workforce-relevant and cost-effective opportunities for the citizens of Florida. He said that Florida also needs to determine whether its online activities are to serve Florida or the world and if they are to be a profit center.

Dr. Longanecker presented three different general approaches to policy: benign, directive, and supportive. He defined the essence of public financial policy as balancing resources for the public good and private benefit. He said a state accomplishes that balance through the way it appropriates funds and establishes tuition and financial aid policies. He indicated that appropriations, tuition, and financial aid policy should

always be considered together, because they are so closely related. He also discussed ways in which funds are allocated to ensure desired activities or outcomes, using completion and reduction of equity gaps as examples. He outlined three general strategies that are frequently used: 1) shared benefits/shared costs, 2) students benefit/students pay, and 3) forced cost effectiveness. Dr. Longanecker emphasized that financial policy is a very strong lever if used effectively and should be treated sensitively in the formation of new online education policy.

Dr. Longanecker defined the essence of quality assurance and accountability as ensuring that students and society receive appropriate value and that the institutions and the state are held accountable for doing so. He identified two current accountability metrics in the national spotlight: student learning outcomes and student completion metrics.

Dr. Longanecker explained that student learning outcomes are a big issue for online learning and discussed several ways to provide incentives, detailing four different approaches: 1) disregard quality, 2) require institutions to develop quality assurance assessments, 3) require institutions to adopt externally developed assessments, and 4) establish standards for online learning. He said there were strengths and weaknesses to all four approaches. Dr. Longanecker also identified student completion as another major concern for online education, indicating that the perception is that too many students do not complete online programs. He said the University of Central Florida's data confirms that fully online students are less likely to complete their programs.

He stated that part of the dilemma is that the data concerning online education is not very good. It is important that Florida develop the data capacity to determine whether what the State adopts is working.

Dr. Longanecker reiterated that good policy supports innovations. He stated this could be achieved two different ways: through the directive approach of incentive funding and the supportive approach of outcomes-based funding. He indicated that Florida should ensure that its institutions remain strong. Dr. Longanecker then analyzed the four strategies proposed by the Parthenon group with respect to the three approaches to policy (benign, directive, and supportive), paying special attention to the potential for innovative practices.

Following the presentation, Committee members had a brief question and answer session with Mr. Longanecker, discussing the possibility of a blended model and the need for greater accountability.

4. National Landscape for Online Expansion

Chair Rood introduced Dr. Bruce Chaloux, CEO of Sloan Consortium. Dr. Chaloux discussed current trends in online education, noting a prediction by Ernst and Young that the dominant traditional model of higher education will prove unviable in all but a few cases in the next 10-15 years.

Dr. Chaloux identified five trends driving change in higher education: 1) democratization of knowledge and access, 2) contestability of markets and funding, 3) digital technologies, 4) global mobility, and 5) integration with industry. Dr. Chaloux also outlined three broad business models: streamlined status quo, niche dominators, and transformers.

Dr. Chaloux discussed the media hype surrounding online education and noted that the real issue at the heart of online education is the focus on increasing costs of higher education, graduation rates, and perceived value.

Dr. Chaloux then spent time describing the implications of these changes by forecasting trends impacting the higher education “industry.” These trends include: changes in the distinction between online and on campus, the growing ubiquity of technological tools, faculty acceptance and development, new academic and non-academic competitors, the growing favor of competency-based learning, the proliferation of new assessment tools, the recognition of credit, the emergence of alternative programs to reduce cost, a push for accelerated learning strategies as a mechanism for cost reduction, changes to the role of faculty, changes to the higher education policy construct, a continuation of the shift towards more work- and skill-oriented degree programs, a shortening of degree pathways, and graduate programs continued movement toward practice and online delivery.

Dr. Chaloux asked a series of rhetorical questions concerning the challenges that face Florida, underscoring the fact that existing state higher education policy already has many of the pieces in place. He concluded the presentation by advising the Board to maintain flexibility in the construction of new policy, to learn from others, but create a unique Florida model.

5. Panel Discussion

Chair Rood introduced the panel members: Randy Hanna, Chancellor of the Florida College System; Dr. Joe Glover, UF Provost; Dr. Ed Moore, President of the Independent Colleges and Universities of Florida (ICUF); Dr. Eddie Wachter, Dean of Academic Affairs, DeVry University; and Ms. Susan Pareigis, President of the Council of 100. Chair Rood also briefly described the format as a series of four questions, with

each panel member allotted fifteen minutes to respond before a thirty minute open dialogue with the entire Committee.

The first question was “Who should be the target audience for state’s expansion of online education and why?”

Chancellor Hanna addressed the target audience as those whose learning styles are suited for online technology.

Dr. Glover commented on the flexibility of online education and that this dimension may cater to particular audiences, but probably not STEM students as it is difficult to offer purely online learning in STEM fields. Dr. Glover also stated that the Southern Association of Colleges and Schools (SACS), the regional accrediting agency, requires the last quarter of degree credits be taken at the institution awarding the degree.

Dr. Moore addressed the need to use online education to enhance existing market activity and encouraged the Board to explore program possibilities outside of degree programs, while also stressing quality. He also encouraged the Board to consider how 2+2 can enhance online education.

Ms. Pareigis stressed the importance of statistical support and policy that is outcome-focused and tied to economic needs.

Dr. Wachter stated that he believes online education should be designed not for a specific audience but for the modality of online education. The requirements for accreditation are strict in order to ensure the requirements of the program are consistent between on-site and online programs.

The panel discussed Massive Open Online Courses (MOOCs). Dr. Wachter clarified that DeVry University develops its courses internally; the university has never bought a program from another entity. He has, however, recommended that students needing remediation take a MOOC. Dr. Glover clarified that Coursera and similar start-ups provide access to MOOCs designed with the intention of bringing educational content to the masses for free, but are still struggling to establish a working business model. Dr. Glover mentioned one such start-up, edX, which is working with the commercial testing company Pearson; Pearson provides testing centers where a student can be tested with integrity, which would allow, in principle, academic credit to be granted by a university for the course. Dr. Glover discussed University of Florida’s efforts to develop five courses for Coursera in exchange for use of Coursera’s online delivery platform and to be on the cutting edge of online education. Four of the UF courses will be in agriculture, where faculty will modify existing course content to fit the platform. Dr. Glover commented on experimental peer-to-peer grading and peer chat rooms, and the potential for star academics to produce MOOCs that would benefit society and

enhance a university's brand. Currently, there is no student support provided, other than experimental peer-to-peer activities. Dr. Glover indicated that it is conceivable that UF would buy these courses. Buying curricula in itself is not new – merely new in the online format.

Dr. Chaloux encouraged the Board to research all three major MOOC providers; they all take different approaches. Dr. Chaloux stated that he believes that the audience for online education is every qualified Floridian in need of higher education. Dr. Longanecker noted the difference between courses and programs and the need to brand and market online education to Florida citizens.

The panel discussed the increasing trend of competency-based assessments. Ms. Pareigis responded that the business community is focused on competency-based education. Chancellor Hanna commented that Florida has been a leader in providing competency-based education. Dr. Glover clarified that, while competency-based credit already exists in Florida, it is primarily given for lower level coursework. Dr. Moore expressed concern that there may be an expectation that online education will result in cost savings or cost reductions. He cautioned that, if the Board targets noncompleters, it may cost more to provide the extra support services those students will need to complete their programs. Dr. Glover commented that some students handle online learning better than others. Dr. Wachter then specified that First Time In College (FTIC) students in particular do not fare as well in fully online programs.

Chair Rood then asked the second question: "What cost models might be successful in Florida?"

Dr. Glover responded that online education is not cheaper initially and requires significant start-up funds. The state has recognized this fact by allowing universities to charge fees for distance learning. Dr. Glover noted that online education should be the same price or cheaper than residential education to avoid driving students away.

Dr. Moore commented that ICFE tuition and fees are market-driven and cannot be fixed in the same way as the public sector.

Ms. Pareigis reiterated that the business community is focused on quality and its costs. She encouraged the Committee to review cost data for online vs. traditional brick and mortar offerings. A new university also involves lost opportunity costs.

Dr. Wachter explained that the cost model for DeVry is the same as for Florida public universities. Over time, DeVry's cost model has evolved to increase expenditures for services in order to keep persistence high.

Chancellor Hanna agrees that there must be a focus on quality, particularly regarding the provision of support services. He noted a need to analyze the cost of an entirely online institution, which should indeed be cheaper, as it does not provide as many services as an institution with a campus. To be competitive and affordable, consider reducing tuition for students who are online-only.

Dr. Longanecker added that performance funding would lead to outcomes and providing incentive funding up front would entice the behavior the Board wants.

Dr. Chaloux explained that cost considerations are tied to the chosen model. The focus should be placed on efficiencies over time. Quality costs are a good investment, particularly when it comes to quality support services, which are necessary for a quality academic experience.

The panel discussed the effect of the blended model upon graduation rates. Dr. Wachter commented that, at DeVry, student persistence between first and second year increased by four or five percent. Dr. Moore cautioned that traditional accountability measures like graduation rates may become problematic as more institutions collaborate on online education and students take courses at a variety of institutions.

The panel discussed faculty-student communication in online courses. Dr. Chaloux said that better online courses incorporate a lot of faculty interaction, sometimes even more engagement than in traditional classroom environments. He mentioned a lack of faculty interaction as a drawback of MOOCs. Dr. Wachter spoke about DeVry's requirement of daily or weekly student interaction, as well as a requirement for faculty to report to Student Services a student's failure to communicate.

Dr. Chaloux noted there is a movement towards shorter terms, additional engagement, and strategies for more self-directed studies.

Chair Rood asked the third and final question, "What structure of online education holds the promise for degree production?" Chair Rood also reintroduced the topic of credit versus competency-based education.

Dr. Moore encouraged the Board to examine assets in place. A lot of time and money have been invested in all the sectors and these assets need to be incorporated in whatever the Board does. A lead institution or a new institution may actually increase costs because of redundancies.

Ms. Pareigis stressed using available technology to customize education, particularly through increased attention to assessments increasing efficiencies, and addressing Florida's economic needs. She dismissed Parthenon's first option as status quo. She also dismissed option four because of lost opportunity costs, instead favoring a blend of the

second and third options as the most efficient and cost-effective model. It is important to have someone in charge, but it does not have to be another institution.

Dr. Wachter stated that the key is leveraging the assets the State already has which would make option two the most desirable. He also encouraged the Committee to look at the market because of its potential to provide customization to meet Florida's unique needs. He then recommended the development of a brand based on existing assets and market.

Chancellor Hanna discussed the history of prioritizing technology in Florida's combined higher education systems, citing specifically the success of the Florida Virtual Campus. Chancellor Hanna favored a solution somewhere between options two and three, with a combination of resources to save money. Chancellor Hanna suggested that the Board design the structure it wants, then talk to SACS, rather than be limited by current SACS rules. He said the Board and Florida Legislature could enact significant change by working with SACS.

Dr. Glover spoke about services like marketing and advising that could be outsourced, with attention to services that should remain in-house and those that could be outsourced for greater efficiency. Dr. Glover underscored the need to understand that the online education audience is not monolithic, but rather consists of students with different needs and goals. Dr. Glover recommended focusing on a combination of options two and three.

Dr. Longanecker recommended that Florida builds on its strengths and that the Board rely heavily on the public universities but also partner with private institutions.

Dr. Chaloux emphasized flexibility within the structure of online education, also recommending involvement with competency-based education options at the undergraduate and graduate levels. Dr. Chaloux also noted efficiencies of outsourcing certain services, like marketing.

The panel discussed the Board's strong focus on Science, Technology, Engineering, and Math (STEM) programs. Ms. Pareigis discouraged the Board from choosing STEM over liberal arts education, but instead to prioritize the needs of the market, because business leaders often desire liberal arts degrees. Chancellor Hanna mentioned the college system's focus on online nursing, Information Technology (IT) and other professional degree programs that match State needs. Dr. Chaloux recommended focusing on both online and STEM, and the potential for MOOCs to be a solution. Dr. Glover spoke about an existing online STEM degree program, microbiology at UF, which is almost exclusively online with the exception of two labs offered at a variety of locations throughout the state. He encouraged the Board to consider its policies regarding geographical distribution of course offerings.

The panel discussed employer attitudes toward MOOCs. Ms. Pareigis noted that business people support MOOCs, but they have not been active long enough to fully understand their effects just yet. Ms. Pareigis again advocated for a focus on quality and needs analysis.

6. Committee Discussion

Chancellor Brogan thanked Parthenon and the various panel participants. He noted the need to capitalize on the good work being done through the adoption of best practices and a pressing need for collaborative efforts. Chancellor Brogan favored a more hybrid approach and, more specifically, the terminology of “lead organizational approach” rather than “lead institution.”

Chair Colson stated that he believed option two should be pursued in conjunction with the Florida College System. He is interested in partnerships to deal with accreditation issues and suggested going after a new product, something that is not being done. Chair Colson also stated his interest in the notion of greater online coordination to create a “go at your own pace” education product as an alternative option.

Chair Rood observed that most participants wish to explore options two and three. He identified several problems raised during the workshop: the persistent need to track and measure online education; to develop best practices; the limited coordination between online offerings and market needs; issues of access and marketing; and possible duplication of effort resulting in a cost issue. Chair Rood presented the option of creating an RFP to address the issues he outlined and any other issues that rise to the top. He spoke about mounting a large marketing campaign for system online course offerings.

Dr. Glover warned that if the Board were to pursue an RFP, it must first determine the funding model. Governor Perez reiterated Ms. Pareigis’ belief that there is a need to better understand existing data and suggested UCF as a model for data collection. Ms. Pareigis then commented that Parthenon may in fact have some of the brick and mortar cost comparison data and encouraged them to share it.

The Committee members discussed the viability of option four, then Chair Rood asked Dr. Glover to discuss the use of an external group to develop online courses. Dr. Glover responded positively on using external groups for the design of courses and the marketing of programs, but never for outsourcing academic content or the delivery of the course.

The Chancellor and Committee members discussed the feasibility of the March 1st deadline. Consensus was reached that a finished product would not be completed

within the next ninety days, but the cause could be advanced by legislative session. Chair Rood suggested the Committee come up with broad-based positions and have staff put that together and circulate it. He summarized the broad-based positions as the need for: better measurement; quality and best practices that lead to additional quality; ensuring the focus is matched to demands of the market; and better access, which he defined as the need for people to better understand what is available, perhaps through a central list that could be seen in an easier manner than it is now and perhaps, also, through supplemental marketing efforts. Chancellor Brogan mentioned that the Legislature will be patient if the Board can present evidence of its progress. The Chancellor then called upon the panelists and others involved to assist in drafting an action plan of deliverables, with deadlines, for further discussion. Committee members agreed. Chair Rood indicated there was agreement that the Committee did not want to stifle innovation, but did want to raise the bar further. Chair Rood questioned whether there was a need for a meeting in early January in Tallahassee or a longer meeting on January 16th, to further develop a hybrid of options two and three with consideration for option four. The Chancellor indicated he would work with Chair Rood on what is done next.

Chancellor Brogan thanked Nancy McKee for her work.

With no further business, the meeting was adjourned at 4:46 pm.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013**

SUBJECT: State University System 2011-12 Annual Accountability Report

PROPOSED COMMITTEE ACTION

Approve the State University System 2011-2012 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2011-12 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key areas. Individual university reports can be accessed through the following links:

[FAMU](#); [FAU](#); [FGCU](#); [FIU](#); [FSU](#); [NCF](#); [UCF](#); [UF](#); [UNF](#); [USF](#); [UWF](#)

Vice Chancellor Ignash will make a brief presentation with regard to key metrics in the 2011-12 Annual Accountability Report.

Supporting Documentation Included: State University System 2011-12 Annual Report

Facilitators/Presenters: Governor Rood; Jan Ignash

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2011-12

ANNUAL ACCOUNTABILITY REPORT

Released January 2013

DRAFT – PENDING BOARD APPROVAL



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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Introduction

The State University System of Florida is committed to excellence in teaching, research and public service—the traditional mission of universities. This is achieved through a coordinated system of institutions, each having a distinct mission and each dedicated to meeting the needs of a diverse state and nation. This past year, the System has experienced myriad accomplishments and has identified a number of opportunities for improvement:

- The System continues to be ranked in the top ten nationally for six-year graduation rates (66%). The Board is focused on improving graduation rates of all universities, especially those that still fall below the national average.
- STEM (science, technology, engineering, and math) degree production increased almost 30% during the past four years—outpacing degree production growth in non-STEM disciplines.
- The System has an annual statewide economic impact of \$80 billion—contributing more than 7% to Florida’s gross domestic product and helping to fuel more than 770,000 jobs.
- The System continues to be a national leader for graduation of African-American and Hispanic students, though certain universities must continue to focus on improving this metric.
- To reduce unnecessary degree duplication, universities eliminated or did not implement hundreds of degree programs. This was the result of a robust and ongoing review by the Council of Academic Vice Presidents—a best practice for ensuring quality and efficiency.
- Already a national leader in online education, Florida is now working to better organize its distance learning offerings. A consultant hired by the Board outlined four options that will help shape recommendations for the future of online learning.
- The System is developing a performance-funding model, that will drive universities toward achieving the State’s top priorities and reward both excellence and improvement on key metrics, especially in areas of student success.

The following sections focus on university performance relative to providing access to degrees, meeting Florida’s workforce needs, building world-class academic programs and research capacity, and meeting institutional and community responsibilities. The report concludes with a look-ahead at goals and metrics approved as part of the Board’s 2025 Strategic Plan. More information is available at www.flbog.edu.

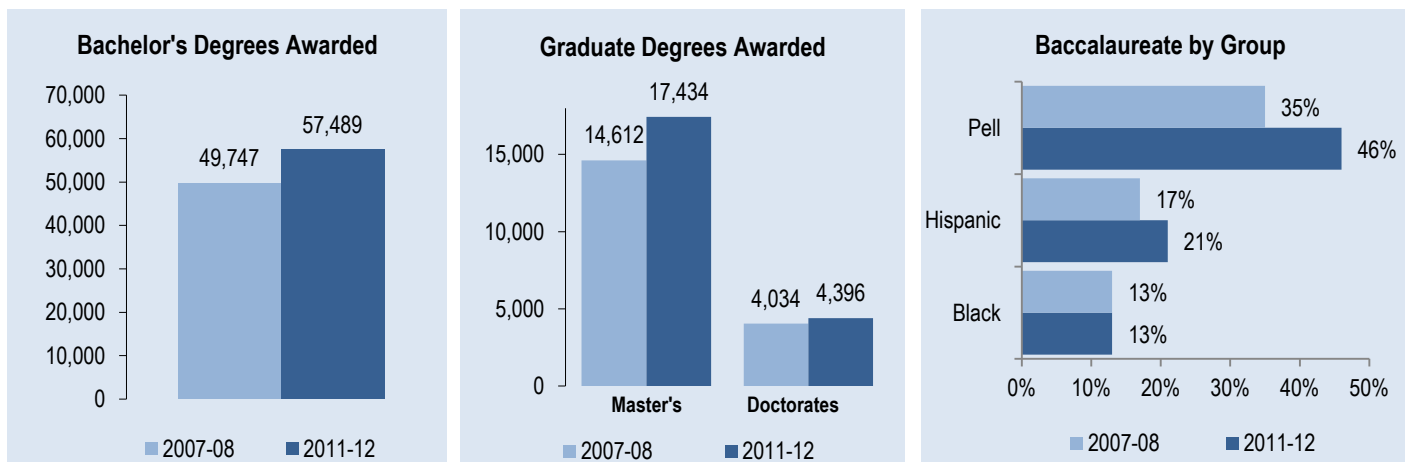
2011-2012 DASHBOARD



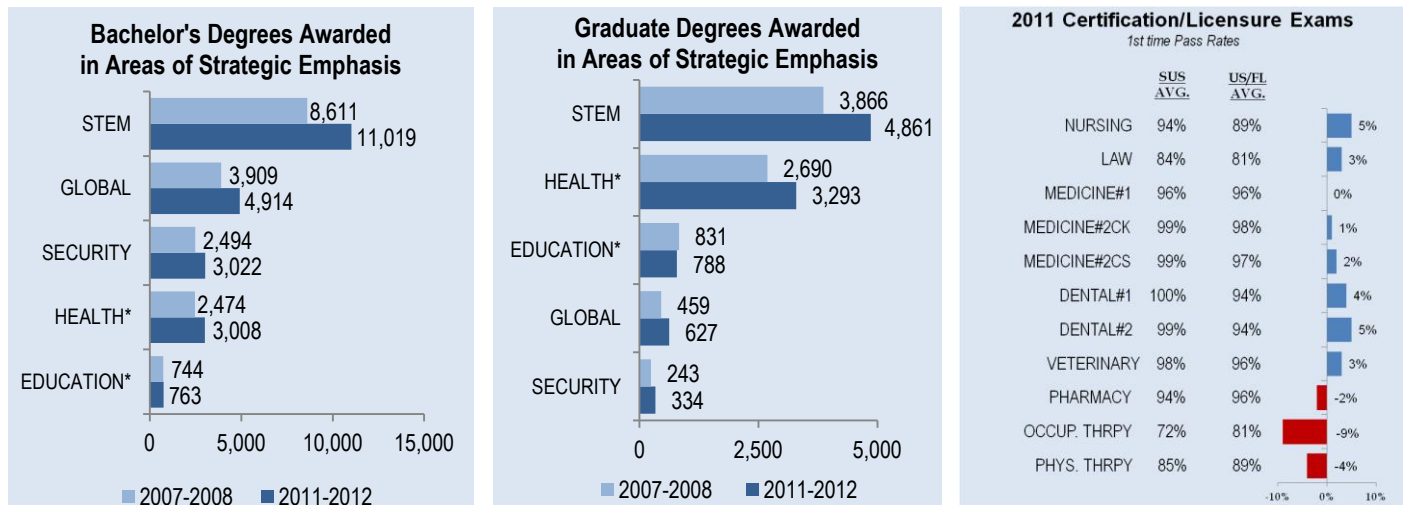
Enrollments	Fall 2011	% Total	2006-2011 % Change	Degree Programs Offered		2010 Basic Carnegie Classifications	
TOTAL	329,737	100%	12%	TOTAL (as of Spring 2012)	1,760	Research Universities (Very High Activity)	FSU, UCF, UF, USF
White	172,879	52%	0%	Baccalaureate	733	Research Universities (High Activity)	FAU, FIU
Hispanic	70,368	21%	41%	Master's	715	Doctoral/Research Universities	FAMU, UWF
Black	45,069	14%	11%	Research Doctorate	279	Master's Colleges and Univ. (Larger Programs)	FGCU, UNF
Other	41,421	13%	51%	Professional Doctorate	33	Arts & Sciences Focus, (No Graduate)	NCF
Full-Time	238,691	72%	14%	Faculty (Fall 2011)	Full-Time	Part-Time	
Part-Time	91,046	28%	8%	TOTAL	12,616	2,673	
Undergraduate	254,351	77%	11%	Tenure & Ten. Track	7,716	247	
Graduate	61,533	19%	17%	Other Faculty	4,900	2,426	
Unclassified	13,853	4%	5%				

* The Preliminary Fall 2012 headcount enrollment is 330,531.

ACCESS TO AND PRODUCTION OF DEGREES



MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS



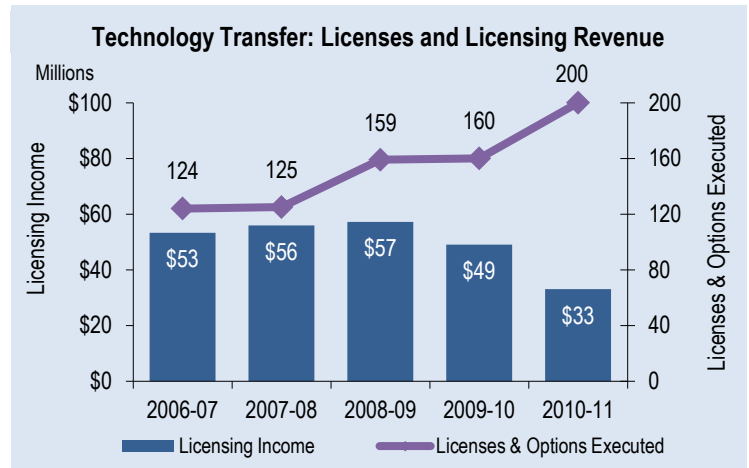
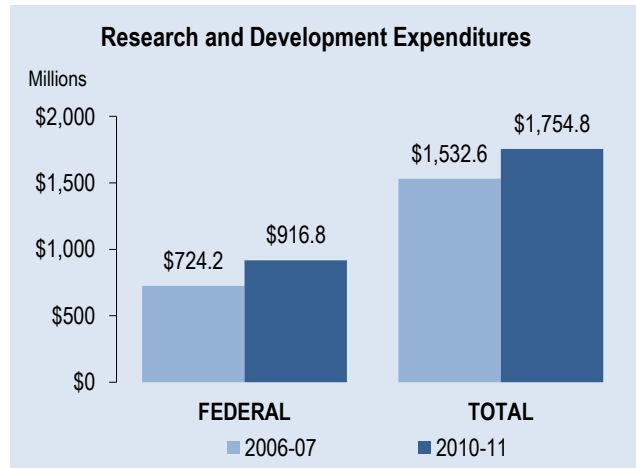
Notes for Areas of Strategic Emphasis: * Health Professions and Education are targeted for the disciplines in critical need in those fields and do not represent all degrees within the discipline.

Note on Exams: Based on 2008-2010 average due to small number of examinees.

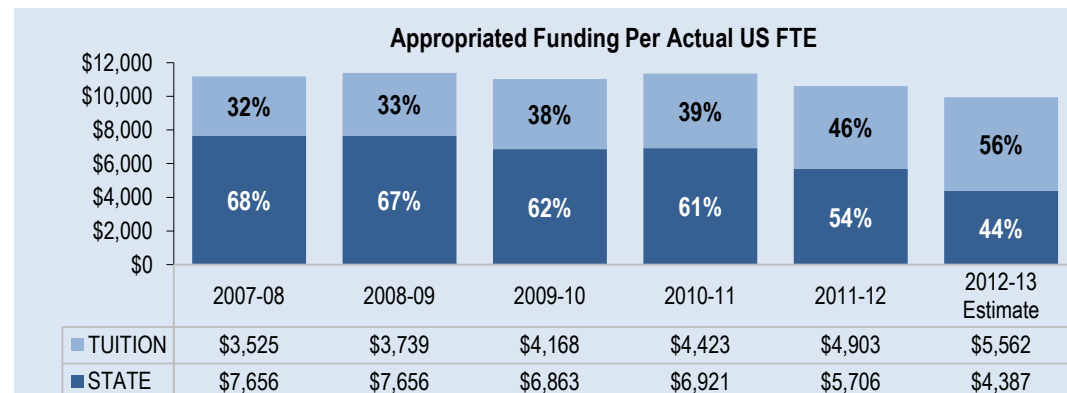
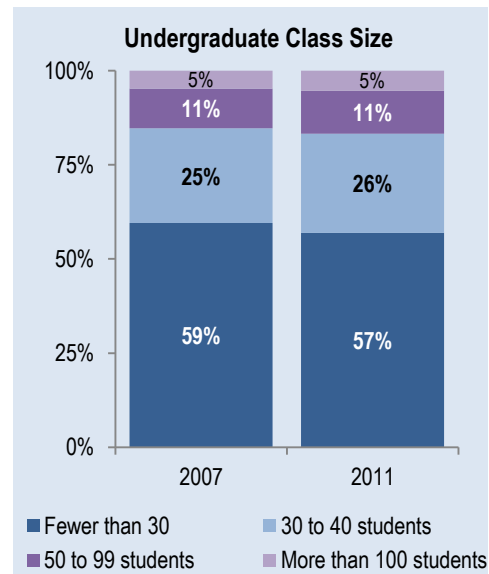
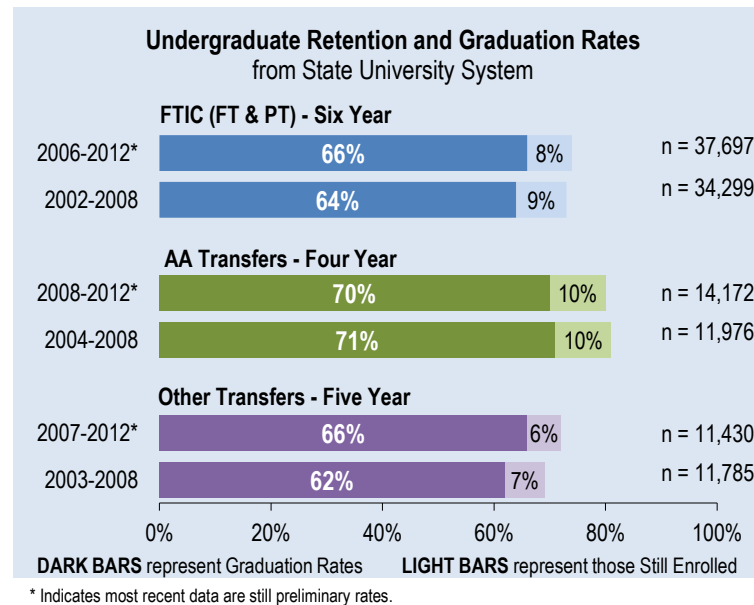


2011-2012 DASHBOARD

BUILDING WORLD-CLASS ACADEMIC PROGRAMS AND RESEARCH



RESOURCES, EFFICIENCIES, AND EFFECTIVENESS



Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition.

Note: Not inflation-adjusted.



Access to and Production of Degrees

With 329,737 students enrolled in Fall 2011 (the most recently available data), the State University System of Florida is the second-largest system in the country behind the California State University System based on Fall semester headcount enrollments. As a System, undergraduate enrollment increased 3% from Fall 2010 to Fall 2011, and graduate enrollment increased 1% from Fall 2010 to Fall 2011.

■ UNDERGRADUATE HEADCOUNT ENROLLMENT (Fall 2011)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	257	11,838	7,898	4,040	21,614	637	30,363	18,848	10,227	21,731	6,891	134,344
1yr % Change	5%	3%	5%	-2%	1%	3%	1%	-1%	-1%	-4%	0%	0%
Non-Hispanic Black	10,443	4,340	677	4,073	2,945	12	4,952	2,794	1,372	3,974	1,059	36,641
1yr % Change	-1%	6%	23%	3%	-8%	0%	9%	-9%	-2%	-4%	14%	0%
Hispanic	127	5,436	1,836	23,081	4,787	111	9,427	5,617	1,116	6,130	655	58,323
1yr % Change	15%	9%	15%	7%	13%	9%	17%	4%	9%	5%	17%	9%
Asian	86	966	184	1,013	893	25	2,743	2,613	658	2,005	340	11,526
1yr % Change	-12%	-4%	20%	-2%	-15%	4%	4%	-3%	-11%	-6%	-9%	-4%
Other	109	858	433	2,223	1,062	44	1,555	1,232	644	1,351	516	10,027
1yr % Change	9%	30%	17%	19%	85%	47%	39%	19%	38%	43%	35%	33%
Not Reported	0	171	106	538	449	16	638	904	86	573	9	3,490
1yr % Change	0%	-7%	13%	25%	4%	-24%	-19%	4%	30%	-11%	-40%	-2%
TOTAL	11,022	23,609	11,134	34,968	31,750	845	49,678	32,008	14,103	35,764	9,470	254,351
1yr % Change	-1%	5%	8%	6%	3%	5%	5%	0%	0%	-1%	4%	3%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.

■ GRADUATE HEADCOUNT ENROLLMENT (Fall 2011)

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
White	273	2,501	859	1,801	5,489	0	4,835	8,607	1,266	5,967	1,355	32,953
1yr % Change	-10%	1%	-8%	6%	-3%	.	-4%	-4%	-6%	-3%	1%	-3%
Non-Hispanic Black	1,540	561	60	1,079	668	0	747	778	143	785	184	6,545
1yr % Change	5%	17%	2%	0%	-7%	.	-1%	2%	5%	-3%	-4%	1%
Hispanic	97	597	102	3,422	644	0	828	1,336	81	944	93	8,144
1yr % Change	15%	10%	5%	4%	8%	.	22%	-1%	-6%	10%	18%	6%
Asian	50	200	18	293	271	0	357	1,062	67	538	48	2,904
1yr % Change	-9%	12%	-5%	9%	-8%	.	3%	-3%	-3%	3%	-9%	0%
Other	49	369	35	1,533	1,186	0	948	3,901	125	1,055	100	9,301
1yr % Change	0%	8%	-8%	5%	11%	.	2%	5%	14%	12%	11%	6%
Not Reported	0	85	15	159	192	0	473	588	29	144	1	1,686
1yr % Change	0%	-27%	36%	47%	3%	.	53%	2%	-19%	27%	0%	16%
TOTAL	2,009	4,313	1,089	8,287	8,450	0	8,188	16,272	1,711	9,433	1,781	61,533
1yr % Change	3%	4%	-6%	5%	-1%	.	2%	-2%	-4%	0%	1%	1%

Note: Data does not include unclassified students. Other includes American Indian, Alaska native, two or more races, and nonresident alien.



STUDENT RETENTION RATES

Research shows that the highest attrition rates occur in the first two years of college, so early identification is crucial in helping first-time-in-college (FTIC) students who are at risk academically. The percentage of students who continue to their second Fall term serves as a valuable early indicator of student success. The percentage of students who have maintained a Grade Point Average of 2.0 or higher by the end of their first year is an even stronger predictor of student success.

Percent of Full-Time FTIC Retained

Fall to Fall at the same university

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-2012	80%	78%	76%	82%	91%	83%	88%	96%	83%	86%	71%	88%
4 Year % Point Change (Compared to 2007 Cohort)	-3.9%	1.5%	1.8%	0.7%	1.9%	0.5%	2.2%	0.3%	6.0%	-0.4%	-0.3%	1.0%

Percent of Full-Time FTIC Retained (with 2.0 GPA or higher)

Fall to Fall at the same university

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2011-2012	65%	73%	71%	75%	90%	83%	86%	95%	78%	85%	63%	84%
4 Year % Point Change (Compared to 2007 Cohort)	1.6%	9.5%	2.5%	1.5%	3.3%	0.5%	3.0%	0.6%	7.2%	3.6%	-0.2%	2.7%

Percent of Full-Time FTIC Retained (by Gender and Race/Ethnicity)

Fall to Fall at the same university

2011-12	AMERICAN INDIAN	ASIAN	NON- HISPANIC BLACK	HISPANIC	WHITE	MISSING	NON- RESIDENT ALIEN	SUS
FEMALE	84%	93%	85%	89%	90%	90%	80%	89%
MALE	80%	92%	81%	86%	87%	87%	84%	86%
TOTAL	82%	93%	84%	88%	88%	89%	82%	88%

Other Full-time FTICs Retention Rates

Fall to Fall at the same university

Cohort	FLORIDA RESIDENT	NON- RESIDENT	FULL-TIME	PART-TIME
2011-2012	88%	80%	88%	68%



GRADUATION RATES

FTIC Graduation Rates (for full- and part-time students)

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
4 year: 2008-2012	12%	17%	23%	23%	61%	57%	40%	67%	25%	37%	26%	42%
4 Year % Point Change (Compared to 2004 cohort)	0%	1.7%	-3.7%	4.7%	10.7%	0.6%	5.4%	7.9%	5.3%	13.8%	7.9%	6.1%
6 year: 2006-2012	39%	40%	43%	47%	75%	69%	65%	85%	47%	56%	44%	66%
4 Year % Point Change (Compared to 2002 cohort)	-1.9%	2.3%	2.4%	0.1%	5.5%	6.6%	1.7%	3.3%	1.5%	9.1%	1.5%	2.2%

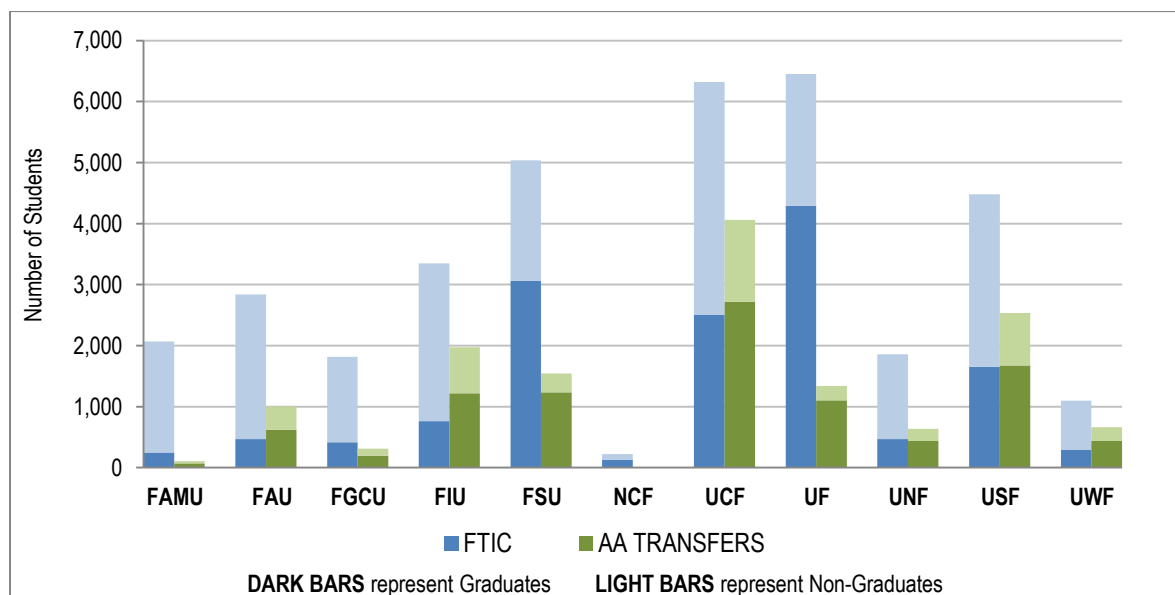
Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data.

A.A. Transfer Graduation Rates (for full- and part-time students)

Cohort	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2 year: 2010-2012	17%	24%	26%	22%	40%	0%	28%	42%	34%	28%	31%	30%
4 Year % Point Change (Compared to 2006 cohort)	-6.7%	-4.1%	-7.0%	2.3%	-0.6%	*	-3.4%	0.2%	0.6%	0.7%	-3.4%	-2.6%
4 year: 2008-2012	63%	62%	62%	62%	80%	*	67%	82%	69%	66%	66%	70%
4 Year % Point Change (Compared to 2004 cohort)	-2.9%	-5.4%	-4.4%	0.5%	6.2%	*	-3.5%	2.8%	2.2%	1.4%	0.6%	-0.7%

Note: Institutional graduation rates are based on graduation from the same university, and the System rate is based on graduation anywhere in the System. Table 4D in this System report, and each university report, provides more graduation rate data. The asterisks (*) above are to protect the privacy of educational records of university students, data for cohort counts 10 or less are not reported.

FTICs and A.A. Transfers After 4 Years (2008-2012)



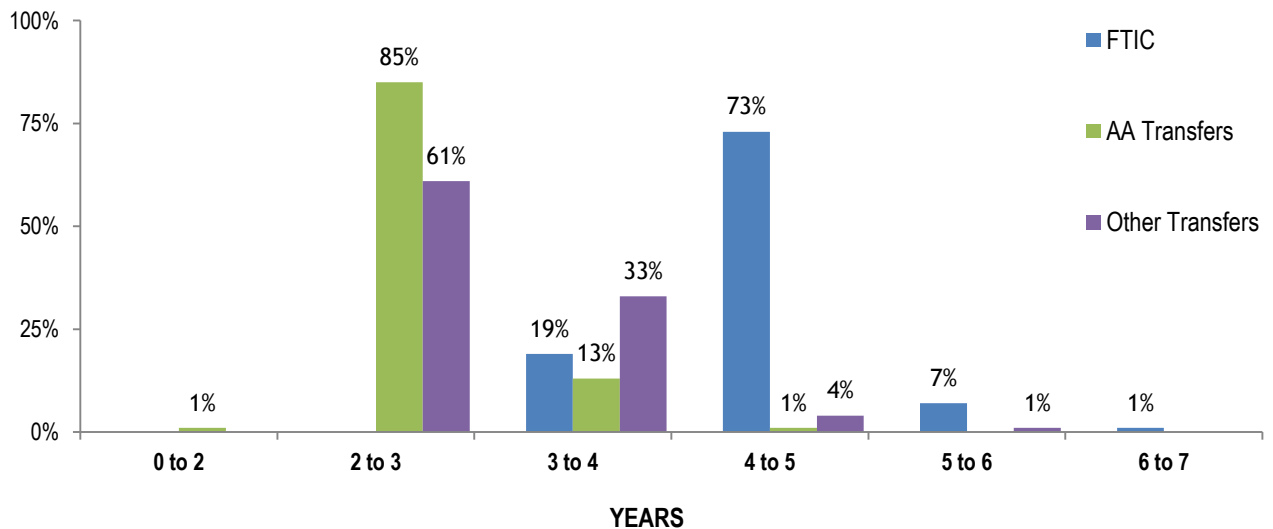


TIME TO DEGREE

Looking backwards at the amount of time students take to earn a bachelor's degree is an important compliment to the forward-looking graduation-rate data. Whether by choice or necessity, many students must temporarily "stop out" of college (as compared to students who "drop out" permanently), and are therefore removed from the graduation cohort. The time-to-degree data shown below reports the percentage of 2011-12 graduates by how many years they were enrolled.

Percent of 2011-12 Bachelor's Degrees by Time to Degree *(for 120 credit hour programs)*

Cohorts	0 to 2 Years	2 to 3 Years	3 to 4 Years	4 to 5 Years	5 to 6 Years	6 to 7 Years	7 to 8 Years	8+ Years	% TOTAL	AVG.
FTIC	0%	0%	19%	73%	7%	1%	0%	0%	100%	4.3
AA Transfers	1%	85%	13%	1%	0%	0%	0%	0%	100%	2.6
Other Transfers	0%	61%	33%	4%	1%	0%	0%	0%	100%	3.0
TOTAL	0%	41%	19%	35%	4%	0%	0%	0%	100%	3.5





DEGREES AWARDED IN 2011-12

Bachelor's degrees grew faster over the last year than the 10-year average annual growth rate (of 4.4%), yet graduate degree growth has slowed compared to its 10-year average annual rate of 4.7%.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Bachelor's	1,466	4,892	1,744	7,240	7,860	179	11,515	8,601	3,113	8,827	2,053	57,489
1yr % Change	13.1%	6.5%	7.9%	9.1%	-0.3%	7.2%	8.2%	-0.9%	3.9%	7.8%	7.9%	5.3%
Graduate	607	1,405	397	3,383	3,051	.	2,679	5,949	620	3,159	580	21,830
1yr % Change	-3.7%	-4.0%	-2.9%	13.9%	-1.4%	.	5.6%	-2.1%	4.2%	5.0%	-6.6%	2.0%
TOTAL	2,073	6,297	2,141	10,623	10,911	179	14,194	14,552	3,733	11,986	2,633	79,322
1yr % Change	7.6%	4.0%	5.7%	10.6%	-0.6%	7.2%	7.7%	-1.4%	4.0%	7.0%	4.3%	4.3%

Bachelor's Degrees Awarded to Underrepresented Groups

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Non-Hispanic Black	1,382	954	79	854	788	5	988	753	299	916	214	7,232
1yr % Change	12.9%	18.1%	3.9%	11.8%	1.3%	.	5.2%	-12.3%	3.1%	-0.5%	36.3%	6.1%
Hispanic	21	1,069	228	4,549	1,020	22	1,868	1,439	208	1,390	104	11,918
1yr % Change	31%	18%	7%	9%	10%	22%	16%	5%	8%	22%	20%	12%
Pell-Grant Recipients	1,098	2,403	745	4,154	2,922	62	4,877	3,283	1,315	4,361	965	26,185
1yr % Change	0%	20%	21%	30%	18%	10%	2%	22%	13%	18%	18%	19%

Bachelor's Degrees Awarded by Student Type

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	953	1,420	899	2,553	4,891	156	4,743	6,112	1,262	3,296	613	26,898
% of Total	65%	29%	52%	35%	62%	87%	41%	71%	41%	37%	30%	47%
1yr % Change	7%	12%	13%	-2%	-6%	9%	7%	0%	0%	16%	13%	3%
AA Transfers	224	2,005	396	2,950	2,135	6	5,548	1,909	1,264	2,806	833	20,076
% of Total	15%	41%	23%	41%	27%	3%	48%	22%	41%	32%	41%	35%
1yr % Change	17%	10%	1%	24%	7%	-14%	13%	-1%	10%	11%	2%	11%
Other Transfers	289	1,467	449	1,737	834	17	1,224	582	587	2,725	607	10,518
% of Total	20%	30%	26%	24%	11%	9%	11%	7%	19%	31%	30%	18%
1yr % Change	34%	-3%	6%	5%	22%	0%	-5%	-7%	0%	-3%	12%	2%

NOTE: AA Transfers only include FCS transfers with an AA degree. Other Transfers include students who transfer from within the State University System as well as FCS transfers without an AA degree.



EXCESS HOURS

In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. This law created an additional fee for each credit hour in excess of the total hours required for a degree. The surcharge, which is assessed only on the tuition portion of the total costs, means that all credits beyond the threshold specified in law will cost the full (and higher) out-of-state rate. The provisions of this section first became effective for students who entered the Florida College System or the State University System for the first time in the 2009-2010 academic year. Because this new fee will begin impacting students during their final semester(s), universities must continually evaluate students of their degree progression and notify them so they can plan accordingly.

2011-12 Bachelor's Degrees Awarded Without Excess Hours

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
FTIC	21%	52%	67%	37%	76%	.	66%	71%	65%	57%	60%	62%
AA Transfers	44%	66%	76%	71%	79%	.	67%	77%	63%	60%	76%	69%
Other Transfers	36%	60%	67%	60%	82%	.	55%	76%	53%	40%	70%	56%
TOTAL	27%	61%	70%	56%	78%	.	65%	72%	62%	53%	70%	64%

Note: This fee cannot be waived by institutions, but the law provides for several exemptions to the Excess Hour fee, most notably that only transfer credits that are applied to the degree should be included in the calculation of the fee. It is important to note that the provisions of the "Excess Hour Surcharge" have been modified several times, resulting in three different cohorts of students with different requirements. The data above is based on the most recent requirements and does not attempt to report how many graduating students paid the new fee. For more details see Section 1009.286, Florida Statutes as: <http://www.flsenate.gov/laws/statutes/2012/1009.286>.



E-LEARNING

About half of all students in the System (52% or 170,901) took at least one distance education course in 2011-12. The number of students enrolled in only distance learning courses for the same reporting period was 27,028, with 14,055 of those pursuing a baccalaureate degree.

The number of degree programs offered fully through distance education has steadily grown during the past ten years, and it has been dominated by graduate-level degree programs and post-baccalaureate certificate programs. However, there has recently been a surge in baccalaureate program development. The Florida Distance Learning Consortium conducted a university program survey for Fall of 2011 that identified 127 baccalaureate programs (up from 60 in 2009-10) offered primarily through distance education. These mostly targeted workforce areas such as business, information technology, healthcare, paralegal studies and emergency management. At the graduate level, 172 master's programs and 16 doctorates were offered primarily through distance education. An additional 337 post-baccalaureate certificate programs were offered primarily through distance education.

2011-12 Distance Learning Enrollment *(by State Fundable Full-Time Equivalent)*

In 2011-12, the System enrolled 15% of all FTE in a distance learning class, and several institutions (FGCU, UCF, USF, UWF) have more than 25% of all master's level instruction administered via distance learning.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Lower Division	13	144	607	1,274	409	0	1,817	1,391	167	1,607	420	7,849
<i>% of Lower Total</i>	0%	2%	15%	13%	4%	0%	15%	14%	4%	16%	16%	11%
Upper Division	2	913	493	3,650	434	0	6,699	2,110	390	3,821	1,142	19,653
<i>% of Upper Total</i>	0%	10%	15%	25%	4%	0%	31%	16%	7%	25%	31%	19%
Master's (Grad I)	18	417	169	434	293	.	1,084	367	83	1,034	426	4,326
<i>% of Master's Total</i>	3%	23%	28%	13%	11%	.	33%	10%	10%	26%	52%	20%
Doctoral (Grad II)	0	35	19	14	35	.	133	279	8	62	32	617
<i>% of Doctoral Total</i>	0%	9%	18%	1%	1%	.	14%	5%	6%	4%	39%	4%
Total	33	1,509	1,287	5,371	1,171	0	9,733	4,148	648	6,525	2,020	32,445
<i>% of Total FTE</i>	0%	9%	16%	19%	4%	0%	26%	13%	6%	21%	28%	15%

Note: Table 3B in this System report, and each university report, provide more detailed information. This data was provided by each university for this report and does not come from the State University Database System (SUDS).

Meeting Statewide Professional and Workforce Needs

Areas of Programmatic Strategic Emphasis

To promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State, the Board of Governors maintains a list of five key Areas of Programmatic Strategic Emphasis. These will be periodically revised according to the changing needs of Florida's workforce.

- 115 disciplines classified as **Science, Technology, Engineering, Mathematics (S.T.E.M.)**
- 19 critical need disciplines within **Education**
- 21 critical need disciplines within **Health Professions**
- 9 disciplines in **Security and Emergency Services** ranging from criminal justice and forensic sciences to cyber-security
- 28 disciplines in the area of **Globalization**, ranging from international business to foreign languages

BACCALAUREATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

In 2011-12, 38% of the baccalaureate degrees granted in the System were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	221	971	282	1,221	1,289	45	1,697	2,707	398	1,897	336	11,019
% of Total	15%	19%	16%	16%	14%	25%	15%	31%	12%	21%	16%	18%
4yr % Change	-15%	21%	232%	24%	23%	0%	22%	26%	23%	46%	27%	28%
Globalization	85	342	48	1,076	1,047	45	560	804	255	594	103	4,914
% of Total	6%	7%	3%	14%	12%	25%	5%	9%	8%	7%	5%	8%
4yr % Change	-16%	12%	78%	43%	17%	15%	69%	-2%	55%	33%	63%	26%
Security/Emergency Services	165	343	134	457	513	0	460	230	153	478	89	3,022
% of Total	11%	7%	7%	6%	6%	0%	4%	3%	5%	5%	4%	5%
4yr % Change	15%	14%	35%	75%	11%	0%	11%	19%	21%	21%	-9%	21%
Health Professions*	117	246	84	251	195	0	814	299	187	683	132	3,008
% of Total	8%	5%	5%	3%	2%	0%	7%	3%	6%	8%	6%	5%
4yr % Change	48%	9%	-29%	22%	-26%	0%	41%	-2%	-12%	63%	94%	22%
Education*	6	48	45	35	75	0	171	25	67	188	103	763
% of Total	0%	1%	3%	0%	1%	0%	1%	0%	2%	2%	5%	1%
4yr % Change	-50%	-9%	41%	-38%	-26%	0%	13%	4%	-26%	79%	-13%	3%
Subtotal	594	1,950	593	3,040	3,119	90	3,702	4,065	1,060	3,840	763	22,726
% of Total	40%	37%	33%	39%	34%	50%	32%	46%	32%	42%	37%	38%
4yr % Change	0%	16%	64%	34%	12%	8%	29%	17%	16%	44%	24%	25%

Note*: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 4H in this System report, and each university report, provide more information on this topic.



GRADUATE DEGREES AWARDED IN AREAS OF STRATEGIC EMPHASIS

At the graduate level, 45% of the graduate degrees (includes master's, doctoral, and professional) granted in 2011-12 were in at least one of the five areas of programmatic strategic emphasis.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
S.T.E.M.	72	247	16	502	432	.	713	2,041	30	730	77	4,861
% of Total	12%	18%	4%	15%	14%	.	27%	34%	5%	23%	13%	22%
4yr % Change	95%	8%	33%	1%	26%	.	31%	30%	-9%	32%	60%	26%
Health Professions*	183	158	67	453	203	.	309	1,167	87	650	16	3,293
% of Total	30%	11%	17%	13%	7%	.	12%	20%	14%	21%	3%	15%
4yr % Change	-1%	19%	148%	60%	48%	.	45%	-8%	691%	52%	1500%	22%
Education*	4	52	24	98	113	.	173	81	40	168	35	788
% of Total	1%	4%	6%	3%	4%	.	6%	1%	6%	5%	6%	4%
4yr % Change	-43%	-22%	-27%	29%	-11%	.	35%	-21%	3%	-16%	-33%	-5%
Global Economy	0	32	0	200	139	.	43	127	0	67	19	627
% of Total	0%	2%	0%	6%	5%	.	2%	2%	0%	2%	3%	3%
4yr % Change	0%	45%	0%	41%	32%	.	169%	7%	0%	46%	111%	37%
Security/Emergency Services	0	6	17	83	52	.	98	9	14	45	10	334
% of Total	0%	0%	4%	2%	2%	.	4%	0%	2%	1%	2%	2%
4yr % Change	0%	-40%	1600%	102%	11%	.	5%	0%	133%	25%	0%	37%
Total	259	495	124	1,336	939	.	1,336	3,425	171	1,660	157	9,903
% of Total	43%	35%	31%	40%	31%	.	50%	57%	28%	53%	27%	45%
4yr % Change	14%	8%	72%	28%	24%	.	35%	12%	100%	32%	58%	22%

Note*: This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health). Degree counts include first and second majors. Table 5C in this System report, and each university report, provide more information on this topic.

10 MOST POPULAR DEGREES BY ACADEMIC DISCIPLINE

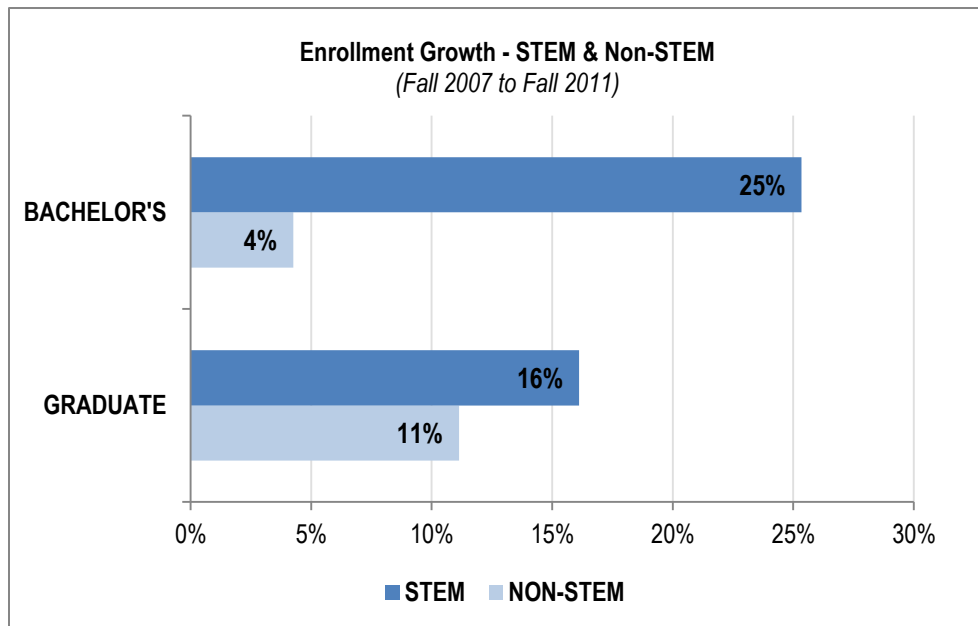
	Academic Discipline	Bachelor's	%Δ ¹	Academic Discipline	Graduate			%Δ ¹
					Master's	PhD	Prof. Total	
1	Business and Management	13,603	13%	Business and Management	4,389	62	.	4451 27%
2	Social Sciences	6,865	21%	Health Professions	2,494	450	1,126	4,070 28%
3	Health Professions	4,880	25%	Education	2,923	322	.	3,245 -2%
4	Psychology	4,756	36%	Engineering	1,857	373	.	2,230 22%
5	Education	3,788	-10%	Law	117	.	959	1,076 -2%
6	Biological/Biomedical Sciences	3,436	67%	Public Administration	987	48	.	1,035 22%
7	Engineering	3,225	19%	Biological/Biomedical Sciences	421	202	.	623 59%
8	Mass Communications	2,982	10%	Social Sciences	476	128	.	604 34%
9	Homeland Security, Enforcement, Emergency	2,321	21%	Visual and Performing Arts	409	46	.	455 11%
10	English Language & Literature	2,061	4%	Psychology	316	117	.	433 0%

Note: The percent change (%Δ) is the change in degrees awarded from 2007 to 2011-12. Degree counts include first and second majors



STEM ENROLLMENT GROWTH

The State University System of Florida is ranked 3rd among all university systems in the U.S. for undergraduate STEM degree production, based on the most recently available national data (from 2008-09). During the Fall 2011 term, the number of students seeking a bachelor's degree in a STEM discipline represented a quarter (25%) of all baccalaureate degree-seeking students. Similarly, STEM graduate students comprised 28% of all graduate students. Student interest in STEM programs is growing quickly, as STEM enrollment growth rates over the past five years have exceeded the enrollment growth for non-STEM programs at the bachelor's and graduate degree levels.





Building World-Class Academic Programs and Research Capacity

Academic Program Quality

The Board of Governors ensures accountability for the System through regulations that guide ongoing improvement efforts. All institutions maintain regional accreditation through the Southern Association of Colleges and Schools. In addition, the Board encourages institutions to seek national or specialized accreditation from professional organizations for its colleges, schools and academic programs for which there are established standards. As reported by universities, 90% of the State University System's academic programs (across all degree levels) in 2010-11 received specialized accreditation where specialized accreditation was available.

To supplement specialized accreditation reviews and ensure that programs without such accreditation options receive sufficient attention, the Board requires the review of all academic degree programs at least every seven years. The program review processes have been well aligned with the respective entities that provide regional and discipline-specific accreditation expectations.

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic Learning Compacts were established in 2004 to convey expected core student learning outcomes for each baccalaureate program in the State University System. These compacts identify, by academic program, what students will have learned by the time they graduate, and how that learning will be measured. In 2011, the great majority of undergraduate programs across the System have implemented all of the key components of the State University System's assessment of student learning outcomes.

	2006	2007	2008	2009	2010	2011
Programs that have:						
Identified Core Student Learning Outcomes	95%	96%	99%	99%	99%	98%
Identified Student Assessment Types	89%	95%	97%	86%	92%	98%
Described Program Evaluation	37%	59%	93%	95%	94%	93%
Applied Evaluation Results	44%	58%	82%	81%	80%	87%



VIABILITY STUDIES OF ACADEMIC PROGRAMS

Pursuant to Section 1004.03(1) F.S., the Board of Governors is required to submit an annual report to the President of the Senate, the Speaker of the House of Representatives and the Governor listing new degree program reviews conducted within the preceding year and the results of each review. During the 2011-12 year, 21 new programs were approved, 49 were either terminated or suspended, and six programs were reviewed but not approved by a University Board of Trustees.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
New Programs	0	2	2	2	1	-	2	1	1	9	1	21
Terminated/Suspended Programs	0	4	1	0	12	-	4	4	5	12	7	49
New Programs Considered By University But Not Approved	1	0	0	0	0	-	5	0	0	0	0	6

Note: This table does not include new majors or concentrations added under an existing degree program. Tables 4A and 5A in this System report, and each university report, provide more information on this topic.

PROFESSIONAL LICENSURE/CERTIFICATION EXAMS

Professional licensure and certification exam passage rates for graduates of State University System programs are useful indicators of program quality and effectiveness, albeit narrowly focused on a few disciplines. It is important to note that the ultimate pass rates, regardless of the number of attempts, are typically near 100%. In 2011-12, three-fourths (30 of 40) of university passage rates were above the state and/or national averages, which also includes private institutions.

2011-12 First-time Examinee Pass Rates

	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF	UWF	SUS	US/FL AVERAGE
Nursing	85%	94%	93%	94%	95%	96%	99%	88%	95%	93%	94%	89%
Law	68%	.	.	81%	88%	.	90%	.	.	.	84%	81% ¹
Medicine (Step 1)	.	.	.	97%	92%	97%	98%	.	99%	.	96%	96%
Medicine (Step 2-CK)	.	.	.	.	100%	.	98%	.	99%	.	99%	98%
Medicine (Step 2-CS)	.	.	.	.	100%	.	100%	.	98%	.	99%	97%
Veterinary	.	.	.	.	.	.	98%	.	.	.	98%	96%
Pharmacy	87%	.	.	.	.	.	97%	.	.	.	98%	96%
Dentistry (Part 1)	.	.	.	.	.	.	100%	.	.	.	100%	96%
Dentistry (Part 2)	.	.	.	.	.	.	99%	.	.	.	99%	95%
Physical Therapy ²	48%	.	76%	74%	.	98%	93%	100%	87%	.	85%	89%
Occupational Therapy ²	33%	.	88%	60%	.	.	90%	.	.	.	72%	81%

Note 1: All benchmarks are based on national averages (from accredited US institutions), except the Law exam average is based on the Florida average (excludes non-Florida examinees).

Note 2: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations, not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Tables 4O and 5D in this System report, and each university report, provide more information on this topic.



Research, Development, and Commercialization

Through its research successes, the State University System plays a critical role in Florida's economy, helping it achieve a national and global reputation for innovation. The System provides a highly educated workforce for high-skill, high-wage jobs and companies; employs researchers who tackle some of the most significant challenges facing Florida, the nation, and the world; produces intellectual property that can be commercialized through licenses and patents; establishes partnerships with local and regional industries; promotes the creation of start-up and spin-off companies; and attracts new employers to Florida.

RESEARCH EXPENDITURES

In 2010-11, the most recent year that data is available, the State University System research-only activities consisted of \$1.75 billion in expenditures (a 16% increase from just four years earlier, in 2006-07).

Dollars in Millions

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
2010-11 Expenditures	\$53.3	\$62.0	\$17.1	\$110.0	\$230.4	\$1.0	\$109.2	\$739.9	\$9.4	\$400.7	\$21.7	\$1,754.8
<i>4 year % Change (Compared to 2006-07)</i>	201%	127%	44%	2%	9%	515%	-23%	16%	11%	19%	46%	16%

Note: Table 6A in this System report, and each university report, provide more information on this topic.

TOP 10 STATES FOR PUBLIC UNIVERSITY RESEARCH EXPENDITURES IN 2010-11

The State University System is ranked 5th in the nation with \$1.76 billion in research expenditures during the 2010-11 fiscal year. During the past five years, research expenditures by Florida's public universities increased 23%. It is important to note that when both public and private universities are considered, the State of Florida is ranked 11th in the nation – as 83% of Florida's university research is performed by public universities (compared to the 57% average for public university research among the top 10 states).

Dollars in Billions

RANK	STATE	2005-06	2010-11	% GROWTH
1	California	\$4.77	\$5.80	22%
2	Texas	\$2.81	\$4.03	43%
3	Michigan	\$1.55	\$2.14	38%
4	Pennsylvania	\$1.28	\$1.85	45%
5	Florida	\$1.42	\$1.76	23%
6	Ohio	\$1.23	\$1.70	38%
7	Washington	\$1.03	\$1.56	51%
8	New York	\$1.06	\$1.34	27%
9	North Carolina	\$0.89	\$1.33	50%
10	Colorado	\$0.83	\$1.27	53%

Source: Source: National Science Foundation (NSF) Survey of R&D Expenditures at Universities and Colleges for Total Academic R&D Expenditures (via Webcaspar). Note: This data includes R&D expenditures in Science & Engineering and non-Science & Engineering fields (i.e., Education, Law, Humanities, Business & Management, Communication, Journalism, and Library Science, Social Work, Visual & Performing Arts, and others). National R&D data for the 2009-10 year is not yet available.



STATE UNIVERSITY SYSTEM CENTERS OF EXCELLENCE

Florida's investment in creating 11 Centers of Excellence is providing a substantial return on investment. Since their inception, beginning in 2003, the State has invested a total of \$84.5 million and the Centers have returned \$332 million in competitive grants, private resources and licensing revenues. These Centers have executed 53 licenses, started 32 companies in Florida, created 833 jobs, and have established 830 collaborations with private industry. Reports for each Center of Excellence are included in the university-specific sections of the Annual Accountability Report.

Dollars in Millions

UNIV NAME OF CENTER		YEAR CREATED	STATE FUNDS	GRANT AWARDS	PRIVATE FUNDS	LICENSING INCOME	TOTAL EXPENSES	PRIVATE INDUSTRY COLLAB- ORATIONS	JOBS CREATED
FAU	Center for Biomedical and Marine Biotechnology*	2002-03	\$10.0	\$26.3	\$0.0	\$0.0	\$36.3	10	2
UCF	Florida Photonics Center of Excellence (FPCE)	2002-03	\$10.0	\$55.4	\$0.0	\$0.18	\$50.2	67	60
UF	Regenerative Health Biotechnology	2002-03	\$10.0	\$23.0	\$0.0	\$0.01	\$27.2	261	268
FAU	Southeast National Marine Renewable Energy Center	2006-07	\$5.0	\$17.2	\$0.1	\$0.0	\$11.5	31	0
FSU	Center of Excellence in Advanced Materials	2006-07	\$4.0	\$19.8	\$0.0	\$0.0	\$16.8	54	17
UCF	Laser Technology Initiative	2006-07	\$4.5	\$20.5	\$2.0	\$0.0	\$11.3	75	21
UF	Center for Nano-Bio Sensors	2006-07	\$4.0	\$22.5	\$37.4	N/A	\$3.8	8	54
UF	FISE Energy Technology Incubator	2006-07	\$4.5	\$76.3	N/A	\$0.6	\$45.2	138	107
USF	Center for Drug Discovery and Innovation (formerly FCoE-BITT)	2006-07	\$8.0	\$17.3	\$0.0	\$0.16	\$15.5	69	14
FIU	COE for Hurricane Damage Mitigation and Product Development	2007-08	\$10.0	\$10.4	\$0.0	\$0.0	\$8.6	42	5
FSU	Florida Center for Advanced Aero-Propulsion	2007-08	\$14.6	\$43.1	\$0.3	N/A	\$19.5	75	285
TOTAL			\$84.6M	\$332M	\$40M	\$1M	\$246M	830	833

Note*: FAU's COE for Biomedical and Marine Biotechnology has been placed on inactive status.



UNIVERSITY CENTERS AND INSTITUTES

Due to reductions in State funding, the State University System has closed or placed in an inactive status more than 100 university institutes and centers since 2007. For the university centers and institutes that remain, the majority (82%) of their FY2010-11 total expenditures were from external (non-state) funding sources, which means for every dollar of State funds invested, a \$4.67 return on investment was generated.

Dollars in Millions

	Number of CENTERS	2010-11 EXPENDITURES FROM STATE E&G FUNDS	2010-11 EXPENDITURES FROM EXTERNAL (NON-STATE) FUNDS			2010-11 TOTAL EXPENDITURES	RETURN ON INVESTMENT (\$)
			CONTRACTS & GRANTS	FEES FOR SERVICE	PRIVATE		
FAMU	20	\$4.3	\$13.3	\$0.0	\$0.0	\$17.6	\$3.09
FAU	42	\$3.6	\$6.8	\$2.0	\$0.8	\$13.2	\$2.67
FGCU	7	\$0.5	\$4.2	\$0.2	\$0.1	\$4.9	\$9.00
FIU	41	\$6.4	\$39.4	\$3.9	\$0.7	\$50.4	\$6.88
FSU	102	\$12.4	\$75.9	\$8.6	\$8.3	\$105.3	\$7.48
UCF	26	\$16.3	\$47.2	\$5.5	\$2.3	\$71.2	\$3.37
UF	179	\$30.0	\$75.2	\$8.4	\$17.0	\$130.5	\$3.35
UNF	20	\$1.6	\$3.2	\$0.9	\$0.4	\$6.1	\$2.81
USF	95	\$13.7	\$87.5	\$3.1	\$5.2	\$109.4	\$6.99
UWF	11	\$3.2	\$8.7	\$0.2	\$0.2	\$12.4	\$2.84
SYSTEM	493	\$92.0	\$361.4	\$32.8	\$35.0	\$521.1	\$4.67

Note: The number of centers includes active and inactive programs, and excludes terminated, denied, and unofficial centers.

FACULTY MEMBERSHIP IN THE NATIONAL ACADEMIES IN 2010

The number of faculty who are members of the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine can be an indicator of quality and national prominence, which attracts other world-class faculty and researchers to grow the knowledge economy.

RANK	STATE	FACULTY	RANK	STATE	FACULTY
1	California	691	11	Arizona	47
2	Texas	153	12	Maryland	41
3	Washington	111	12	Indiana	41
4	Michigan	95	12	Minnesota	41
5	Wisconsin	72	15	Ohio	40
6	Illinois	64	16	New Jersey	39
7	Colorado	53	17	Florida	38
7	Pennsylvania	53	18	Georgia	36
9	Virginia	49	19	New York	35
10	North Carolina	48	20	Iowa	31

Note: 2010 data is the most recently available from the 2011 Annual Report of the Top American Research Universities by the Center for Measuring University Performance.



PATENTS AND LICENSES

The State University System is ranked number one in Florida for the number of patents issued in the past five years by the United States Patent and Trademark Office. Other indicators of the System's contributions to economic development and the knowledge economy are patents and licenses. These metrics often represent the initial movement from the laboratory to the marketplace.

Table 6A demonstrates an 82% increase in the number of patents issued to the System between 2006-07 and 2010-11. Licenses and options executed increased in the System by 62% between 2006-07 and 2010-11.

Patents Awarded in Florida by Organization (2007-2011)

RANK	FIRST NAMED ASSIGNEE	2007	2008	2009	2010	2011	Total
	TOTAL PATENTS AWARDED IN FLORIDA	1,810	1,642	1,711	2,322	2,373	9,858
1	STATE UNIVERSITY SYSTEM	134	120	152	218	214	838
2	INTERNATIONAL BUSINESS MACHINES CORP.	55	61	69	68	72	325
3	MOTOROLA, INC.	108	80	65	61	5	319
4	HARRIS CORP.	58	62	55	61	59	295
5	FLORIDA TURBINE TECHNOLOGIES, INC.	4	21	41	70	111	247
6	SIEMENS ENERGY, INC.	0	4	58	96	89	247
7	UNIVERSITY OF SOUTH FLORIDA	27	31	32	77	74	241
8	UNIVERSITY OF CENTRAL FLORIDA	30	36	51	56	63	236
9	UNIVERSITY OF FLORIDA	56	41	52	40	47	236
10	HONEYWELL INTERNATIONAL INC.	18	47	27	39	29	160
13	FLORIDA STATE UNIVERSITY	12	6	12	34	20	84
55	FLORIDA ATLANTIC UNIVERSITY	5	4	2	3	5	19
172	FLORIDA A&M UNIVERSITY	0	0	0	5	2	7
198	FLORIDA INTERNATIONAL UNIVERSITY	0	0	1	2	3	6

Source: U.S. PATENT AND TRADEMARK OFFICE, Electronic Information Products Division, Patent Technology Monitoring Team (PTMT): Patenting By Geographic Region (State and Country), Breakout By Organization, Count of 2007 - 2011 Utility Patent Grants by Calendar Year of Grant. Available at: http://www.uspto.gov/web/offices/ac/ido/oeip/taf/asgsc/fl_ror.htm. Note: More than a third (38%) of Florida's total patents awarded between 2007 and 2011 were assigned as an 'Individually Owned Patent'.



Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

The role of each university in achieving System goals is determined by that institution's distinctive mission. The Board of Governors asked each institution to include in its annual report information regarding the unique aspects of its mission, as well as its responsibility for meeting specific community and regional needs.

Many of the individual university annual reports speak to the positive economic impact the institutions have on their regions. Public-private partnerships are referenced throughout the reports. Outreach in the PreK-12 schools represents a critical aspect of the System's public service activity. The institutions play a major role in the cultural life of the communities in which they reside. The land-grant institutions offer critical assistance to Florida because of their cooperative extension programs. Students, faculty and staff provide thousands of hours in service to their communities, both through service-learning activities and through general volunteer activities. Many of the universities' clinics provide services to members of their communities free of charge or at reduced costs.

The Carnegie Foundation for the Advancement of Teaching created an elective Classification for Community Engagement that focuses on the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."

■ COMMUNITY ENGAGEMENT CLASSIFICATION

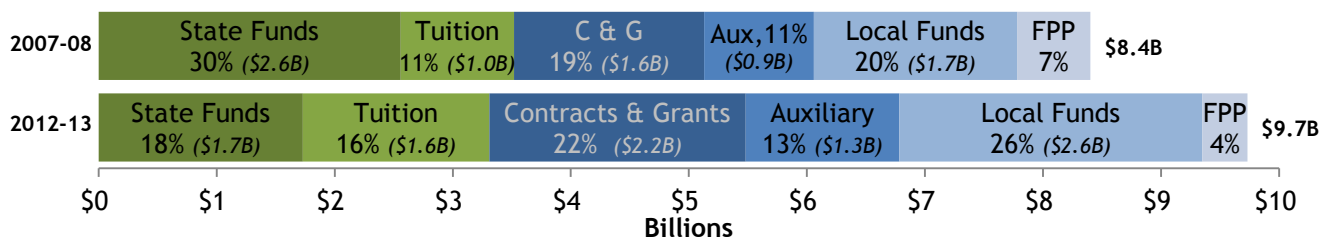
Currently, seven campuses have achieved the Carnegie Foundation's community engagement classification for *Curricular Engagement and Outreach and Partnerships*. The Board's 2012-2025 Strategic Plans calls for all institutions in the System to achieve the Community Engagement Carnegie Classification.

FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
•	•	Yes	Yes	Yes	•	Yes	•	Yes	Tampa & St. Pete	•

Critical Financial Data

In 2012-13, the System has an overall budget of \$9.7 billion, divided into five major components. Education and General (E&G) state and tuition funds of \$3.31B are the primary sources of funding for instructional activities. Other funds support university operations in a manner restricted by the definition of the funding categories:

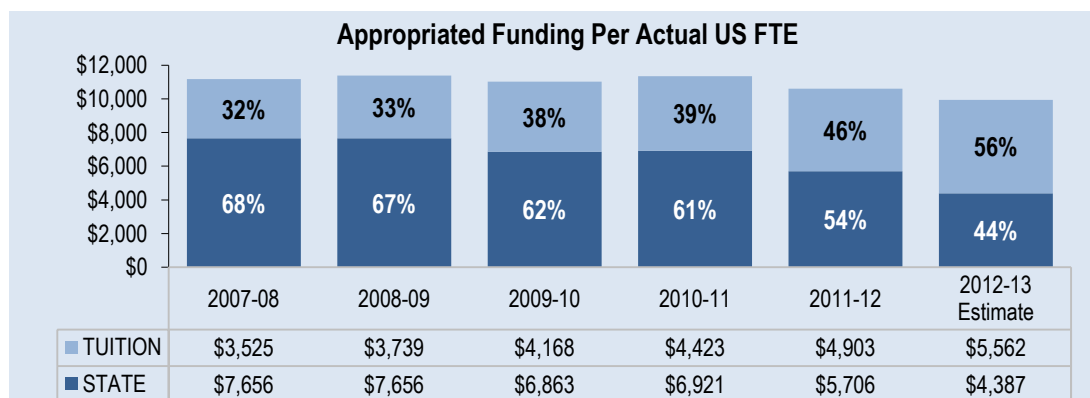
- Contracts and Grants (\$2.2B) - primarily federal grants restricted to the purpose of the grant
- Auxiliary Services (\$1.3B) - ancillary units such as parking, housing and transportation
- Local Funds (\$2.6B) - financial aid, various student fees (activity and service, athletic, technology), concessions and self insurance programs
- Faculty Practice Plans (\$381.4M) - revenue generated from patient services associated with health science center clinics.



There was not a decline in the Faculty Practice Plan budget – the apparent reduction results from an operational change in 2008-09 that began transferring Faculty Practice Plan revenues into Contracts and Grants.

Trend in Funding per Student FTE

For the System as a whole, State support per student FTE has dropped from 68% in 2007-08 to 44% in 2012-13. State support per student FTE in 2012-13 varies by university, ranging from 69% to 39%, depending largely on recent unfunded enrollment growth.



Note: Not inflation-adjusted.

Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only). Student FTE are actual (not funded) and based on the national definition.



Percentage Change in Educational & General Revenues *(from 2008-09 to 2011-12)*

As a system, E&G revenue for main operations (not including medical schools or the Institute of Food and Agricultural Sciences) was flat between 2008-09 and 2011-12 with a 20% decrease in state funds offset by a 42% increase in tuition. Since 2007-08 there has been a 39% (\$830 million) decrease in state funds.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Revenue from State Funds	-15%	-20%	-12%	-22%	-12%	-13%	-17%	-26%	-16%	-14%	-19%	-20%
Revenue from Tuition	48%	48%	64%	38%	42%	39%	51%	33%	46%	36%	50%	42%
TOTAL	5%	-1%	15%	1%	-4%	-3%	7%	-6%	4%	1%	1%	0.2%

Note: Table 1A in this System report, and each university report, provide more information about this topic.

Percentage Change in Educational & General Expenditures *(from 2008-09 to 2011-12)*

Despite declining state support, the State University System has maintained its commitment to instruction and research (up 2%) by decreasing administration costs (down 8%), demonstrating greater efficiency. The table below shows the variation in E&G expenditures across the System from 2008-09 to 2011-12 (the most recently available actual expenditure data). It is important to note that the data shown below reflect expenditures from annual revenues as reported in university Operating Budgets and do not include expenditures supported from E&G carry-forward funds.

	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF	SUS
Instruction & Research	-12%	11%	13%	9%	-4%	0%	-1%	-2%	5%	12%	1%	2%
Administration & Support Services	-2%	-19%	-2%	-3%	-27%	0%	2%	-9%	0%	-6%	-1%	-8%
Plant Operations & Maintenance	-20%	-10%	4%	4%	-5%	-6%	13%	-7%	14%	-2%	6%	-2%
Student Services	-16%	-12%	30%	51%	-47% ¹	-7%	57%	30%	8%	-12%	20%	6%
TOTAL	-11%	0%	11%	10%	-10%	-3%	3%	-1%	4%	8%	3%	1%

Note: Does Not Include Health-Science Centers, or IFAS. 2011-12 data is most recent actual expenditure data available. These four program components account for 95% of total expenditures across the System. Table 1B in this System report, and each university report, provide more information about this topic.
FSU Student Services Note¹: An additional \$14,121,322 was expended in Student Services using carry forward funds that are not reflected in the operating budget data shown above. With the addition of these funds, the actual expenditures are \$279,860 greater than 2008-09 expenditures in this category.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education, including: all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development.

Administration & Support Services: Includes expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs.

Plant Operations & Maintenance: Includes expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification.

Student Services: Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records.

2025 Strategic Plan

In November 2011, the Board of Governors approved its 2025 Strategic Plan, which is critical to its three-part accountability framework that also includes this annual report and university work plans. The goals and metrics for the new strategic plan were categorized into the traditional university tripartite mission of teaching, research, and service. Each of the three areas is further subdivided into the categories of **(a) Excellence, (b) Productivity, and (c) Strategic Priorities**.

STATE UNIVERSITY SYSTEM 2012-2025 GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING (UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)	Strengthen Quality & Reputation of Academic Programs and Universities	Increase Degree Productivity and Program Efficiency	Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, and Innovation	Increase Research and Commercialization Activity	Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community and Business Engagement	Increase Levels of Community and Business Engagement	Increase Community and Business Workforce



2025 Strategic Plan - Teaching and Learning Metrics

Undergraduate, Graduate, and Professional Education

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
A1. National Rankings for Universities and Programs	<ul style="list-style-type: none"> - Three institutions ranked Top 50 for public undergraduate (UF, FSU, NCF); - Program rankings not currently tracked at System level. 	<ul style="list-style-type: none"> - Five institutions ranked Top 50 for public undergraduate; - Each university will strive for a Top 25 program. 	Institutions would self-report updates annually based on recognition from a limited set of nationally acknowledged rankings or awards. For example, <i>US News</i> , Princeton Review, National Resource Counsel (NRC), etc.
A2. Freshman in Top 10% of Graduating High School Class	28%	50%	The Top Tier average for public universities (n=108) listed in 2011 <i>US News</i> ranking is 40%.
A3. Universities Above Benchmark Pass Rates for Professional Licensure & Certification Exams	5 (of 29) Scores Below Benchmarks	Above Benchmarks for All Exams	An indicator of how well universities are preparing students to enter certain professional occupations.
A4. Eligible Programs with Specialized Accreditation	89% of 754 programs	All (with exceptions)	Regulation 3.006 encourages all programs to seek specialized accreditation for programs with established standards.
PRODUCTIVITY			
A5. Average Time To Degree for First-time in College Students	4.3 years	4.0 years	The Board is dedicated to the goal of FTIC students graduating on time.
A6. Four-Year Graduation Rates for First-time in College Students from Same University	34%	50%	2025 Goal based on historical trends for Top 10 states (0.8%); based on SUS trend the 2025 value would be 40%.
A7. Six-Year Graduation Rates for First-time in College Students from Same University	61%	70%	2025 Goal based on historical trends for Top 10 states (0.5%); based on SUS trend the 2025 value would be 68%.
A8. % of Bachelor's Degrees w/ Excess Hours Less than 110% of Required Hours	49%	80%	Due to recent statutory changes this percentage is expected to increase significantly.
A9. Bachelor's Degrees Awarded Annually	53,392	90,000	Based on 2011 Work Plans, 2.8% FTIC growth and 70% six-yr grad rate, with 3.2% upper-division/transfer growth.
A10. Graduate Degrees Awarded Annually	20,188	40,000	Based on SUS trend the 2025 value would be 37,300.
A11. Bachelor's Degrees Awarded to Minorities	16,207 (30% of total)	31,500 (42% of growth)	2025 Goal based on growth matching EDR projections for the year 2025 Hispanic and Black population in Florida.
A12. Number of Adult (Aged 25+) Undergraduates Enrolled (in Fall)	46,725 (19% of total)	75,000 (25% of growth)	Florida is currently ranked 4 th in adult enrollment. Based on historical trends, the 2025 value will be 61,000.
A13. Percent of Course Sections Offered via Distance and Blended Learning	18%	30%	Current reports the 2009-10 data (22,700/124,800 E&G course sections). Due to recent definition changes future data may change.
STRATEGIC PRIORITIES			
A14. Bachelor's Degrees in STEM	9,605 (18% of total)	22,500 (25% of total)	Based on historical trends, the 2025 value will be 18,500.
A15. Bachelor's Degrees in All Areas of Strategic Emphasis	19,832 (37% of total)	45,000 (50% of total)	Based on historical trends, the 2025 value will be 34,200.
A16. Graduate Degrees in STEM	4,330 (21% of total)	14,000 (35% of total)	Based on historical trends, the 2025 value will be 11,700.
A17. Graduate Degrees in All Areas of Strategic Emphasis	9,170 (45% of total)	20,000 (50% of total)	Based on historical trends, the 2025 value will be 19,000.



2025 Strategic Plan - Scholarship, Research and Innovation Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
B1. Faculty Membership in National Academies	38	75	Currently SUS is ranked 10 th ; 2025 Goal is to be ranked 5 th . Based on historical trends, the 2025 value would be 48.
B2. Number of Faculty Designated a Highly Cited Scholar	46	100	Currently SUS is ranked 7 th ; 2025 Goal is to be ranked 3 rd .
PRODUCTIVITY			
B3. Total R&D Expenditures (\$ Billions)	\$1.68B	\$3.25B	Currently SUS is ranked 4 th ; 2025 Goal is to be ranked higher. Based on historical trends, the 2025 value would be \$3.09B.
B4. Number of Licenses and Options Executed	159	250	Given the annual volatility of this metric, 2025 Goal based on number of licenses instead of revenues.
B5. Number of Start-Up Companies Created	18	40	The 2025 Goal is to be on par with the University of California System.
B6. Percent of Undergraduate Seniors Assisting in Faculty Research	This metric is not reported at the System level. Report data in 2011-12 Annual Report.	50%	This metric addresses the NSF's goal of integrating research and education. In 2010, 52% of the seniors within the University of California system assisted with faculty research.
STRATEGIC PRIORITIES			
B7. Percent of R&D Expenditures funded from External Sources	59%	67%	2025 Goal based on the Top 10 states average percentage of FY2009 expenditures from external sources (defined by NSF as from Federal, Private Industry and Other).

2025 Strategic Plan - Community and Business Engagement Metrics

PERFORMANCE INDICATORS	CURRENT	2025 GOALS	NOTES
EXCELLENCE			
C1. Number of Institutions with Carnegie's Community Engagement Classification	7 (includes USF St. Petersburg)	All	The Carnegie classification is a premier national indicator of a university's commitment to Community Engagement.
PRODUCTIVITY			
C2. Percentage of Students Participating in Identified Community & Business Engagement Activities (includes curricular & co-curricular)	13%-51% Report data in 2011-12 Annual Report.	Establish Goal End-of-Year 2014	This is a new metric and Board staff need time to consult with campus professionals regarding how to best define this metric, and to establish a 2025 goal.
C3. Enrollment in Professional Training and Continuing Education Courses	Per Regulation 8.002(8) data will be reported in 2012-13 Annual Report	Establish Goal End-of-Year 2014	This metric does not include continuing education enrollment for degree-seeking students.
STRATEGIC PRIORITIES			
C4. Percentage of Baccalaureate Graduates Continuing their Education or Employed in Florida	81%	90+%	The Board is dedicated to improving the employment and earnings outcomes for State University System students.



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$1,903,364,717	\$1,684,412,734	\$1,740,560,211	\$1,573,182,292	\$1,276,392,187
Non-Recurring State Funds	\$84,112,594	\$11,300,003	\$32,590,697	\$24,767,144	\$13,350,000
Tuition	\$901,764,013	\$978,155,573	\$1,084,432,147	\$1,168,017,792	\$1,192,838,453
Tuition Differential Fee	\$10,156,021	\$38,246,310	\$87,512,298	\$141,620,494	\$234,993,666
Misc. Fees & Fines	\$30,599,606	\$30,720,576	\$32,494,208	\$29,505,990	\$33,006,628
Phosphate Research Trust Fund	\$7,287,963	\$7,304,874	\$7,330,654	\$7,337,035	\$5,041,023
Federal Stimulus Funds	\$0	\$133,923,488	\$129,012,316	\$0	\$0
SUBTOTAL	\$2,937,284,914	\$2,884,063,558	\$3,113,932,531	\$2,944,430,747	\$2,755,621,957
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$218,046,969	\$233,380,325	\$242,516,676	\$247,912,295	\$249,856,970
Non-Recurring State Funds	\$1,961,453	\$0	\$6,575,000	\$250,000	\$0
Tuition	\$59,884,163	\$68,433,163	\$77,396,116	\$97,012,474	\$119,252,304
Tuition Differential Fee	\$111,799	\$501,511	\$947,321	\$1,703,379	\$2,174,157
Misc. Fees & Fines	\$130,077	\$341,178	\$806,471	\$3,254,694	\$558,666
Phosphate Research Trust Fund	\$13,744,423	\$11,148,439	\$13,367,628	\$18,780,736	\$17,045,216
Federal Stimulus Funds	\$0	\$16,398,029	\$15,658,535	\$0	\$0
SUBTOTAL	\$293,878,884	\$330,202,645	\$357,267,747	\$368,913,578	\$388,887,313
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	\$129,273,382	\$122,854,148	\$132,455,375	\$132,950,565	\$136,563,650
Non-Recurring State Funds	\$1,281,391	\$0	\$0	\$0	\$1,117,000
Tuition	\$0	\$0	\$0	\$0	\$0
Phosphate Research Trust Fund	\$14,830,589	\$15,413,537	\$16,781,718	\$17,366,892	\$18,702,732
Federal Stimulus Funds	\$0	\$8,978,531	\$0	\$0	\$0
SUBTOTAL	\$145,385,362	\$147,246,216	\$149,237,093	\$150,317,457	\$156,383,382
TOTAL	\$3,376,549,160	\$3,361,512,419	\$3,620,437,371	\$3,463,661,782	\$3,300,892,652

Recurring State Funds: State recurring funds include General Revenue and Lottery Education & General (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2012-13 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2012-13 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include General Revenue and Lottery Education & General appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Phosphate Research Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2011-12); beginning 2012-13 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. Other Operating Trust Funds- For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package.

Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
MAIN OPERATIONS					
Instruction/Research	\$1,707,787,840	\$1,720,696,621	\$1,821,269,815	\$1,747,405,980	\$1,826,877,461
Administration and Support Services	\$307,213,085	\$305,144,198	\$301,102,097	\$282,415,205	\$272,163,806
PO&M	\$274,869,631	\$279,855,558	\$291,652,737	\$268,531,841	\$271,012,971
Student Services	\$185,163,451	\$176,873,625	\$195,501,591	\$196,386,877	\$217,678,055
Institutes and Research Centers	\$21,865,038	\$10,445,395	\$11,231,726	\$16,836,588	\$16,528,686
Radio/TV	\$4,656,001	\$4,998,434	\$4,926,550	\$5,493,850	\$4,178,448
Library/Audio Visual	\$115,034,669	\$112,391,093	\$113,461,217	\$110,707,302	\$102,252,046
Museums and Galleries	\$17,396,921	\$16,093,221	\$16,073,055	\$16,075,168	\$15,872,967
Agricultural Extension	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics	\$2,175,571	\$2,168,539	\$1,934,233	\$2,191,775	\$2,237,577
Academic Infrastructure Sprt. Orgs.	\$0	\$10,806,638	\$10,775,861	\$10,151,587	\$2,699,310
SUBTOTAL	\$2,636,162,207	\$2,639,473,322	\$2,767,928,882	\$2,656,196,173	\$2,731,501,327
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$180,256,606	\$216,390,576	\$252,878,223	\$256,759,086	\$295,390,811
Administration and Support Services	\$21,893,039	\$23,034,541	\$23,254,759	\$22,527,976	\$27,170,546
PO&M	\$30,932,467	\$32,323,350	\$32,761,984	\$30,587,096	\$42,198,263
Teaching Hospital & Allied Clinics	\$15,753,373	\$15,186,913	\$16,431,794	\$18,811,107	\$18,601,999
Library/Audio Visual	\$8,863,228	\$8,836,639	\$9,471,111	\$8,732,805	\$9,364,208
Student Services	\$0	\$0	\$0	\$0	\$0
Institutes and Research Centers	\$1,153	\$0	\$1,640	\$0	\$0
SUBTOTAL	\$180,256,606	\$216,390,576	\$252,878,223	\$256,759,086	\$295,390,811
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support Services	\$10,208,066	\$6,782,382	\$6,766,270	\$7,185,500	\$13,155,069
PO&M	\$15,017,009	\$16,950,590	\$14,894,635	\$14,289,202	\$15,046,462
Student Services	\$0	\$0	\$0	\$0	\$0
Institutes and Research Centers	\$73,184,626	\$71,486,103	\$74,318,320	\$73,235,066	\$78,789,555
Agricultural Extension	\$41,304,133	\$39,716,740	\$42,284,783	\$41,409,931	\$46,289,349
SUBTOTAL	\$139,713,834	\$134,935,815	\$138,264,008	\$136,119,699	\$153,280,435
TOTAL	\$3,033,575,907	\$3,070,181,156	\$3,240,992,401	\$3,129,733,942	\$3,277,507,589

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc.) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Also, the table does not include expenditures from funds carried forward from previous years. **Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Appropriated Funding per FTE					
General Revenue	\$6,872	\$5,686	\$5,690	\$4,878	\$3,790
Lottery Funds	\$756	\$649	\$737	\$802	\$597
Tuition & Fees	\$3,739	\$4,168	\$4,423	\$4,903	\$5,562
Other Trust Funds	\$28	\$528	\$494	\$26	\$0
TOTAL	\$11,396	\$11,031	\$11,344	\$10,609	\$9,949
Actual Funding per FTE					
Tuition & Fees	\$3,631	\$3,912	\$4,366	\$4,761	\$5,098
TOTAL	\$11,287	\$10,776	\$11,287	\$10,468	\$9,485

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected.

TABLE 1D. University Other Budget Entities

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Estimates
Auxiliary Enterprises					
Revenues	\$1,163,088,578	\$1,112,939,495	\$1,179,299,394	\$1,205,035,583	\$1,317,604,154
Expenditures	\$1,072,303,795	\$979,073,097	\$1,053,880,531	\$1,095,124,336	\$1,300,253,977
Contracts & Grants					
Revenues	\$2,058,974,553	\$1,823,052,918	\$1,893,502,653	\$1,927,998,352	\$2,147,006,385
Expenditures	\$1,791,312,709	\$1,815,446,357	\$1,892,733,096	\$1,962,379,325	\$2,172,787,882
Local Funds					
Revenues	\$1,570,430,095	\$2,032,506,623	\$2,290,864,436	\$2,367,301,351	\$2,463,401,369
Expenditures	\$1,558,788,157	\$2,032,535,858	\$2,288,187,829	\$2,336,057,023	\$2,535,579,100
Faculty Practice Plans					
Revenues	\$692,534,924	\$753,557,556	\$799,805,808	\$837,213,310	\$878,274,965
Expenditures	\$695,790,857	\$734,462,500	\$780,675,939	\$848,135,676	\$884,531,829

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report.



Section 1 – Financial Resources *(continued)*

TABLE 1E. Voluntary Support of Higher Education

	2006-07	2007-08	2008-09	2009-10	2010-11
Endowment Value (\$Millions)	\$ 2,899.6	\$ 2,924.6	\$ 2,278.2	\$ 2,494.3	\$ 2,938.4
Gifts Received (\$Millions)	\$ 427.9	\$ 411.9	\$ 356.0	\$ 381.3	\$ 437.4
Percentage of Alumni Donors	8%	9%	9%	8%	8%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. The System average is an estimate calculated using a Fall enrollment-weighted average.



Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2007	2008	2009	2010	2011
Full-time					
Tenured Faculty	5,499	5,448	5,526	5,536	5,531
Tenure-track Faculty	2,683	2,521	2,279	2,222	2,185
Non-Tenure Track Faculty	4,495	4,392	4,537	4,594	4,900
Instructors Without Faculty Status	62	76	47	89	87
Graduate Assistants/Associates	0	0	0	0	0
Executive/Administrative	3,334	3,477	3,545	3,832	4,030
Other Professional	12,296	12,355	12,124	12,197	12,616
Non-Professional	12,456	12,288	12,018	12,168	12,131
FULL-TIME SUBTOTAL	40,825	40,557	40,076	40,638	41,480
Part-time					
Tenured Faculty	136	190	196	214	201
Tenure-track Faculty	52	54	57	56	46
Non-Tenure Track Faculty	2,131	2,067	2,142	2,306	2,426
Instructors Without Faculty Status	1,811	1,904	2,080	2,218	2,240
Graduate Assistants/Associates	13,150	12,917	13,243	13,895	13,858
Executive/Administrative	44	49	51	58	71
Other Professional	375	350	393	361	333
Non-Professional	277	247	431	467	271
PART-TIME SUBTOTAL	17,976	17,778	18,593	19,575	19,446
TOTAL	58,801	58,335	58,669	60,213	60,926

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Executive/Administrative** refers to all executive, administrative and managerial positions regardless of faculty status. **Other Professional** refers to support and service positions regardless of faculty status.



Section 3 – Enrollment

TABLE 3A. Full-Time Equivalent (FTE) Enrollment [State-funded]

	2010-11		2011-12		2012-13	
	Funded	Actual	Funded	Actual	Funded	Estimated
FLORIDA RESIDENTS						
Lower	62,879	68,022	62,879	69,663	62,878	70,441
Upper	87,006	95,729	87,006	98,307	87,006	100,750
Grad I	19,576	18,816	19,576	17,889	18,073	18,246
Grad II	7,791	9,845	7,791	9,727	8,556	9,677
Total	177,252	192,413	177,252	195,586	176,513	199,114
NON-FLORIDA RESIDENTS						
Lower	.	3,293	.	3,642	.	3,908
Upper	.	3,659	.	3,806	.	4,058
Grad I	.	3,515	.	3,690	.	3,766
Grad II	.	4,041	.	4,240	.	4,388
Total	14,744	14,508	14,494	15,378	13,442	15,791
TOTAL FTE						
Lower	.	71,316	.	73,304	.	74,227
Upper	.	99,388	.	102,113	.	104,724
Grad I	.	22,331	.	21,579	.	21,929
Grad II	.	13,887	.	13,967	.	14,025
Total FTE	191,996	206,922	191,746	210,963	189,955	214,905
Total FTE (US Definition)	255,995	275,896	255,661	281,285	253,273	286,540

Headcount for Medical Doctorates

Residents	2,302	2,253	2,481	2,447	2,717	2,653
Non-Residents	23	105	72	189	120	210
Total	2,325	2,358	2,553	2,636	2,837	2,863

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). **Funded** enrollment as reported in the General Appropriations Act and set by the legislature. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). **Estimated** enrollment as reported by Universities to the Board of Governors in their Enrollment Plans. Actual Medical headcounts (includes Medicine, Dentistry, and Veterinary programs) are based on Fall enrollment data.

Section 3 – Enrollment *(continued)***TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**
[State-funded]

	2010-11	2011-12
TRADITIONAL		
LOWER-DIVISION	62,410	63,380
UPPER-DIVISION	78,617	79,135
MASTER'S (GRAD I)	16,649	16,216
DOCTORAL (GRAD II)	12,884	12,952
TOTAL	170,560	171,683
HYBRID		
LOWER-DIVISION	1,975	1,937
UPPER-DIVISION	3,185	3,325
MASTER'S (GRAD I)	1,116	1,037
DOCTORAL (GRAD II)	329	398
TOTAL	6,605	6,698
DISTANCE LEARNING		
LOWER-DIVISION	6,716	7,849
UPPER-DIVISION	17,587	19,653
MASTER'S (GRAD I)	4,566	4,326
DOCTORAL (GRAD II)	674	617
TOTAL	29,543	32,445
TOTAL		
LOWER-DIVISION	71,101	73,166
UPPER-DIVISION	99,388	102,113
MASTER'S (GRAD I)	22,331	21,579
DOCTORAL (GRAD II)	13,887	13,967
TOTAL	206,707	210,826

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3A, 3B, and 3C.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
AGRICULTURE (01)	.	1	.	.
ARCHITECTURE (04)	1	.	.	.
ETHNIC, CULTURAL, GENDER STUDIES (05)	.	1	.	1
COMMUNICATIONS (09)	1	.	.	.
COMPUTER & INFORMATION SCIENCES (11)	1	.	.	.
EDUCATION (13)	1	.	14	.
ENGINEERING (14)	.	.	1	1
FOREIGN LANGUAGES (16)	.	1	1	.
LIBERAL ARTS, HUMANITIES (24)	.	.	1	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	1	.	.	.
MULTI/INTERDISCIPLINARY STUDIES (30)	1	.	.	.
PHILOSOPHY & RELIGIOUS STUDIES (38)	.	.	1	.
SECURITY (43)	1	.	.	.
VISUAL & PERFORMING ARTS (50)	1	1	2	.
HEALTH PROFESSIONS (51)	2	.	.	1
BUSINESS MANAGEMENT (52)	1	2	1	.
TOTAL	12	6	21	3

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2011-12**

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Retention Rates

Full-time FTIC Retained in the Second Fall Term at Same University

	2007-08	2008-09	2009-10	2010-11	2011-12 Preliminary
Cohort Size	35,564	34,500	35,905	37,885	37,879
% Retained	87%	88%	88%	88%	88%
% Retained with GPA of 2.0 or higher	81%	84%	83%	83%	84%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4C. FTIC Six-Year Graduation Rates

for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

Term of Entry	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Cohort Size	32,698	34,498	34,751	35,655	36,174
% Graduated	65%	65%	66%	66%	67%
% Still Enrolled	9%	9%	9%	8%	8%



TABLE 4C. FTIC Six-Year Graduation Rates
for Full-Time, First-Time-in-College (FTIC) Undergraduate Students at Same University

% Success Rate	74%	74%	75%	75%	75%
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Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. FTIC Progression and Graduation Rates

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Full- & Part-time Cohort	36,605	37,503	37,697	36,912	35,539
<i>From Same University</i>					
% Graduated	34%	34%	36%	38%	40%
% Still Enrolled	37%	37%	36%	36%	35%
<i>From Other SUS University</i>					
% Graduated	2%	2%	2%	1%	2%
% Still Enrolled	5%	4%	4%	4%	4%
<i>From State University System</i>					
% Graduated	35%	35%	37%	39%	42%
% Still Enrolled	42%	41%	40%	40%	39%
% Success Rate	77%	76%	77%	79%	81%
6 – Year Rates	2002-08	2003-09	2004-10	2005-11	2006-12 Preliminary
Full- & Part-time Cohort	34,299	36,054	36,605	37,503	37,697
<i>From Same University</i>					
% Graduated	59%	58%	60%	60%	61%
% Still Enrolled	7%	7%	7%	6%	6%
<i>From Other SUS University</i>					
% Graduated	5%	5%	5%	5%	5%
% Still Enrolled	2%	2%	2%	2%	2%
<i>From State University System</i>					
% Graduated	64%	64%	65%	65%	66%
% Still Enrolled	9%	9%	9%	8%	8%
% Success Rate	73%	73%	74%	73%	75%

Notes: First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts are revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled. (3) Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. AA Transfer Progression and Graduation Rates

2 – Year Rates	2006-08	2007-09	2008-10	2009-11	2010-12 Preliminary
Cohort	12,345	13,320	14,172	16,707	18,075
From Same University					
% Graduated	32%	32%	30%	31%	29%
% Still Enrolled	54%	54%	56%	56%	56%
From Other SUS University					
% Graduated	0%	0%	0%	0%	0%
% Still Enrolled	2%	2%	2%	2%	2%
From State University System					
% Graduated	32%	32%	30%	31%	30%
% Still Enrolled	56%	56%	58%	57%	58%
% Success Rate	88%	87%	88%	88%	87%

4 – Year Rates	2004-08	2005-09	2006-10	2007-11	2008-12 Preliminary
Cohort	11,976	12,005	12,345	13,320	14,172
From Same University					
% Graduated	69%	67%	69%	68%	68%
% Still Enrolled	9%	9%	9%	9%	9%
From Other SUS University					
% Graduated	2%	2%	2%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
From State University System					
% Graduated	71%	69%	70%	70%	70%
% Still Enrolled	10%	10%	10%	10%	10%
% Success Rate	81%	79%	80%	80%	80%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4F. Other Transfer Progression and Graduation Rates

5 – Year Rates	2003-08	2004-09	2005-10	2006-11	2007- 12 Preliminary
Cohort Size	11,785	11,069	12,125	12,089	11,430
From Same University					
% Graduated	59%	60%	60%	63%	63%
% Still Enrolled	6%	6%	6%	6%	5%
From Other SUS University					
% Graduated	2%	2%	3%	2%	2%
% Still Enrolled	1%	1%	1%	1%	1%
From State University System					
% Graduated	62%	62%	62%	65%	66%
% Still Enrolled	7%	6%	6%	7%	6%
% Success Rate					

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded *(first-majors only)*

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	49,779	51,447	53,392	54,614	57,489

TABLE 4H. Baccalaureate Degrees Awarded in Areas of Strategic Emphasis

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	8,611	9,031	9,561	10,222	11,019
Health Professions <i>*only disciplines in critical need</i>	2,474	2,489	2,581	2,525	3,008
Security and Emergency Services	2,494	2,388	2,529	2,681	3,022
Globalization	3,909	4,184	4,395	4,679	4,914
Education <i>*only disciplines in critical need</i>	744	806	739	845	763
SUBTOTAL	18,232	18,898	19,805	20,952	22,726
<i>% of All Baccalaureate Degrees</i>	35%	35%	35%	37%	38%

Notes: This is a count of baccalaureate majors for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). * This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2007-08	2008-09	2009-10	2010-11	2011-12
Non-Hispanic Black					
Number of Degrees	6,405	6,470	6,562	6,817	7,232
Percentage of Degrees	13%	13%	13%	13%	13%
Hispanic					
Number of Degrees	8,269	8,818	9,734	10,627	11,918
Percentage of Degrees	17%	18%	19%	20%	21%
Pell-Grant Recipients					
Number of Degrees	17,191	17,704	19,335	22,237	26,185
Percentage of Degrees	35%	35%	37%	42%	46%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. **Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens. The number of degrees awarded to Pell recipients in 2010-11 is significantly higher in this year's report than last year's report due to a timing issue of when financial aid data is updated.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2007-08	2008-09	2009-10	2010-11	2011-12
FTIC	60%	61%	59%	59%	62%
AA Transfers	72%	75%	71%	71%	69%
Other Transfers	64%	64%	62%	59%	56%
TOTAL	65%	66%	64%	63%	64%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (i.e., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree.

TABLE 4K. Undergraduate Course Offerings

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Number of Course Sections	23,862	22,763	22,741	24,193	23,632
Percentage of Undergraduate Course Sections by Class Size					
Fewer than 30 Students	59%	58%	57%	57%	57%
30 to 49 Students	25%	26%	26%	27%	26%
50 to 99 Students	11%	12%	12%	11%	11%
100 or More Students	5%	5%	5%	5%	5%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by

	2007-08	2008-09	2009-10	2010-11	2011-12
Faculty	71%	71%	70%	70%	68%
Adjunct Faculty	18%	19%	19%	20%	20%
Graduate Students	9%	9%	10%	10%	10%
Other Instructors	3%	2%	2%	2%	2%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22. The 2011-12 data shown above is preliminary at this time.

TABLE 4M. Undergraduate Instructional Faculty Compensation

	2007-08	2008-09	2009-10	2010-11	2011-12
Average Salary and Benefits for Faculty Who Teach at Least One Undergraduate Course	\$88,974	\$87,986	\$90,624	\$94,327	\$95,168

Note: Average salary and benefits for all instructors of undergraduate courses who are on pay plan 22. This amount is based on fall term data only, and to make it more meaningful to the reader we annualize (to a fall + spring amount) the fall-term salary and benefits. It is limited to faculty who taught at least one undergraduate course in the fall term and is reported as employed for at least 0.1 personyear in the fall term. The definition of faculty varies for Tables 4L, 4M and 4N. For Undergraduate Instructional Faculty Compensation, the definition of faculty is based on pay plan 22.

TABLE 4N. Student/Faculty Ratio

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Ratio	23.9	24.1	24.7	24.7	25.1

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Do not count undergraduate or graduate student teaching assistants as faculty.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Professional Licensure/Certification Exams

Nursing: National Council Licensure Examination for Registered Nurses

	2007	2008	2009	2010	2011
Examinees	1,237	1,292	1,206	1,287	1,181
Pass Rate	89%	92%	95%	91%	93%
<i>National Benchmark</i>	86%	88%	90%	89%	89%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.

TABLE 4P. Tuition Differential Fee (TDF)

	2010-11	2011-12	2012-13 Projected
TDF Revenues Generated	\$88,459,619	\$143,323,873	\$237,167,823
Students Receiving TDF Funded Award	24,367	33,052	n/a
Value of TDF Funded Award	\$1,597	\$1,956	n/a
Florida Student Assistance Grant (FSAG) Eligible Students			
Number of Eligible Students	61,069	67,450	n/a
Number FSAG-Eligible Receiving a TDF Waiver	1,091	1,204	n/a
Value of TDF Waivers	\$1,240	\$1,608	n/a

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2011-12

Program Title (2-digit CIP)	New Programs	Suspended Programs	Terminated Programs	Programs Considered & Not Approved by UBOT
ETHNIC, CULTURAL, GENDER STUDIES (05)	.	1	.	.
EDUCATION (13)	2	.	9	.
ENGINEERING (14)	1	.	.	.
ENGINEERING TECH (15)	1	.	.	.
BIOLOGICAL/BIOMEDICAL SCIENCES (26)	1	1	2	.
MULTI/INTERDISCIPLINARY STUDIES (30)	.	.	1	.
PARKS, RECREATION, LEISURE, FITNESS (31)	1	.	.	.
PHYSICAL SCIENCES (40)	1	.	.	.
SECURITY (43)	.	.	.	1
SOCIAL SCIENCES (45)	1	.	1	.
VISUAL & PERFORMING ARTS (50)	.	.	2	1
HEALTH PROFESSIONS (51)	1	.	2	1
BUSINESS MANAGEMENT (52)	.	2	1	.
TOTAL	9	4	18	3

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2011 and May 4, 2012. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Inactive Programs** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.

Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2007-08	2008-09	2009-10	2010-11	2011-12
TOTAL	18,647	19,167	20,188	20,948	21,830
Masters and Specialist	14,613	15,162	15,957	16,417	17,434
Research Doctoral	1,735	1,714	1,835	1,996	2,311
Professional Doctoral	2,299	2,291	2,396	2,535	2,085
a) Medicine	287	312	340	349	364
b) Law	1,005	970	907	1,021	959
c) Pharmacy	642	590	623	623	596

Note: The total number of Professional Doctoral degrees includes other programs that are not specifically identified in lines a, b, and c.

TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis

	2007-08	2008-09	2009-10	2010-11	2011-12
Science, Technology, Engineering, and Math	3,866	4,049	4,330	4,603	4,861
Health Professions	2,690	2,770	3,105	3,319	3,293
Security and Emergency Services	243	239	259	309	334
Globalization	459	443	572	581	627
Education	831	959	939	886	788
SUBTOTAL	8,089	8,460	9,205	9,698	9,903
<i>% of All Graduate Degrees</i>	43%	44%	45%	45%	45%

Notes: This is a count of graduate degrees for specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. Degree counts include first and second majors. This data represents select disciplines within these five areas and does not reflect all degrees awarded within the general field (of education or health).



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: Florida Bar Exam

	2008	2009	2010	2011	2012
Examinees	861	835	813	903	846
Pass Rate	85%	79%	82%	85%	84%
State Benchmark*	84%	79%	79%	82%	81%

*Excludes non-Florida schools.

Medicine: US Medical Licensing Exam - Step 1 (for 2nd year MD students)

	2008	2009	2010	2011	2012
Examinees	345	361	360	359	460
Pass Rate	96%	96%	94%	94%	96%
National Benchmark	93%	93%	91%	94%	96%

Medicine: US Medical Licensing Exam - Step 2 Clinical Knowledge (for 4th year MD students)

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	273	322	326	316	361
Pass Rate	100%	99%	100%	99%	99%
National Benchmark	96%	96%	97%	97%	98%

Medicine: US Medical Licensing Exam - Step 2 Clinical Skills (for 4th year MD students)

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	230	280	292	203	341
Pass Rate	98%	98%	98%	99%	99%
National Benchmark	97%	97%	97%	97%	97%

Veterinary Medicine: North American Veterinary Licensing Exam

	2007-08	2008-09	2009-10	2010-11	2011-12
Examinees	83	84	89	87	82
Pass Rate	95%	91%	97%	100%	98%
National Benchmark	92%	93%	96%	98%	96%

Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Pharmacy: North American Pharmacist Licensure Exam

	2007	2008	2009	2010	2011
Examinees	409	439	418	430	428
Pass Rate	98%	95%	94%	90%	94%
National Benchmark	95%	97%	97%	94%	96%

Dentistry: National Dental Board Exam (Part 1)

	2007	2008	2009	2010	2011
Examinees	-	82	77	85	80
Pass Rate	-	98%	100%	100%	100%
National Benchmark	-	93%	95%	94%	96%

Dentistry: National Dental Board Exam (Part 2)

	2007	2008	2009	2010	2011
Examinees	-	82	81	81	84
Pass Rate	-	98%	89%	99%	99%
National Benchmark	94%	95%	87%	94%	95%

Physical Therapy: National Physical Therapy Examinations

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	413	404	391	520	591
Pass Rate	71%	71%	74%	82%	85%
National Benchmark	86%	86%	87%	87%	89%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2005-07	2006-08	2007-09	2008-10	2009-11
Examinees	250	270	273	334	386
Pass Rate	86%	90%	85%	77%	72%
National Benchmark	87%	86%	83%	82%	81%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test. *The DPT Program in Physical Therapy graduated its first class in 2007 with 10 graduates that year. The numbers prior to 2007 reflect MPT students.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2006-07	2007-08	2008-09	2009-10	2010-11
R&D Expenditures					
Total (\$ 1,000s)	\$1,532.6	\$1,551.8	\$1,616.7	\$1,678.3	\$1,754.8
Federally Funded (\$ 1,000s)	\$724.2	\$744.6	\$773.9	\$881.2	\$916.8
Percent Funded From External Sources	59%	60%	61%	59%	60%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$185,999	\$189,657	\$202,880	\$215,025	\$226,186
Technology Transfer					
Invention Disclosures	660	647	626	656	710
U.S. Patents Issued	165	156	165	248	300
Patents Issued Per 1,000 Full-Time, Tenured and Tenure-Earning Faculty	20	19	21	32	39
Licenses/ Options Executed	124	125	159	155	201
Licensing Income Received (\$)	\$53	\$56	\$57	\$49	\$33
Number of Start-Up Companies	19	24	18	23	25

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure-track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

	Cumulative (since inception to June 2012)	Fiscal Year 2010-11
Research Effectiveness		
Number of Competitive Grants Applied For	1,944	310
Number of Competitive Grants Received	1,451	180
Value of Competitive Grants Received <i>(Dollars in Millions)</i>	\$331.8M	\$43.2M
Total Research Expenditures <i>(Dollars in Millions)</i>	\$245.8M	\$29.2M
Number of Publications in Refereed Journals	2,103	342
Number of Invention Disclosures	293	25
Number of Licenses/Options Executed	53	2
Licensing Income Received <i>(in Dollars)</i>	\$525,307	\$73,241
Collaboration Effectiveness		
Collaborations with Other Postsecondary Institutions	604	142
Collaborations with Private Industry	830	176
Collaborations with K-12 Education Systems/Schools	3,002	116
Undergraduate and Graduate Students Supported with Center Funds	1,655	245
Economic Development Effectiveness		
Start-Up companies <i>with a physical presence, or employees, in Florida</i>	37	5
Jobs Created By Start-Up Companies Associated with the Center	819	26
Specialized Industry Training and Education	207	88
Private-sector Resources Used to Support the Center's Operations <i>(Dollars in Millions)</i>	\$39.5M	\$15.8M

Note: Research Effectiveness data only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center. Collaboration Effectiveness data only reports on relationships that include financial or in-kind support.

Section 6 – Research and Economic Development *(continued)*

TABLE 6C. State University Research Commercialization Grants (SURCAG)

University	Number of Grants			Cumulative	
	Phase 1	Phase 2	Phase 3	Awards	Expenditures
FAMU	.	1	.	\$65,000	\$65,000
FAU	.	.	2	\$249,294	\$240,890
FGCU	.	.	.	.	.
FIU	.	2	.	\$60,000	\$35,181
FSU	1	3	1	\$700,000	\$394,590
NCF	.	.	.	.	.
UCF	1	3	2	\$554,294	\$559,994
UF	.	2	4	\$939,293	\$927,693
UNF	1	.	.	\$40,000	\$40,000
USF	1	1	3	\$500,000	\$333,221
UWF	2	.	.	\$60,000	\$54,518
SYSTEM	6	12	12	\$3,167,881	\$2,651,087

TABLE 6D. 21st Century World Class Scholars Program

University	Number of Scholars	Grant Dollars		Cumulative Activity Since Scholar's Award		
		Amount Awarded	Amount Expended	External Research Awards	Patents Filed / Issued	Licensing Revenues Generated
FIU	1	\$1.0	\$0.8	\$1.6	0	\$0
FSU	3	\$5.0	\$5.0	\$22.4	6	\$0
UCF	2	\$2.0	\$2.0	\$0.6	1	\$0
UF	6	\$8.0	\$8.0	\$20.2	24	\$3,000
USF	4	\$4.0	\$4.0	\$20.2	12	\$500
SYSTEM	16	\$20M	\$19.8M	\$65M	43	\$3,500

Note: Dollars in Millions

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013

SUBJECT: Strategic Plan Alignment

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

In November 2011 the Board approved a new Strategic Plan for the years 2012-2025. The Board's new Strategic Plan is characterized by its long-range coverage, and by its inclusion of specific objectives, goals, and measures. Each SUS institution also has a strategic plan, approved by its University Board of Trustees.

For the most part, the various institutional strategic plans address key goals and measures of interest to the Board of Governors such as graduation rates and STEM degree production. However, not all strategic plans are currently in sync with the Board of Governors Strategic Plan calendar, nor, in all cases, do they address certain of the Board's specific goals. In order to ensure that all strategic plans are in alignment with the Board's Strategic Plan, university plans will need to be reviewed, amended as appropriate, and approved by individual Boards of Trustees by January 2014. Vice Chancellor Ignash will comment on this topic.

Supporting Documentation Included:	None
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Facilitators/Presenters:	Jan Ignash
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
January 16, 2013**

SUBJECT: Online Education

PROPOSED COMMITTEE ACTION

For consideration.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution.

BACKGROUND INFORMATION

At the Committee's workshop on December 17, the Parthenon Group presented the report it produced in response to the Board's RFP for an online university study. National experts then discussed policy issues the Committee – and ultimately the Board – will need to consider in expanding online education. A panel of representatives from the State University System, the Florida College System, Independent Colleges and Universities of Florida (private, regionally accredited, nonprofit institutions based in Florida), private for-profit institutions, and the business community provided additional thoughts and information on those policy issues. Committee members will continue the discussion on online education at its January meeting.

Supporting Documentation Included:	None
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Facilitators/Presenters:	Governor Rood
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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Budget and Finance Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 17, 2012
8:30 a.m. – 9:30 a.m.

Chair: Tico Perez; Vice-Chair: Tom Kuntz
Members: Beard, Colson, Rood, Temple, Tripp, Webster, Whatley

1. Call to Order Governor Perez
2. Meeting Minutes, November 8, 2012 Governor Perez
3. Performance Funding Update Governor Kuntz
4. Amended Board Regulation
A. Public Notice of Intent to Amend
Regulation 18.001, Purchasing
Mr. Tim Jones,
Chief Financial Officer,
Board of Governors
5. 2012 Tuition Differential Report Mr. Jones
6. University Fund Balance Update Mr. Jones

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7. **University Awards for the Technology
Performance Funding Pilot**

Dr. Jan Ignash,
*Chief Academic Officer,
Board of Governors*

8. **Concluding Remarks and Adjournment**

Governor Perez

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 17, 2013**

SUBJECT: Approval of Minutes of Meeting held November 8, 2012

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on November 8, 2012.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on November 8, 2012 at New College of Florida.

Supporting Documentation Included: Minutes: November 8, 2012

Facilitators/Presenters: Governor Perez

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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
NOVEMBER 8, 2012

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

Mr. Tico Perez, Chair, convened the meeting of the Budget and Finance Committee at 8:40 AM and turned the meeting over to Vice-Chair Kuntz. Members present were Vice-Chair Tom Kuntz, Norman Tripp, Dick Beard, Cortez Whatley, and Dean Colson. Other Board members present included Mori Hosseini, Matt Carter, Manoj Chopra, and Elizabeth Webster.

1. Call to Order

Mr. Perez called the meeting to order.

2. Approval of September 13, 2012, Meeting Minutes

Mr. Kuntz moved that the Committee approve the notes of the meeting held September 13, 2012 as presented. Mr. Temple seconded the motion, and members of the Committee concurred.

3. Performance Funding Update

Mr. Kuntz provided an update, including a PowerPoint presentation, to the Committee on the work that had been done since the September meeting. Mr. Tim Jones provided an overview of a report on performance funding best practices.

4. 2013-14 Legislative Budget Request Follow-up

Mr. Jones presented an update on the LBR as submitted on October 15 to the Legislature and Governor. Included in the final LBR submission was a request for \$13 million for Florida Retirement System (FRS) benefits. This was included in the LBR at the request of the Committee during the September meeting after hearing from President Machen on the fiscal impact of the FRS calculations to UF.

Mr. Jones presented an overview of the Performance Funding initiative of \$118 million approved by the Board in September. Each university was allocated a portion of the funds and asked to develop initiatives that would improve the goals associated with metrics identified in the June Work Plans. Presentations were made by UNF, FAU and UCF.

5. 2012 New Fees Report to the Legislature

Mr. Kuntz presented the 2012 New Fee Report that must be submitted to the Legislature. After discussion, Mr. Colson moved that the Committee approve the report. Mr. Temple seconded the motion and members of the Committee concurred.

6. Fees Under Consideration for Fall 2013

Mr. Kuntz directed the Committee to a list of new fees and increases to existing fees that are being discussed on some of campuses. Currently universities are discussing Green Fees and Academic Enhancement fees, as well as increasing the orientation fee and application fee for graduate students.

Mr. Kuntz reminded the Committee that these are fees under consideration and must go through the appropriate university fee process and Board of Trustees review and approval before coming to this Committee for consideration. Formal proposals are due to the Board office next spring. This committee will then consider those proposals during a June meeting.

7. Market Tuition Proposals

Mr. Jones provided an overview on the history of market tuition and the process used to approve the regulations governing the pilot program approved by the Board.

Mr. Jones then reviewed the first annual status report on the market tuition programs approved by the Board and implemented by the appropriate institutions. Mr. Jones reported that during the review of the annual status report it came to light that some state funded programs were eliminated when the market tuition programs were implemented at FIU. In discussing this issue with FIU, there was a miss-interpretation of the Board's regulation. In light of that, FIU, who had submitted five new market tuition proposals, withdrew four of the proposals for consideration.

Mr. Kuntz thanked FIU for their assistance and understanding.

Mr. Kuntz then moved to the consideration of new market tuition proposals. He indicated that four universities have submitted a total of 11 market tuition proposals. Fifteen minutes has been allotted for each university to present their proposals.

Mr. Kuntz indicated that each proposal would be presented and then the Committee would vote on each proposal individually.

a. University of Central Florida – Dr. Tony Waldrop, Provost:

Dr. Waldrop presented the Master of Science in Engineering Management proposal. Mr. Colson moved that the market tuition proposal be approved. Mr. Tripp seconded the motion and the Committee concurred unanimously.

b. Florida International University – Dr. Dough Wartzok, Provost:

Dr. Wartzok presented the Master of Science in Hospitality and Tourism Management proposal. Mr. Colson moved that the market tuition proposal be approved. Mr. Tripp seconded the motion and the Committee concurred unanimously.

c. University of Florida – Dr. Joe Glover, Provost:

Dr. Glover presented five market tuition proposals; Master of Arts in Art Education, Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications, Master of Science of Architecture CityLab Orlando, Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics, and the Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy.

Mr. Colson moved that the Master of Arts in Art Education be approved. Mr. Tripp seconded the motion and the Committee concurred.

Mr. Colson moved that the Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications be approved. Mr. Tripp seconded the motion and the Committee concurred.

Mr. Colson moved that the Master of Science of Architecture CityLab Orlando be approved. Mr. Tripp seconded the motion and the Committee concurred.

Mr. Colson moved that the Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics be approved. Mr. Tripp seconded the motion and the Committee concurred.

Mr. Colson moved that the Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical

Pharmacy be approved. Mr. Tripp seconded the motion and the Committee concurred.

d. University of South Florida – Dr. Ralph Wilcox, Provost:

Dr. Wilcox presented four market tuition proposals; Graduate Certificate in Business Foundations, Master of Arts in Global Sustainability, Masters of Business Administration with a Concentration in Sport and Entertainment Management, and Master of Education in Curriculum and Instruction with a Concentration in Secondary Education.

Mr. Colson moved that the Graduate Certificate in Business Foundations be approved. Mr. Beard seconded the motion and the Committee concurred.

Mr. Colson moved that the Master of Arts in Global Sustainability be approved. Mr. Beard seconded the motion and the Committee concurred.

Mr. Colson moved that the Masters of Business Administration with a Concentration in Sport and Entertainment Management be approved. Mr. Beard seconded the motion and the Committee concurred.

Mr. Colson moved that the Graduate Master of Education in Curriculum and Instruction with a Concentration in Secondary Education be approved. Mr. Beard seconded the motion and the Committee concurred.

8 Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:27 AM.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 17, 2012**

SUBJECT: Performance Funding Update

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Kuntz and staff will provide an update on work that has transpired since the November Committee meeting.

Supporting Documentation Included: None

Facilitators/Presenters: Governor Kuntz

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 17, 2013**

SUBJECT: Public Notice of Intent to Amend Regulation 18.001, Purchasing

PROPOSED COMMITTEE ACTION

Approve Public Notice of Intent to Amend Regulation 18.001, Purchasing

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2012 Legislative Session passed HB 7087 and HB 5201, which require changes to Regulation 18.001. The bills provide for a price preference for Florida-Based Vendors, including Florida printers, and also establish cost-saving goals of five percent.

The proposed revision renumbers and consolidates existing critical sections and incorporates the recent changes in law by adding a section guiding the price preference for Florida-Based Vendors, eliminating existing printing reference and strengthening the existing donation language. The proposed language was developed in conjunction with university attorneys, purchasing officials, and a small sub-group of volunteers, headed by Shirley Liu, Assistant General Counsel, FIU and Kathy Ritter, Purchasing Director, UNF. No adverse impact has been identified by adoption of these regulations.

Supporting Documentation Included:	Amended Regulation 18.001
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Facilitators/Presenters:	Tim Jones
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18.001 Purchasing Regulations

(1) **Authority of the Institutions.** Each university Board of Trustees shall adopt regulations establishing basic criteria related to procurement, including procedures and practices to be used in acquiring commodities and contractual services, as follows:

- (a) Removing any contractor from the University's competitive vendor list that fails to fulfill any of its duties specified in a contract with the University(s) and to reinstate any such contractor when satisfied that further instances of default will not occur.
- (b) Planning and coordinating purchases in volume and negotiating and executing agreements and contracts for commodities and contractual services under which the University may make purchases.
- (c) ~~Evaluating~~Utilizing, -and approving, and utilizing contracts let by any State of Florida agency or department, the Federal Government, other states, political subdivisions, not-for-profit cooperatives or ~~consortiums~~consortia, or any independent college or university for the procurement of commodities and contractual services, when it is determined to be cost-effective and in the best interest of the University, to make purchases under contracts let by such other entities. For the 2012-2013 fiscal year, Universities shall review existing consortia and cooperative contracts to identify potential savings and, if there is the potential for savings, enter into new consortia and cooperative contracts to achieve the savings, with the goal of achieving a five-percent savings on existing contract prices.
- (d) Awarding contracts for commodities and contractual services to multiple suppliers, if it is determined to be in the best interest of the University. Such awards may be on a university, regional or State University System-wide basis and the contracts may be for multiple years.
- (e) Rejecting or canceling any or all competitive solicitations when determined to be in the best interest of the University.
- (f) Barring any vendor from doing business with the University for demonstrated cause, including previous unsatisfactory performance.
- ~~(g) Vendors shall be required~~Requiring vendors to identify their principal place of business as defined in subparagraph (3)(d) in response to all forms of competitive solicitations.
- ~~(h) Requiring the use of purchasing agreements or state term contracts pursuant to section 287.056, Florida Statutes, or consortia and cooperative agreements to the extent such use would result in net savings of 5% or greater to the university over otherwise available or offered pricing to the university for the exact same good or service. In no instance shall university regulations require the use of state purchasing agreements or state term contracts pursuant to section 287.056 if the university can achieve a lower cost or if a specific commodity or contractual service is not available.~~
- ~~(i) Prohibiting all university personnel, including university support organization personnel, from soliciting information from vendors during the procurement process relating to fundraising or prospective donations to the university or its direct support organization.~~
- (g) Prohibiting University employees and University direct support organization employees participating involved in on a procurement selection committee process for commodities or services from soliciting donations from responding potential vendors

during the selection process, except for donations or other benefits expressly stated in the procurement document that reduce the cost of the commodities or services to the University.

(2) **Competitive Solicitation Threshold.** Each university Board of Trustees shall establish a competitive solicitation threshold not greater than \$75,000 (the “Competitive Solicitation Threshold”) for the purchase of commodities or contractual services.

- (a) When only one response is received to the competitive solicitation ~~threshold~~ for commodities or contractual services that exceeds \$75,000 ~~the Competitive Solicitation Threshold~~, the University may review the solicitation responses to determine if a second call for a competitive solicitation is in the best interest of the University. If it is determined that a second call would not serve a useful purpose, the University may proceed with the acquisition.
- (b) The purchase of commodities and contractual services shall not be divided to avoid the requirement of competitive solicitation.

(3) **Preferences for Florida-Based Vendors.**

(a) Preferences for Personal Property ~~Commodities~~. When a University awards a contract to purchase personal property ~~commodities~~, other than printing, by competitive solicitation pursuant to paragraph (2) of this regulation, a preference shall be provided to vendors with a principal place of business in Florida (such vendors hereinafter referred to as “Resident Vendors”) as follows:

1. ~~If the lowest responsible and responsive bid, or the highest ranked responsible and responsive proposal or reply~~ If the responsible and responsive vendor that submits the lowest bid, the most advantageous proposal, or the best value reply is one from a vendor whose principal place of business is outside of Florida and is in a state or political subdivision thereof that which grants a preference for the same purchase to a vendor in such state or political subdivision, as applicable, then the University shall grant the same preference; as the case may be, to either the responsible and responsive Resident Vendor with the lowest responsible and responsive bid received pursuant to an Invitation to Bid, or the Resident Vendor with the highest ranked responsible and responsive proposal or reply the most advantageous proposal received pursuant to a Request for Proposals, or the best value reply received pursuant to an Invitation to Negotiate.
2. With respect to Invitations to Bid, if the lowest responsible and responsive bid is from a vendor whose principal place of business is in a state that does not grant a preference for the purchase to a vendor in such state, then the University shall grant a preference in the amount of five percent to percent (5%) to the lowest responsible and responsive Resident Vendor.
3. For vendors whose principal place of business is outside of ~~not in~~ Florida, such vendors must, at the time of submitting its bid, proposal or reply, provide a written opinion from a licensed attorney in its state specifying:
 - ~~a(a)(i)~~ (i) the preferences(s) granted by the state or political subdivision, as applicable, under the laws of that state to vendors whose principal place of business is in that state or political subdivision; and
 - ~~b(b)(ii)~~ (ii) how the preference is calculated.

- The failure to submit the written opinion may be waived as non-material if all vendors responding to the solicitation have principal places of business outside of Florida.
4. The vendor's principal place of business, as represented by the vendor in its bid or reply, may be relied upon by the University without further inquiry. If the University determines that a vendor has misrepresented its principal place of business, the vendor's bid, proposal or reply shall be rejected.
 5. For the purpose of paragraph (3)(a), "personal property" shall be defined as goods and commodities, but not real estate, intellectual property or services.
- (b) Preferences for Printing. When a University purchases printed materials by competitive solicitation pursuant to paragraph (2) of this regulation, a preference shall be provided Resident Vendors as follows:
1. If the lowest responsible and responsive bid received pursuant to an Invitation to Bid is from a vendor whose principal place of business is outside of Florida, then the University shall grant a preference to the lowest responsible and responsive Resident Vendor in the amount of five percent (5%) if the University has determined that the printing can be performed by the Resident Vendors at a level of quality comparable to that obtainable from the vendor submitting the lowest bid whose principal place of business is outside of Florida.
 2. ~~{For purposes of subparagraph 3(b)(1), the level of quality shall be determined by the number of points whether a vendor receives or satisfies the minimum specification requirements as set forth in the Invitation to Bid "Quality" section of its evaluation points.}~~
- (c) Method of Calculating Five Percent Preference.
1. ~~{If the competitive solicitation is an i}Invitation to bBid, then an amount equal to five percent of percent (5%) of the total base bid and any alternates shall be added to deducted from the base bid and alternates, as applicable, of the lowest responsible and responsive Resident Vendor's bidbidder.}~~
- (d) Determining a Vendor's Principal Place of Business. A vendor's "principal place of business" is determined as follows:
1. If the vendor is an individual or a sole proprietorship, then its "principal place of business" is in the state where the vendor's primary residence is located.
 2. If the vendor is a business organization, then its "principal place of business" is in the state where the majority of the vendor's executive officers direct the management of the vendor's business affairs.
- (e) Federally Funded Projects. Purchases made to perform specific obligations under federally funded projects shall not be subject to this the preference requirementto requirement to the extent the application of a preference is not allowed under applicable federal law or regulation.
- (4) **Exceptional Purchases.** Each university is authorized to make exceptional purchases of commodities or contractual services as follows:
- (a) Purchase of Products with Recycled Content. Each University may establish a program to encourage the purchase and use of products and materials with recycled content and postconsumer recovered material.

- (b) Purchase of Private Attorney Services. Written approval from the Attorney General is not required for private attorney services acquired by the University.
- (c) Purchase of Insurance. Each University shall have the authority to purchase insurance as deemed necessary and appropriate for the operation and educational mission of the University.
- ~~(e)~~(d) Purchase of Printing. However, if a University determines that it is in the best interests of the University to purchase printed materials through a competitive solicitation process, the preference provision in paragraph (3)(b) shall apply.

(5) **Purchases from Contractors Convicted of Public Entity Crimes.** A University shall not accept a competitive solicitation from or purchase commodities or contractual services from a person or affiliate who has been convicted of a public entity crime and has been placed on the State of Florida's convicted vendor list for a period of 36 months from the date of being added to the convicted vendor list.

(6) **Competitive Solicitation Exceptions.** The following types of purchasing actions, and commodities and contractual services purchases are not subject to the competitive solicitation process:

- (a) Emergency Purchases. When a university president or his/her designee determines, in writing, that the delay due to the competitive solicitation process is an immediate danger to the public health or safety or the welfare of the University, including University tangible and/or intangible assets; or would otherwise cause significant injury or harm not in the best interest of the University, the University may proceed with the procurement of commodities or contractual services without a competitive solicitation.
- (b) Sole Source Purchases. Commodities or contractual services available from a single source may be exempted from the competitive solicitation process.
- (c) Purchases from Contracts and Negotiated Annual Price Agreements established by the State of Florida, other governmental entities, other Universities in the State University System, or other independent colleges and universities are not subject to further competitive solicitation.
- (d) The following listed commodities and services are not subject to competitive solicitation:
 - 1. Artistic services;
 - 2. Academic reviews;
 - 3. Lectures;
 - 4. Auditing services;
 - 5. Legal services, including attorney, paralegal, expert witness, appraisal, arbitrator or mediator services;
 - 6. Health services involving examination, diagnosis, treatment, prevention, medical consultation or administration. Prescriptive assistive devices for medical, developmental or vocational rehabilitation including, but not limited to prosthetics, orthotics, wheelchairs and other related equipment and supplies, provided they are purchased on the basis of an established fee schedule or by a method that ensures the best price, taking into consideration the needs of the client;

7. Services provided to persons with mental or physical disabilities by not-for-profit corporations organized under the provisions of s. 501(c)(3) of the Internal Revenue Code or services governed by the provisions of the Office of Management and Budget Circular A-122;
8. Medicaid services delivered to an eligible Medicaid recipient by a health care provider who has not previously applied for and received a Medicaid provider number from the Department of Children and Family Services. This exception will be valid for a period not to exceed 90 days after the date of delivery to the Medicaid recipient and shall not be renewed;
9. Family placement services;
10. Training and education services;
11. Advertising;
12. Services or commodities provided by governmental agencies, another University in the State University System, direct support organizations of the university, political subdivisions or other independent colleges and universities;
13. Programs, conferences, workshops, continuing education events or other university programs that are offered to the general public for which fees are collected to pay all expenses associated with the event or program;
14. Purchases from firms or individuals that are prescribed by state or federal law, or specified by a granting agency;
15. Regulated utilities and government franchised services;
16. Regulated public communications, except long distance telecommunication services or facilities;
17. Extension of an existing contract;
18. Renewal of an existing contract if the terms of the contract specify renewal option(s);
19. Purchases from an Annual Certification List developed by each University;
20. Purchases for resale;
21. Accounting Services;
22. Contracts or services provided by not-for-profit support and affiliate organizations of the University, direct support organizations, health support organizations and faculty practice plans;
23. Implementation/programming/training services available from owner of copyrighted software or its contracted vendor; or
24. Purchases of materials, supplies, equipment, or services for instructional or sponsored research purposes when a director of sponsored research or designee certifies that, in a particular instance, it is necessary for the efficient or expeditious prosecution of a research project in accordance with sponsored research procedures or to attain the instructional objective.

(7) **Vendors Excluded from Competition.** In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, Invitations to Bid and/or, Request for Proposals and/or Invitations to Negotiate shall be excluded from competing for such procurements.

(8) **Standard of Conduct.** It shall be a breach of ethical standards for any employee of a University to accept, solicit, or agree to accept a gratuity of any kind, form or type in connection with any contract for commodities or services. It shall also be a breach of ethical standards for any potential contractor to offer an employee of a University a gratuity of any kind, form or type to influence the development of a contract or potential contract for commodities or services.

Authority: Section 7(d) Art. IX, Fla. Const.; History—New 3-27-08; amended .(insert new effective date).

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 17, 2013**

SUBJECT: 2012 Tuition Differential Report

PROPOSED COMMITTEE ACTION

Approve the 2012 Tuition Differential Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; and Section 1009.24(16)(e), Florida Statutes

BACKGROUND INFORMATION

Subsection 1009.24(16)(e), Florida Statutes, requires the Board to submit an annual report summarizing tuition differential implementation for Fall 2012.

In June, 2012 the Budget and Finance Committee considered tuition differential fee proposals from all of the universities and approved tuition differential increases ranging from nine to fifteen percent. The attachment summarizes the Board's actions and provides data on revenue collected, expenditures, and changes in key performance metrics.

Upon approval, this report will be submitted to the Governor and Legislature.

Supporting Documentation Included: 2012 Tuition Differential Report

Facilitators/Presenters: Tim Jones

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Tuition Differential Fee Report



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

December, 2012

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Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of data to correct errors when they are discovered. This policy can lead to changes in historical data. The data in this document are based on university file submissions as of December 2012.

Executive Summary

The tuition differential fee was created in statute in 2007 and was first charged by five state universities in the 2008-09 academic year. The 2009 Legislature expanded the statute to include all state universities. The 2009 tuition differential fee statute includes specific provisions for need-based financial aid and performance accountability, and it set an upper limit of all tuition and fees at the national average¹ for public universities. The universities are to use the funds generated by the tuition differential fee to invest in undergraduate instruction and undergraduate student support services.

The Board of Governors implemented the tuition differential fee throughout the State University System and is monitoring university implementation and performance.

- The Board's tuition and fee Regulation 7.001 defines the process for proposing, approving, and monitoring the success of each university's tuition differential fee. This regulation includes requirements for use of financial aid funds generated by the fee to ensure that undergraduate need-based aid increases at least as much as the law envisions.
- Most recently, the Board reviewed and approved university tuition differential fee proposals for the 2012-13 academic year. The proposals came to the Board as part of a broader annual university work plan submission, as outlined in a planning and performance monitoring Regulation 2.002.
- The Board continues to monitor the fiscal and programmatic uses of the tuition differential fee revenue.

In 2011-12, each state university charged a tuition differential fee, with rates ranging from \$21.42 to \$32.00 per credit hour and reported 2011-12 revenues of \$142.9 million. The funds provided need-based financial aid and support undergraduate education through investments in faculty and advisors, course offerings and course sections, and other undergraduate educational resources.

In the current (2012-13) academic year, the tuition differential fee rates range from \$35.14 to \$49.59 per credit hour. These funds will contribute an estimated \$240 million for institutional need-based financial aid and undergraduate educational services.

¹ As determined by the College Board's *Annual Survey of Colleges*

Background

The tuition differential fee was first created in statute in 2007. The charge was levied for the first time starting in fall 2008 by the five universities authorized to do so by the Board of Governors at that time (FIU, FSU, UCF, UF, and USF). Chapter 2009-98, *Laws of Florida*, expanded the tuition differential to allow the Board of Governors to consider proposals from all state universities.

The 2009 law codified a process by which each university board of trustees may annually propose to the Board of Governors (the “Board”) a tuition differential fee to improve undergraduate instruction. To balance these quality improvements with affordability, 30 percent of tuition differential revenues are to be set aside for undergraduate need-based financial aid. The law limits the annual increase in the aggregate sum of tuition and the tuition differential fee to 15 percent growth per year, and it sets a cap on in-state, undergraduate tuition and fees at the national average of four-year public institutions. The law also requires an annual report from the Board to the Legislature regarding the impacts of these new revenues on the State University System (the “System”). This report provides a summary of Board and institutions’ implementation of the tuition differential statute.

In the 2010 legislative session, the Legislature amended this statute to include explicitly the recipients of STARS prepaid scholarships as “students who exhibit financial need” and therefore qualify for tuition differential-funded need-based aid. The statutory change also clarified that waivers of the tuition differential fee granted to students receiving need-based awards may be counted toward the 30 percent need-based aid requirement.

In the 2011 legislative session, the Legislature amended this statute again, stating that if the tuition and fee costs of resident students who have applied for and received Pell Grant funds have been met and the university has excess funds remaining from the 30 percent that would have been used for students with financial need, the university may expend the excess portion for other undergraduate education needs.

Tuition Differential Fee Proposals and Approval Process

The university proposals for tuition differential fee increases included:

- an accounting for how prior year revenues were spent;
- an outline of planned expenditures for the proposed year; and
- a description of accountability metrics by which the university will monitor the impact of the tuition differential expenditures.

Following the process outlined by the Board, university boards of trustees submitted tuition differential fee proposals to the Board of Governors. (The universities' proposals are attached in Appendix I.) The Board of Governors meet each June to receive and discuss university work plans. The work plans included the universities' tuition differential fee proposals, and the Board voted to approve the universities' proposals at that June meeting.

Proposal Framework

- A university board of trustees may submit a proposal to the Budget and Finance Committee of the Board of Governors by May 31 of each year to establish an undergraduate tuition differential fee to be effective with the fall academic term.
- The proposal must include the trustees' approval date, the campus or center location where the tuition differential fee will apply, the course or courses for which the tuition differential fee will be assessed, the percentage increase of the tuition differential fee from the prior year, the total amount per credit hour, the total tuition differential fee amount for 30 credit hours, and a description of the initiatives and estimated expenditures for the 70% of funds used to support undergraduate education and the 30% of funds providing student need-based financial aid.
- Each proposal must indicate how the university will monitor the success of the tuition differential fee.

Board Review and Approval

The Budget and Finance (Budget) Committee meets in June each year to review the proposals and make a recommendation on each proposal to the full Board. In addition to reviewing the proposals, the Budget Committee examines data gathered as part of the University Annual Reports, instituted pursuant to Regulation 2.002, as well as detailed reporting of financial aid sources and disbursements sufficient to ensure statutory compliance.

The Board will act upon the Budget Committee recommendation at its June meeting each year. If a university board of trustees' proposal is denied, within five days the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee. The Tuition Appeals Committee will meet

within ten days after the Board's denial to consider a university board of trustees' request for reconsideration.

In June 2012, Florida Gulf Coast University requested a 15 percent tuition differential fee increase. However, after consideration and deliberation, the Board approved a 12 percent increase. The Florida Gulf Coast University Board of Trustees appealed the Board's decision. The Tuition Appeals Committee met on June 29 and upheld the Board's decision of a 12 percent tuition differential increase.

2011-12 Tuition Differential Fee Summary

In 2011-12, all state universities charged a tuition differential fee. In total, universities generated \$142.9 million from the tuition differential fee, \$42.8 million in need-based financial aid and \$100.1 million to support undergraduate education.

2011-12 Tuition Differential Fee Per Credit Hour and Revenues

University	Per Credit Hour Fee	Actual Revenues
FAMU	\$21.42	\$5,840,726
FAU	\$21.42	\$9,439,613
FGCU	\$21.42	\$4,634,989
FIU	\$32.00	\$ 25,308,323
FSU	\$32.00	\$ 19,147,555
NCF	\$21.42	\$ 471,411
UCF	\$24.96	\$ 24,304,933
UF	\$32.00	\$ 19,924,509
UNF	\$21.42	\$ 5,507,596
USF-Tampa	\$32.00	\$ 18,917,108
USF-St. Petersburg	\$21.42	\$1,965,224
USF-Sarasota/Manatee	\$21.42	\$847,655
USF-Polytechnic	\$21.42	\$631,263
USF-HSC	\$32.00	\$1,703,378
UWF	\$21.42	\$ 4,227,346
SUS TOTAL		\$ 142,871,629

Source: Board of Governors

Seventy percent of the tuition differential fee revenue must be spent on undergraduate education. The universities reported that these revenues were used to hire additional undergraduate faculty and academic advisors and to preserve or increase course offerings.

Staffing and Course Sections

University	Adjuncts / Faculty Hired and/or Retained	Advisors Hired and/or Retained	Course Sections Added and/or Saved
FAMU	521	4.5	859
FAU	75	9	500
FGCU	32	4	410

FIU	208	32	992
FSU	32	---	123
NCF	0.875	3.1	5
UCF	210	29	1733
UF	96	3	559
UNF	48	---	288
USF-Tampa	46	40	184
USF-St. Petersburg	16	3	97
USF-Sarasota/Manatee	87	---	182
USF-Polytechnic*	---	---	---
UWF	40	1	287
SUS TOTAL	1412	128.6	6,219

Source: Board of Governors 2012 Work Plan

*Information not available for Polytechnic

The statute also requires that 30 percent of revenue be spent on undergraduate need-based financial aid and contains an additional non-supplanting provision regarding those funds.² The Board's Regulation 7.001(13)(b)4 outlines for universities the parameters by which to determine compliance with that statute, and universities submitted to the Board office in December 2012 the information necessary to monitor statutory compliance.

The Board monitors compliance with this and other state financial aid-related statutes using data and narratives submitted by universities in the latter part of the calendar year.

The \$42.8 million allocated to need-based financial aid provided scholarship awards to over 30,100 students.

30,107 Students Received a Financial Aid Award

University	# of Students Receiving an Award	Minimum Awarded	Maximum Awarded
FAMU	783	\$500	\$4,000
FAU	3,383	\$64	\$2,000
FGCU	752	\$50	\$6,483

² Section 1009.24(16)(a), Florida Statutes includes the following: "This expenditure for need-based financial aid shall not supplant the amount of need-based aid provided to undergraduate students in the preceding fiscal year from financial aid fee revenues, the direct appropriation for financial assistance provided to state universities in the General Appropriations Act, or from private sources."

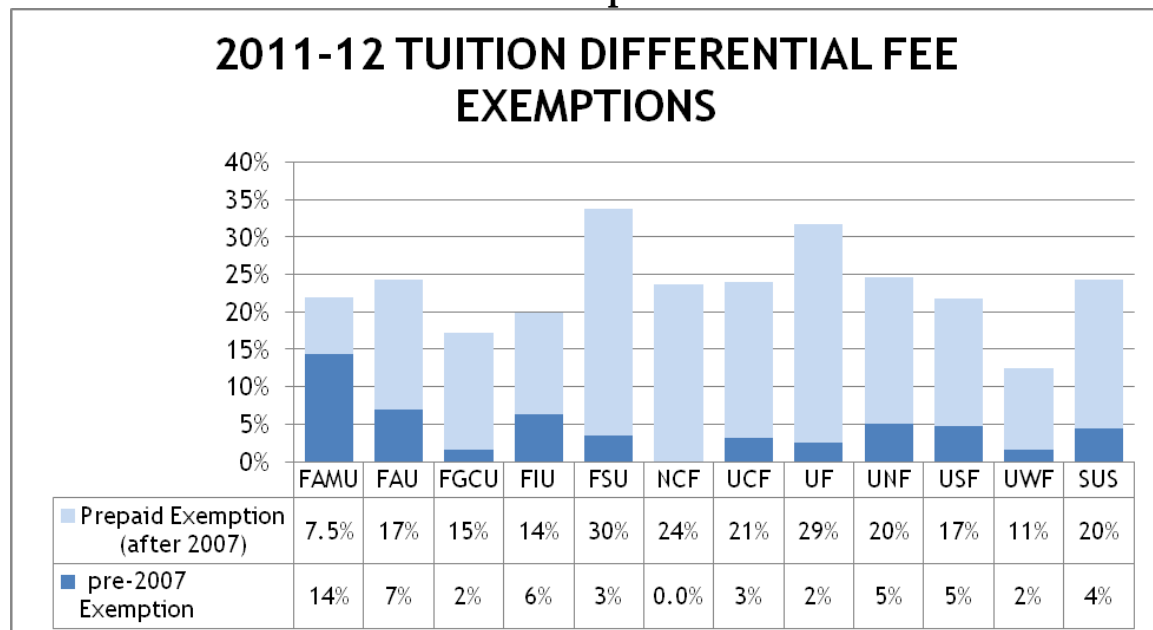
FIU	5,688	\$94	\$750
FSU	3,384	\$112	\$3700
NCF	26	\$386	\$9,500
UCF	6745	\$300	\$1,200
UF	1,372	\$79	\$9,734
UNF	412	\$456	\$7,500
USF-Tampa	6,116	\$100	\$2,500
USF-St. Petersburg	509	\$122	\$2,500
USF-Sarasota/Manatee	265	\$188	\$2,500
USF-Polytechnic*	---	---	---
UWF	672	\$108	\$2,500
SUS TOTAL/AVERAGE	30,107	\$197	\$4,221

Source: Board of Governors 2012 Work Plan

*Information not available for Polytechnic

Although a significant amount of revenue is generated from the tuition differential fee, a large number of students are exempt from paying the fee. Students who had Florida PrePaid contacts prior to July 1, 2007 and students who were in attendance at the university before July 1, 2007 and maintain continuous enrollment are exempt. Depending on the university, the percentage of students exempt range from 13 percent to 33 percent of total undergraduate credit hours. These students represent potential lost revenue to the universities of approximately \$45.1 million.

2011-12 Tuition Differential Fee Exemptions



2012-13 Tuition Differential Fee Summary

In 2012-13, all eleven state universities are charging a tuition differential fee. The charge ranges from \$35.14 to \$52.29 per credit hour. In total, SUS institutions estimate \$240 million will be generated from the tuition differential fee in 2012-13. These funds will contribute an estimated \$72 million to institutional need-based financial aid and an additional \$168 million in undergraduate educational services.

The 2012-13 tuition differential fee proposals approved by the Board of Governors in June 2012 and subsequent data submitted with university operating budgets provided the following preliminary information detailing the estimated revenues and the planned expenditures of those revenues. Universities provided additional detail in their proposals (see Appendix I) concerning the specific dollar amounts planned for each use as well as performance indicators these investments are expected to affect.

Planned Uses of the 2012-13 Tuition Differential Fee Revenues

University	Uses
FAMU	Need based aid; retention efforts; hire faculty for high demand courses; hire STEM faculty
FAU	Faculty and advising salaries
FGCU	Hire faculty and staff; provide need-based student aid
FIU	Hire faculty/advisors; undergraduate journals and databases; undergraduate academic support; disability services for undergraduates; summer courses; tutoring programs; retention efforts
FSU	Entrepreneurial University initiative; STEM excellence; critical needs for student success
NCF	Seminars in critical inquiry; Writing Resource Center; Quantitative Resource Center; academic programs in marine science and gender studies; library and adjunct faculty
UCF	Maintain/increase undergraduate course offerings; maintain/hire faculty; other undergraduate student support
UF	Fund faculty/advisors working with undergraduates; maintain critical tracking policy
UNF	Hire/maintain faculty to add course sections; need-based aid
USF	Academic advising and veteran's support services; need-based aid; workforce/job placement efforts; financial counseling

UWF	Hire faculty/instructors; support for persistence and completion initiative; create office of undergraduate research; support Office of Financial Aid; support for Marine Services Center; funding for initiative to increase transfer enrollment
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Source: Board of Governors

2012-13 Tuition Differential Fees and Estimated Revenues

Institutions	Per Credit Hour Fee	Estimated Revenue
FAMU	\$36.38	\$9,935,549
FAU	\$40.13	\$22,597,935
FGCU	\$36.38	\$9,562,561
FIU	\$52.29	\$40,888,078
FSU	\$49.59	\$29,862,207
NCF	\$40.13	\$872,266
UCF	\$44.20	\$44,057,092
UF	\$44.17	\$27,548,030
UNF	\$40.13	\$10,016,245
USF-Tampa	\$46.88	\$29,025,611
USF-St. Petersburg	\$35.14	\$4,354,290
USF-Sarasota/Manatee	\$35.14	\$1,505,643
USF-HSC	\$46.88	\$2,176,657
UWF	\$38.88	\$7,542,828
TOTAL		\$239,944,992

Source: Board of Governors

Performance Accountability

Universities' annual accountability reports, to be reviewed and approved by the Board in January 2013, include performance metrics related to undergraduate education that are specifically identified in the tuition differential statute. In addition, university tuition differential fee proposals and reporting will allow the Board to monitor more specifically the impact of the tuition differential fee at each university based on how the university has elected to spend those revenues. The tuition differential proposals approved by the Board may also include additional metrics individual universities identify in order to track more specifically the impact of the institution's particular uses of the tuition differential fee revenues.

The Board's 2012 Annual Report will contain these statutory performance measures and additional data and narratives. This performance monitoring will inform the Board's review of future tuition differential proposals.

Statutory Performance Measures

Section 1009.94(16)(e)5, Florida Statutes, lists a set of measures, at a minimum, that universities shall report to the Board.

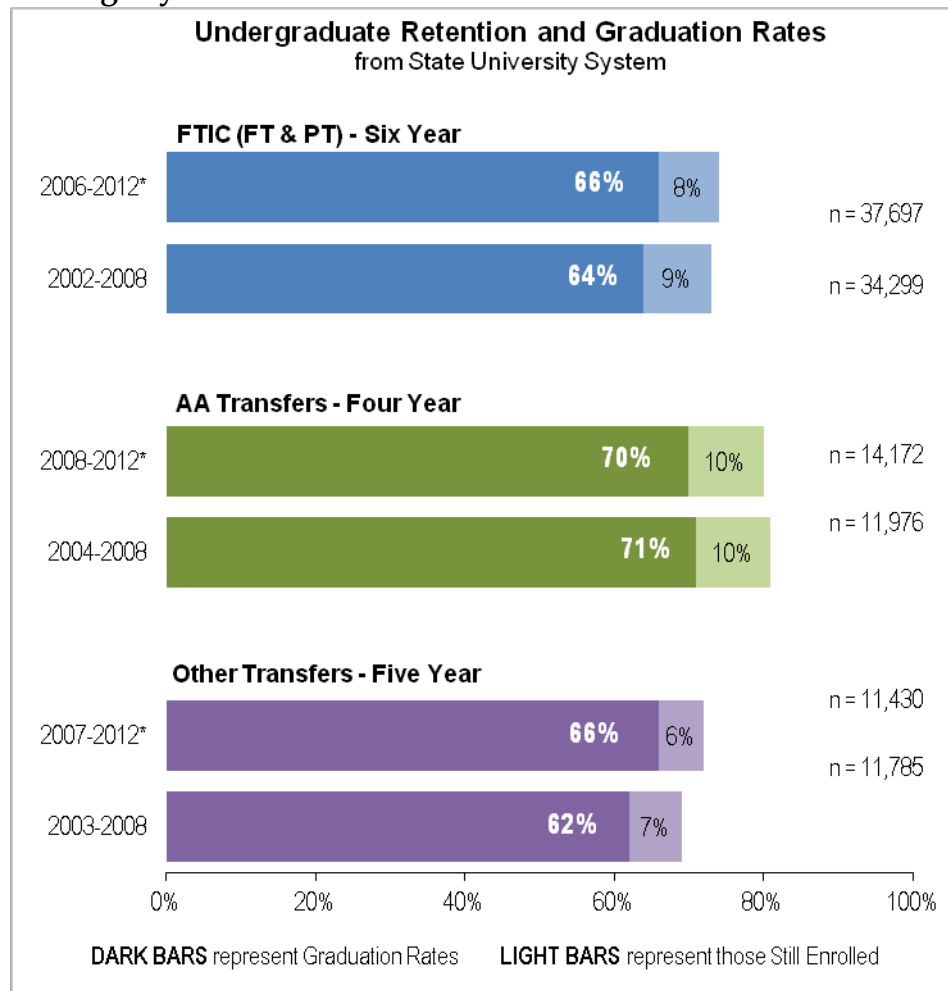
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, student-faculty ratios, and the average salaries of faculty who teach undergraduate courses."

Since the universities did not begin charging the tuition differential fee until the beginning of the fall 2009 term, only three years of data are available for reviewing any impact initiatives have had on various performance measures. In addition, some universities have been very focused on the use of the tuition differential fee revenue, such as, hiring more advisors. Thus, many of these measures would be unaffected by the implementation of the tuition differential fee.

Retention and Graduation Rates

The chart below shows the change over the last five years in the System-wide six-year retention and graduation rate for cohorts of first-time-in-college students (or FTIC students, usually those following a more traditional path of entering the university directly from high school), the four-year rate for AA transfer students (those transferring from a Florida College with an associate in arts degree), and the five-year rate for “Other” transfers (those not in the other two groups).³

System-Wide Undergraduate Graduation Rates Have Improved Slightly While Retention Slightly Decreases



Source: Board of Governors

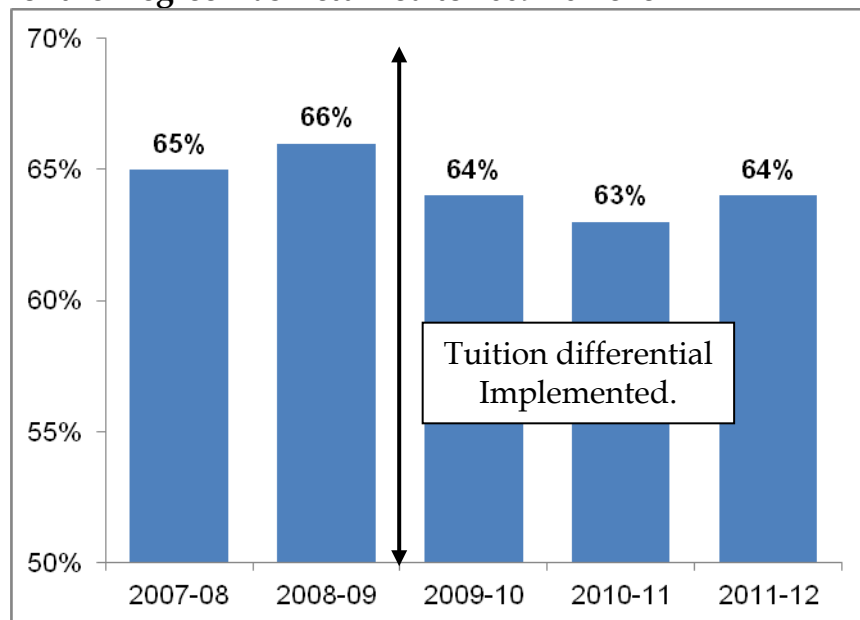
* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of “late degrees”.

³ Federal reporting requirements focus exclusively on the first-time-in-college students, and typically the focus is on six-year graduation rates of those enrolled full time. However, because more than half of the students in the State University System enter through another path and because so many students attend part time, the Board has expanded its monitoring of student progression to include a much broader set of students and enrollment patterns.

Excess Hours

The following chart reports the percentage of bachelor's degrees awarded within 110% of the hours required for the degree (no excess hours) over the last five years. The data show that the percentage of students graduating without excess hours has declined over the last five years. Students graduate with excess hours for a variety of reasons, such as changes in major and course withdrawals. Relatively low tuition and state financial aid programs that pay for hours in excess of the minimum required may be monetary disincentives to reducing excess hours. Legislation passed in 2009 created an excess hours surcharge (modified in 2011) and required repayment of Bright Futures awards for withdrawn courses, and these both may motivate students to reduce excess hours going forward.

The Percentage of Bachelor's Degrees Awarded within 110% of the Hours Required for the Degree Has Returned to 2009-10 Level



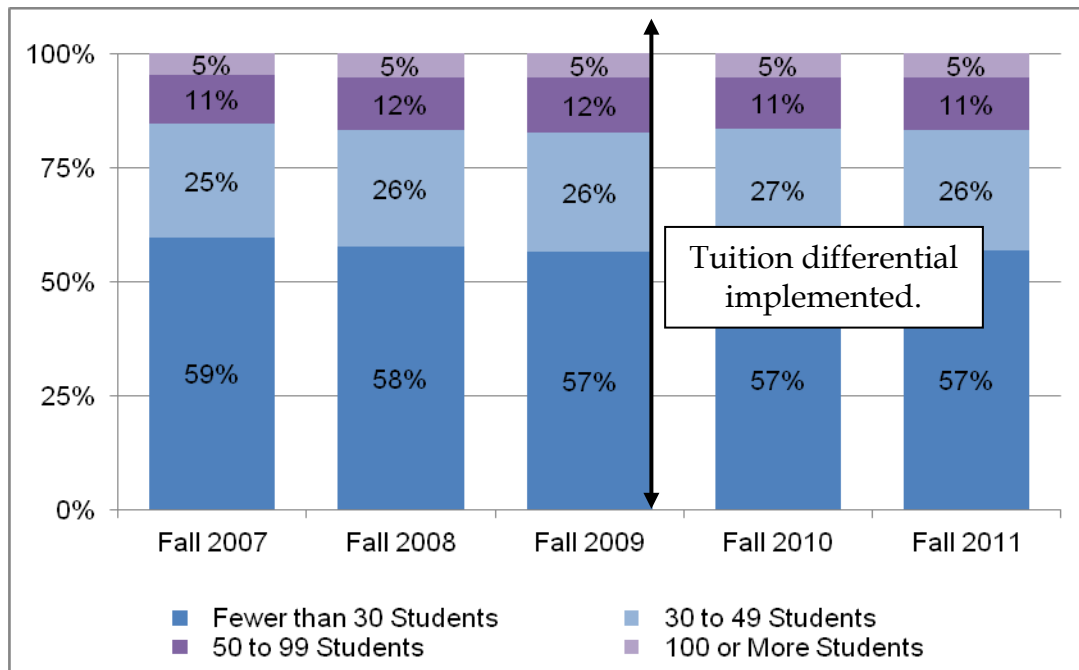
Source: Board of Governors

Undergraduate Course Offerings

The statute requires a report of change in the number of undergraduate course offerings. Several of the universities indicated that tuition differential revenue was used to replace state funding reductions that would have seen a decline in the number of faculty that could teach courses.

The following chart reports the distribution of course sections by size and how that has changed in the last five years, showing an increase in the percentage of larger sections and a decrease in the percentage of smaller sections. However, for Fall 2011 the percentage of smaller sections remained the same from Fall 2010.

Undergraduate Course Section Sizes Have Remained Relatively Unchanged Over Past Five Years

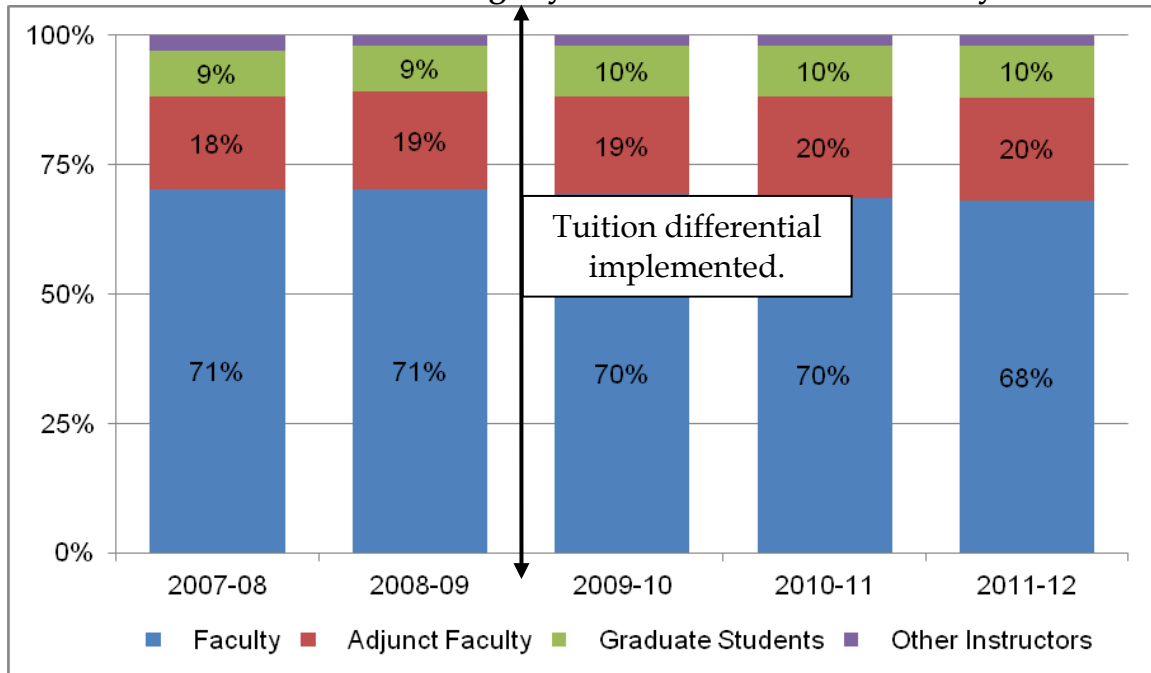


Source: Board of Governors

Percentage of Undergraduates Taught by Faculty

The statute requires a report of the percentage of undergraduates taught by faculty. The chart below reports the percentage of undergraduate credit hours taught by different types of instructors: faculty, adjunct faculty, graduate students, and other instructors (e.g., administrators not on faculty pay plans).

The Percentage of Undergraduate Credit Hours Taught by Different Types of Instructors Continues to Shift Slightly to Non Tenure-Track Faculty



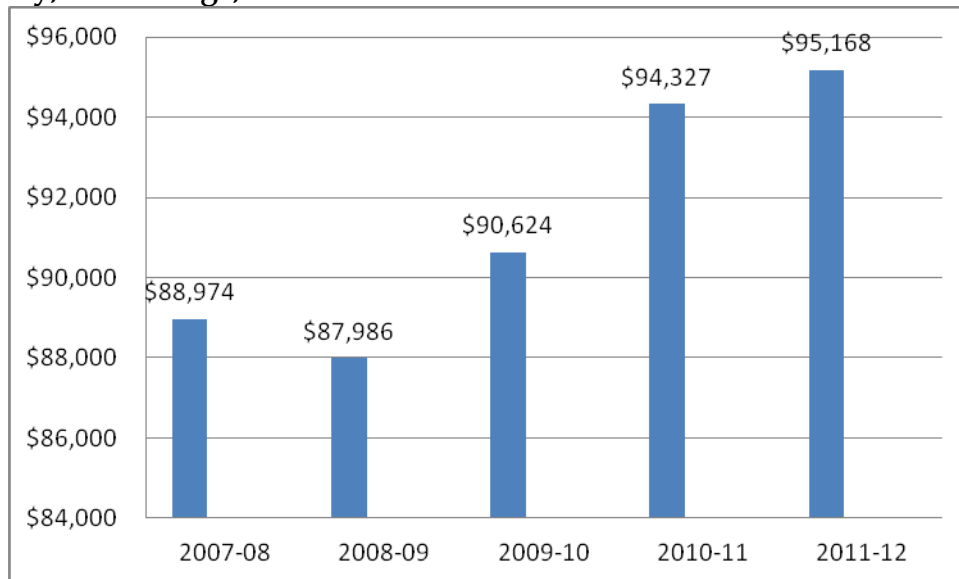
Source: Board of Governors

Undergraduate Faculty Compensation

As required by statute, the chart below reports the average compensation of faculty teaching undergraduates and how that has changed over the last five years. This chart captures the annualized (fall and spring) salary and benefits paid to faculty who taught at least one undergraduate course. No university indicated that tuition differential funds were being used for cost-of-living adjustments.

Faculty compensation will vary among universities and over time for a variety of reasons. Research-intensive universities nationally tend to pay higher salaries than universities with less of a focus on research. Science, engineering, health, and business faculty tend to earn more than faculty in liberal arts, education, and social sciences. And, in many cases, salary compression can lead to newer faculty earning as much or more than established faculty. Institutional and System-wide averages will reflect all these factors. Moreover, although there have been no state cost-of-living adjustments to employee salaries since 2006-07, as universities have managed through budget reductions, some have provided salary increases or bonuses to faculty in an effort to focus remaining resources on maintenance and improvement of the quality of instruction and research.

Average Compensation Paid to Faculty Teaching Undergraduates Rose 1.3% Annually, on Average, from 2007-08 to 2011-12

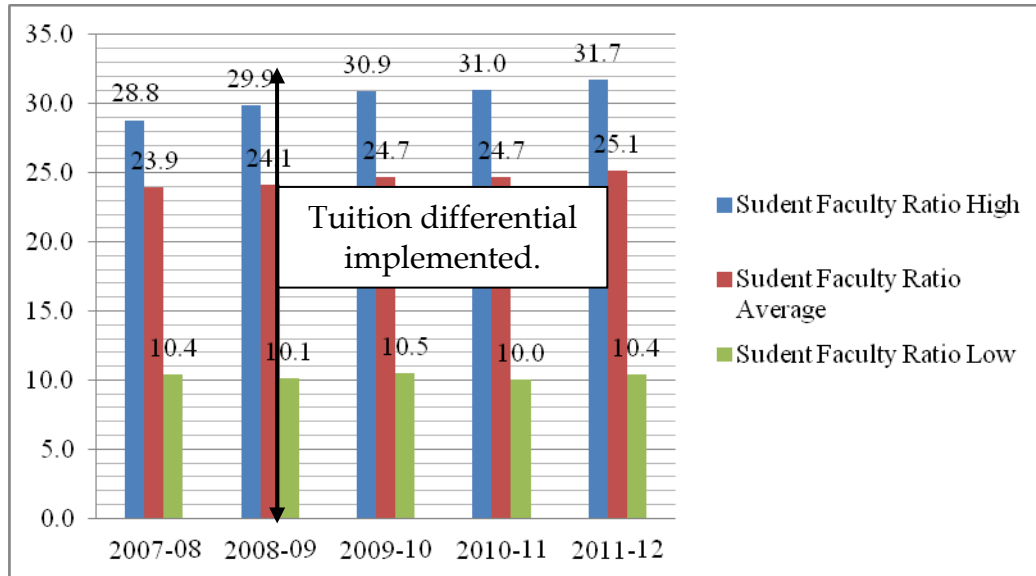


Source: Board of Governors

Student-Faculty Ratios

Student-faculty ratios are included in the Board's Annual Report and reported here for the last five years. System-wide, the ratio declined from 23.9 full-time equivalent students per full-time equivalent faculty member in 2007-08 to 25.1 in 2011-12.⁴ This would indicate that universities have been unable to maintain student-faculty ratios due to other state budget reductions.

The Student-Faculty Ratio Has Decreased On Average During the Last Five Years



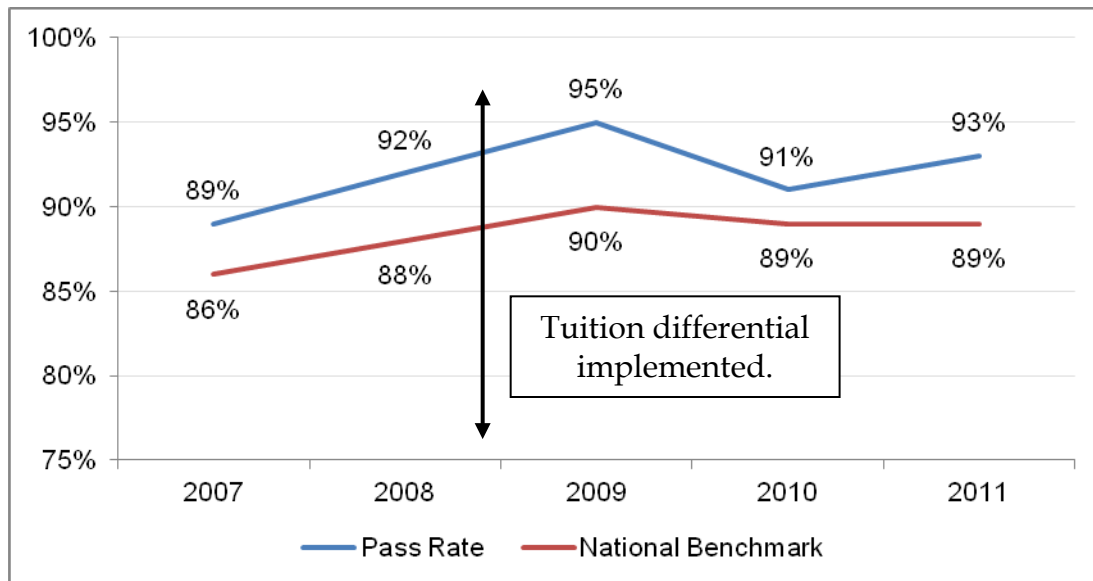
Source: Board of Governors compilation of data from the Common Data Set

⁴ There are a variety of methods used nationally to compute a student-faculty ratio. Therefore, although these numbers differ from some prior Board of Governors' presentations on this issue, they are consistent with the most commonly used national methodology. For the purposes of this metric, faculty and students are counted excluding those in stand-alone graduate or professional programs, and instructors without faculty status and graduate student assistants are also excluded from the faculty counts.

Licensure Exam Pass Rates

The statute also requires reporting of licensure examination pass rates. For the undergraduate level, the Board's 2012 Annual Report includes nursing licensure exam data. Board staff are working to expand the reporting to include pass rates for undergraduates on education certification exams, as well. Below are the calendar-year pass rates on the National Council Licensure Examination (NCLEX) for Registered Nurses who are graduates of State University System baccalaureate-level nursing programs. The data are presented along with the national benchmark, which is the average first-time pass rate for all baccalaureate-level nursing programs.

Nursing Licensure Exam Pass Rates Have Improved as the Number of University Graduates Taking the Exam Has Increased



Source: Board of Governors

Conclusion

The tuition differential fee represents a significant change in the state university tuition policy environment and supports significant investments in state university undergraduate education. This policy change has provided the institutions with a mechanism they did not previously have – a source of more predictable funding. Being able to plan a longer-term budget built around the predictability of tuition revenue assists the universities with strategic goal setting and management. Most importantly, the revenue provides for improvements to educational services for all university undergraduates and financial aid to students with need. This annual reporting on the revenue, uses of the dollars, and impact on performance metrics will ensure that the State University System continues to be transparent and accountable to the public and the Legislature with regard to its stewardship of this revenue source.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 7, 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$4.6 million
Total differential fee revenue generated in 2012-13 (projected):	\$9,935,500
Intended Uses	
Need-based aid will be provided to qualifying students using 30% of the funds. Remaining funds (70%) will be used in activities to increase retention, hire adjuncts to offer additional course sections in high demand general education courses, and to hire regular faculty in STEM and other critical areas at the undergraduate level.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
There will be a significant negative impact on availability of required general education course sections, students' ability to obtain required courses, resulting in inability to continue education, larger class sizes, decreased graduation rates, increased time to degree and excess hours from taking unnecessary courses if required courses are not available.	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
\$525,000 Retention	Using the tuition differential funds for retention activities, the following activities were accomplished in 2011-12: Enrollment Coaches were hired; Career Development software for a Self-Directed Search test and Retention Software were purchased; a Coordinator Academic Programs was hired; materials and supplies were obtained for the instructors, mentors and students (including Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio); co-sponsored the Summer Reading Program to promote critical thinking; facilitated the freshmen Critical Thinking Seminars and conducted Faculty and Staff Webinars to promote teaching critical thinking skills.
The University will use differential tuition revenue to support instructors needed to teach additional courses in essential and sequenced General Education courses, as well as offer summer courses with significant student demand. The University anticipates continued enrollment growth over the next few years and we will continue to monitor hires in the critical need areas.	During the 2011-12 academic year, the University offered 859 additional course sections to meet the demands in critical need areas utilizing the tuition differential funds.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	521 adjunct instructors (30.76 FTE) were hired during the 2011-2012 academic year.
Total Number of Advisors Hired or Retained (funded by tuition differential):	4.5
Total Number of Course Sections Added or Saved (funded by tuition differential):	859 classes were made available to students during the 2011-2012 academic year.
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the persistence/retention rate of undergraduate students, leading to increased graduation rates.	Time-to-Major Declaration: 95% of Freshmen students entering Fall 2011 had declared a major by end of the Spring 2012. Activities included: <ul style="list-style-type: none"> • Change-of-Major Fair • Intrusive Academic Advising • Enrollment Coaches • Career Development (Self-Directed Search test)



	<p>Academic Advisor Training: 100% of Academic Advisors attend University-wide training.</p> <p>First Year Experience Course:</p> <ul style="list-style-type: none"> • Offered 22 sections of the First Year Experience course in Fall 2011 and five (5) sections in Spring 2012 • Obtained the necessary materials and supplies for the instructors, mentors and students to support The First Year Experience Course. (Freshmen Support Services Folders, Peer Mentor Journals, and Instructor Portfolio). • Funded Freshmen Summer Reading Program to promote the development of critical thinking skills through written and oral communication of incoming freshmen. • Sponsored Critical Thinking Seminars to highlight successful critical thinking strategies and stimulate students' critical thinking skills. • Sponsored Faculty and Staff Webinars have been offered to assist faculty and staff with acquiring on-site professional development training that is geared toward increasing services to students designed to increase the University's retention, progression, and graduation rates. • Peer mentoring program, a component of the First Year Experience course, was implemented to aid first-time-in-college students with their academic and social transition from high-school to college.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	783
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,250
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$500
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,000



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual*		Estimated
	2011-12		2012-13
	-----		-----
<u>FTE Positions:</u>			
Faculty	30.76		45.76
Advisors	4.5		5.50
Staff	0		2.0
Total FTE Positions:	35.26		53.26
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$ 1,332,000	\$	967,309
Less: Prior-Year Encumbrances	77,332		-
Beginning Balance Available:	\$ 1,254,668	\$	967,309
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$ 5,329,465	\$	9,935,549
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 5,329,465	\$	9,935,549
<u>Expenditures</u>			
Salaries & Benefits	\$ 601,260	\$	2,601,260 ***
Other Personal Services	2,898,740		3,716,936
Expenses	-		-
Operating Capital Outlay	-		-
Student Financial Assistance	1,033,362	*****	2,980,664
Expended From Carryforward Balance	1,083,462		1,000,000 ****
**Other Category Expenditures	-		
Total Expenditures:	\$ 5,616,824	\$	10,298,860
Ending Balance Available:	\$ 967,309	\$	603,998

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

***2 million in new hires (faculty and advisors).

****Funds set aside for the 2013 summer school.

*****Plans are to award an additional \$659,159 by the end of May.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 21, 2012
Implementation Date (month/year):	Fall, 2012 semester
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University – all locations, where applicable
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42 (2011-12) \$40.13 (2012-13)
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$13,169,253
Total differential fee revenue generated in 2012-13 (projected):	\$22,597,935
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>To support undergraduate instruction; specifically, faculty salaries, advising salaries, etc. Given recent years reduction in general revenue by the State of Florida, tuition differential will replace prior allocations that have been cut so that FAU will be able to maintain our current enrollment objectives.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Without these funds, our budget will undergo yet another severe reduction to our base operations. A reduction of \$13M represents an additional 5.5% base cut over the \$24Million already cut to our 2012-13 budget. Over 75 faculty, 9 advisors and 500 course sections would face elimination.</p>	
Request to Modify or Waive Tuition Differential Uses	
<p>(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))</p>	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)		University Update on Each Initiative
To ensure access, degree completion, meet student demand, continue FTE goals, and augment advising		FTE production increased by 4.7% despite budget cutbacks by the State of Florida
Additional Detail, where applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):	75	
Total Number of Advisors Hired or Retained (funded by tuition differential):	9	
Total Number of Course Sections Added or Saved (funded by tuition differential):	500	
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)		University Update on Each Initiative
To augment existing need based funds.		\$2,855,747 is estimated to be added to the Financial Aid need-based pool of funds for students
Additional Information (estimates as of April 30, 2012):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,383	
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,649	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$64	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,000	



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	75.00	189.00
Advisors	9.00	9.00
Staff	0.00	0.00
Total FTE Positions:	84.00	198.00
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$9,230,909	\$ 22,597,935
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 9,230,909	\$ 22,597,935
<u>Expenditures</u>		
Salaries & Benefits	6,461,636	15,818,555
Other Personal Services		
Expenses		-
Operating Capital Outlay		-
Student Financial Assistance	\$ 2,769,273	\$ 6,779,381
Expended From Carryforward Balance		
**Other Category Expenditures		
Total Expenditures:	\$ 9,230,909	\$ 22,597,935
Ending Balance Available:	\$ 0.00	\$ 0.00
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 19, 2012
Implementation Date (month/year):	July, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	14%
\$ Increase in tuition differential per credit hour:	\$17.46
\$ Increase in tuition differential for 30 credit hours:	\$523.80
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$4,826,330
Total differential fee revenue generated in 2012-13 (projected):	\$10,175,115
Intended Uses	
For the hiring of faculty and staff, and to provide additional need-based student financial aid support.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
If not approved, the university's academic programs and operations would be severely impacted. Access to education (e.g., programs and courses), and the quality of education (e.g., use of full-time faculty, maintenance of specialized accreditation, mean class size) at the institution would significantly decline. The differential is the only source of funds to hire new faculty and staff.	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
No request at this time	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)		University Update on Each Initiative
Hire more faculty and staff to keep pace with enrollment growth, add breadth and depth to academic programs; and enhance student advising.		Enrollment grew by 5% from fall 2010 to fall 2012. 15 new faculty members were hired across a variety of academic programs providing additional depth and breadth to the curriculum. The automated advising software, Degree Works, was acquired and is being implemented to facilitate student advising
Additional Detail, where applicable:		
Total Number of Faculty Hired or Retained (funded by tuition differential):	32	
Total Number of Advisors Hired or Retained (funded by tuition differential):	4	
Total Number of Course Sections Added or Saved (funded by tuition differential):	410 (in part as a result of the tuition differential)	
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)		University Update on Each Initiative
Provide additional need-based aid to students.		Need-based aid increased by about 18% over the prior year. In part due to the tuition differential.
Increase the number of students receiving need-based financial aid.		Approximately a 20% increase over the number of students who received need-based aid over the prior year In part due to the tuition differential.
Additional Information (estimates as of April 30, 2012):		
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	752	
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,847	
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$50	
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$6,482.43	



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual*	Estimated
	2011-12	2012-13
	-----	-----
<u>FTE Positions:</u>		
Faculty		
Advisors		
Staff		
Total FTE Positions:	0.00	0.00
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 4,522,976	10,175,115
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 4,522,976	\$ 10,175,115
<u>Expenditures</u>		
Salaries & Benefits	\$ 3,166,063	\$ 7,122,581
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,356,913	3,052,534
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,522,976	\$ 10,175,115
Ending Balance Available:	\$ -	\$ -
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14 th , 2012
Implementation Date (month/year):	08/2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Undergraduate Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$20.29
\$ Increase in tuition differential for 30 credit hours:	\$608.70
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$15.6M
Total differential fee revenue generated in 2012-13 (projected):	\$40.5M
Intended Uses	
<p>\$13.3M Undergraduate Faculty hires to improve graduation and retention rates</p> <p>\$0.3M Disability Services to increase resources for deaf and hearing impaired students</p> <p>\$0.6M Undergraduate Studies Office to strengthen undergraduate experience and academic components.</p> <p>\$0.7M Undergraduate Tutoring Support - Writing Center - to strengthen students communications skills</p> <p>\$2.9M Summer Courses - Instructional Funding - Increase courses offered for the summer term.</p> <p>\$3.7M Student Support Advisors Services - Hire advisors to support Undergraduate Students.</p> <p>\$2.2M Library Inflationary - Inflation for Undergraduate Scholarly Journals and Database.</p> <p>\$4.2M Enrollment services and Retention – Improve enrollment management, course offerings and Student Success.</p> <p>\$0.3M Student Centered Learning environments</p> <p>\$12.3M Financial Aid</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>In anticipation of the expected student growth and incremental differential tuition, for the next academic year FIU has hired an additional 38 faculty, 15 advisors, 2 writing laboratory instructors, and 10 academic support staff, all focused on undergraduate learning and success.</p>	
Request to Modify or Waive Tuition Differential Uses	
<p>(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))</p>	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	208
Total Number of Advisors Hired or Retained (funded by tuition differential):	32
Total Number of Course Sections Added or Saved (funded by tuition differential):	992
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	5,688
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$642.42
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$93.75
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$750.00



TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	95.31	149.81
Advisors	32.00	48.00
Staff	32.00	48.50
Total FTE Positions:	159.31	246.31
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ --	\$343,625
Less: Prior-Year Encumbrances	--	--
Beginning Balance Available:	\$ --	\$343,625
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$24,825,490	\$40,458,753
Interest Revenue - Current Year	--	--
Interest Revenue - From Carryforward Balance	--	--
Total Receipts / Revenues:	\$24,825,490	\$40,458,753
<u>Expenditures</u>		
Salaries & Benefits	\$13,303,356	\$22,238,189
Other Personal Services	727,164	1,067,883
Expenses	1,340,802	3,066,277
Operating Capital Outlay	1,865,528	2,163,606
Student Financial Assistance	7,245,015	12,266,423
Expended From Carryforward Balance	--	--
**Other Category Expenditures	--	--
Total Expenditures:	\$24,481,865	\$40,802,378
Ending Balance Available:	\$343,625	\$ (0)

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 8, 2012
Implementation Date (month/year):	August, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	The maximum tuition differential of 15% will be assessed and will apply to all university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$20.29
\$ Increase in tuition differential for 30 credit hours:	\$608.70
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$13,564,927
Total differential fee revenue generated in 2012-13 (projected):	\$31,351,573
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>Funds will be used to hire additional faculty to support our three key initiatives: (1) Entrepreneurial University program; (2) STEM excellence; and (3) Critical needs for student success, which includes pressure enrollment areas.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>If the increase is not approved, we will not be able to hire faculty in key areas. This will delay graduation for many and continue to increase class size. Unfortunately, six years of highly constrained resources have severely limited our ability to innovate. Faculty numbers at FSU have dropped by an average of 50 each year of the last four years. Nearly 80 STEM faculty members have left FSU during the last 5 years. Budget constraints have made it impossible to hire new STEM faculty for 20 of these positions. Thirteen College of Business faculty members have left since 2010, including eminent scholars in finance and real estate. Many of these individuals accepted jobs elsewhere because other institutions offered higher salaries. Others retired and could not be replaced.</p>	
Request to Modify or Waive Tuition Differential Uses	
<p>(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))</p>	
N/A	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
27 faculty positions were allocated to the Colleges, all of which off-set previous faculty losses.	8 faculty were hired in the College of Arts and Sciences, 2 in the College of Social Sciences, 3 in the College of Communication and Information, 8 in the College of Education, 2 in the College of Business, 2 in the College of Music, 2 for the Panama City campus, 2 faculty to support Distance Learning, 1 for the Learning Systems Institute and 2 in the College of Visual Arts, Theatre and Dance
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	32
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	123
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Funds were distributed to undergraduate students who exhibit financial need	\$3,171,811 was disbursed to students with need for 2011-12
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	3,384
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,742
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$112
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$3,700



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 164020 (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	148.93	176.93
Advisors	35.00	35.00
Staff	8.68	9.18
Total FTE Positions:	192.61	221.11
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 6,907,412	4,353,663
Less: Prior-Year Encumbrances	80,314	100,000
Beginning Balance Available:	\$ 6,827,098	\$ 4,253,663
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 17,786,636	31,351,573
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance		
Total Receipts / Revenues:	\$ 17,786,636	\$ 31,351,573
<u>Expenditures</u>		
Salaries & Benefits	\$ 10,499,728	\$ 20,000,000
Other Personal Services	374,041	500,000
Expenses	107,177	150,000
Operating Capital Outlay	0	0
Student Financial Assistance	3,171,811	7,241,292
Expended From Carryforward Balance	6,107,314	4,000,000
**Other Category Expenditures	0	0
Total Expenditures:	\$ 20,260,071	\$ 31,891,292
Ending Balance Available:	\$ 4,353,663	\$ 3,713,944
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	Projected to be June 16, 2012
Implementation Date (month/year):	7/12
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire College
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All Courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours	\$561.30
Incremental differential fee revenue generated in 2012-13 (projected):	\$411,655
Total differential fee revenue generated in 2012-13 (projected):	\$872,266
Intended Uses	
In 2012-13 Tuition Differential will support: Seminars in Critical Inquiry (QEP), the Writing Resource Center, the Quantitative Resource Center, the Pritzker Marine Science Program, the Gender Studies Program, Library Faculty, and Adjunct Faculty and in all three academic divisions.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>The College's base recurring expenses are approximately \$2 million greater than recurring revenues. Our budget plans for 2012-13 rely on the 15% tuition increase and will require another \$1.55 million of reserves to cover critical recurring expenses. Without a 15% tuition increase, it will be necessary to spend down more reserve funds. This will bring the College dangerously close to falling below statutory reserves by 2013-14, and threaten our ability to maintain the College's core academic program. From FY 2007-08 to 2011-12, recurring state appropriations to the College have decreased by approximately \$5 million (> 25%). In response, the College has significantly reduced operating costs and enhanced operating efficiencies. For example, the College has eliminated staff positions; instituted across-the-board reductions in operating expenses (10% in FY 2009-10 and an additional 5% in FY 2011-12); and used adjuncts while postponing searches for open tenure-track faculty positions. In addition, the College has long-standing agreements to share operating costs (an SUS "best practice") for certain support functions with its SUS neighbors the University of South Florida Sarasota-Manatee and the FSU Ringling Museum. The College and USF S-M share the cost of operating the Jane Bancroft Cook Library, Student Counseling & Wellness Center, Campus Police Services and Campus Bookstore Services. The College and FSU Ringling Museum have co-located their chiller plants in the same facility, and share certain campus architect and building code administration costs. All of these actions, in conjunction with systematically increasing tuition rates, have enabled the College to maintain its core academic program.</p>	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p>"Seminars in Critical Inquiry" constitute a program of first-year courses designed to introduce students to foundations of research, writing, and critical thinking. The Tuition Differential Funds ensure that the program can continue. These funds support faculty development (including stipends to create new courses), adjunct replacements, salaries of the Director and Assistant Director, and assessment related to this program.</p>	<ul style="list-style-type: none"> 5 seminars were offered by New College faculty, all of which were new offerings (newly structured as QEP classes) and represented courses in the Social Sciences and Humanities. 69 students were enrolled in these courses. A QEP Consultant was hired to review the progress of the QEP (the QEP is a core component of the SACS accreditation process). 9 faculty, 2 administrators, 1 instructional staff, and 3 students participated in the external consultant's visit to evaluate the progress of the program (1 additional faculty member and 1 additional student participated by email). Recommendations from this evaluation will be used to further develop the QEP assessment plan for the coming year.
<p>Academic Resource Center (ARC), including Language Resource Center (LRC), Writing Resource Center (WRC), Quantitative Resource Center (QRC), and Educational Technology Services (ETS)</p>	<p>The ARC in Cook Library provided key support services in writing, foreign language instruction, quantitative and computational analyses, and educational technology.</p> <ul style="list-style-type: none"> WRC conducted 215 individual writing conferences. 23 in class presentations, 16 workshops and writing events, and 9 creative writing collaborative meetings. 100% of students said they would return to the WRC QRC led over 400 tutoring sessions in mathematics and statistics and 150 consultation sessions with thesis students in statistics and methods. ETS initiated an equipment replacement cycle and updated software for multimedia creation and production.
<p>Environmental Studies Program</p>	<p>Staff support and adjunct teaching for Environmental Studies curricula, student research, and campus environmental stewardship.</p>
Additional Detail, where applicable:	
<p>Total Number of Faculty Hired or Retained (funded by tuition differential):</p>	0.875
<p>Total Number of Advisors Hired or Retained (funded by tuition differential):</p>	3.1
<p>Total Number of Course Sections Added or Saved (funded by tuition differential):</p>	5
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p>Provided Need-Based Aid</p>	\$141,424



Additional Information (estimates as of April 30, 2012):

Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	26
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$5439
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$386
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9500



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	0.875	16.9
Advisors	3.1	2.625
Staff	.	.
Total FTE Positions:	3.975	19.525
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<u>Receipts / Revenues</u>		
	\$	
Tuition Differential Collections	471,411	872,266
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward		
Balance	-	-
	\$	
Total Receipts / Revenues:	471,411	872,266
<u>Expenditures</u>		
	\$	\$
Salaries & Benefits	268,553	341,007
Other Personal Services	36,708	245,983
Expenses	24,726	23,596
Operating Capital Outlay	-	-
Student Financial Assistance	141,424	261,680
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
	\$	\$
Total Expenditures:	471,411	872,266
	\$	\$
Ending Balance Available:	0	0

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	5/24/2012 (anticipated)
Implementation Date (month/year):	8/2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$24.96
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$19.24
\$ Increase in tuition differential for 30 credit hours:	\$577.20
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$19,836,047
Total differential fee revenue generated in 2012-13 (projected):	\$44,057,092
Intended Uses	
Differential tuition revenue is essential to the university to maintain and/or increase undergraduate course offerings, maintain and/or hire faculty members teaching undergraduate courses, and support other activities, initiatives, and services that will directly enhance the overall undergraduate experience and improve student retention and graduation rates.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Without differential tuition, the University of Central Florida's ability to continue to provide high-quality access to undergraduate degrees is at risk. During the past five years, UCF's undergraduate student population has increased by 26 percent in response to our commitment to serve the growing needs of our community and provide high-quality undergraduate degrees for Florida residents. During that same period, funding reductions to our E&G base budget have totaled just under \$144 million (a 49 percent reduction to our state-allocated budget).</p> <p>UCF's current student-to-faculty ratio is 31.7 to 1. To maintain the current ratio, UCF needed to add 68 additional full-time faculty members during 2011-12. However, differential tuition funds supported an increase of only 23 full-time faculty members. Differential tuition is essential to help slow the student-to-faculty ratio increase.</p> <p>Furthermore, without additional tuition revenues to maintain vital student support services for our general and at-risk populations, retention and graduation rates will be severely compromised. For instance, without differential tuition, UCF's average undergraduate class size of 51 students will increase.</p> <p>Under normal economic conditions, differential tuition funds available over the past several years would have served to enhance rather than only maintain the quality of undergraduate education and related student-support services for our continuing and new students. However, despite past tuition increases and the careful restructuring of operations and thoughtful planning in response to the economic crisis, available funds are still insufficient to offset past state reductions, let alone address further reductions, rising expenses due to inflation, and UCF's commitment to growth and access.</p> <p>Differential tuition is an essential tool for UCF to continue our commitment to access and to provide a high-quality education to students.</p>	
Request to Modify or Waive Tuition Differential Uses	
(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
N/A	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
<p>1. Department of Writing and Rhetoric: \$1,121,000 Continuing support for the Department of Writing and Rhetoric (DWR), whose mission is to coordinate and support a comprehensive vertical writing curriculum at UCF. This program will serve as a flagship vertical writing program and as a national model for how a large public university can act on best practices and research about writing. It will also support a Writing Across the Curriculum program, along with innovative new writing degrees and certificates staffed with full-time composition instructors. We believe this initiative will distinguish UCF regionally and nationally.</p>	<p>The university created a Department of Writing and Rhetoric (DWR) in 2010 to design and support a new writing curriculum while also offering more writing services through the University Writing Center (UWC). Searches for two tenured faculty members were conducted successfully in 2010-11 to direct the UWC and the university's writing across the curriculum (WAC) program. In addition, three tenure-earning faculty, six instructors, two advisors, and an admissions specialist were hired in 2011-12. Searches for one tenure-earning faculty and two instructors were conducted for positions beginning in Fall 2012. Two Faculty Fellows programs for the WAC program were established and attracted two dozen participants from five colleges and one regional campus. In addition, an undergraduate certificate in public and professional writing and a writing minor were implemented in Fall 2011. Currently, there are 46 students in the undergraduate minor.</p>
<p>2. Pre-professional Advising Office: \$250,000 Continue support for the Office of Pre-Professional Advising (OPPA) that was established to: a) provide guidance and support to students interested in pursuing careers in the health and legal professions; and b) assist pre-professional students in any undergraduate major by offering academic advising, administrative support, and other activities related to preparing for, and applying, to professional schools.</p>	<p>Differential tuition for the Office of Pre-professional Advising supported the following undergraduate student activities and services in 2011-12: a) more than 1,400 students were served through their student professional organizations, b) 1,920 in-office advising consultations occurred with students interested in the legal profession and in 12 health professions, c) more than 1,500 students participated in workshops and presentations sponsored by various UCF and external entities, d) representatives from 26 law and health professional schools addressed students, e) advising consultations were assessed, g) participants engaged in numerous campus-wide advising showcase events; and h) relationships were built with law school and health professional school admissions representatives.</p>
<p>3. Undergraduate Education Enhancement Initiatives: \$1,034,133 – Recurring 2009-10 initiative Continue support for the English and math class size initiative to provide more individualized instruction and enhance student success in these general education courses, as well as other subsequent courses, and increase overall retention; and maintain the operating hours of the University Writing Center (UWC) and the Mathematical Assistance and Learning Lab (MALL) and the overall number and quality of</p>	<p>The English Initiative supported updated curriculum, smaller class sizes, and increased use of the University Writing Center (UWC). Differential tuition funds continue to support six instructors affiliated with the English Initiative who taught 1,052 students and participated in the third year of a three-year assessment project to study class-size and teacher-training effects. Funds for the English initiative also allowed additional tutors to be hired in the UWC. These tutors provided 4,935 consultations to help undergraduate students improve their writing skills.</p>



<p>student consultations.</p>	<p>The Math Initiative supported a pilot section of mixed-mode College Trigonometry in Spring 2011 with this section continuing in 2011-12. Beginning in Spring 2013, all sections of College Trigonometry will be offered in the new format. Three sections of the new Calculus I format were offered in Fall 2011. Starting from Spring 2012, all sections of (non-honors) Calculus I were offered in the redesigned mode. Changes for 2011-12 resulted in 79 added sections in the MALL over 2010-11, with a total impact of 7,089 students. Preliminary evidence indicates that the goals that were set by this redesign were met.</p>
<p>4. Enhance Academic Advising Support: \$792,000 Recurring 2009-10 initiative. Continue support for the academic advising program for First Time in College (FTIC) students, second-year sophomores, and transfer students to enable transition into colleges through dedicated advisors.</p>	<p>Concluding its third year, the Academic Advising Enhancement Program (AAEP) continues to support 18 advisors. These advisors identified at-risk populations and implemented interventions to help students avoid academic probation. Innovations included modification of the transfer orientation to expand advising sessions, along with extensive use of technology to help instructors connect with students via live video chats, web courses, and online presentations. All colleges developed new presentations for transfer orientation that focused on how to address transfer shock, how to build a successful first-semester schedule of courses, and how to access campus resources. In addition, a sophomore-week web course was developed.</p>
<p>5. Undergraduate Student Support: \$13,757,598 Continue support for colleges to maintain or increase undergraduate course offerings, hire and support faculty members teaching undergraduate courses, and undertake other initiatives that will directly enhance the overall undergraduate experience and improve retention and graduation rates.</p>	<p>Differential tuition funds enabled colleges to hire and maintain faculty members and adjuncts who taught an estimated 127 additional course sections and continued instruction for 1,606 course sections.</p> <p>Other selected examples of funded initiatives include the following: The College of Business Administration Undergraduate Student Services continued several initiatives to assist new and returning students, such as the development of the nationally recognized "COBA Pass" system, which has reduced waiting time for advising while increasing advising options; the creation of a website for CBA orientation sessions, which has streamlined the orientation process; and the development of a system to identify students who are performing below satisfactory and alert them to the need to seek additional advising. CBA has also started work on an undergraduate mentoring system to improve retention rates.</p> <p>The College of Arts and Humanities used the differential tuition to hire and retain over 25 tenure-earning faculty members and non-tenure earning instructors to teach undergraduate courses to more than 4,800 students. These faculty members are addressing the needs of undergraduate education in specific areas such as Spanish, American History, Creative Writing, and Philosophy. Other faculty members were hired for the newly formed School of Visual</p>



	Arts and Design that currently has more than 1,700 undergraduate majors.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	23 hired, 187 retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	1 hired, 28 retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	127 added, 1,606 retained
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Thirty percent of differential tuition funds collected will be used to help reduce the financial debt of those degree-seeking undergraduates who demonstrate financial need as evidenced by the results of the Free Application for Federal Student Aid (FAFSA)	The tuition differential revenue allowed UCF to increase the number of students receiving the award (from 5,610 in 2010-11 to 6,745 in 2011-12, a 20.2 percent increase) and increase the average award (from \$555 in 2010-11 to \$939 in 2011-12, a 69.2 percent increase).
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,745
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$939
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$300
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,200



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2011-12		2012-13
	-----		-----
<u>FTE Positions:</u>			
Faculty	209		393
Advisors	29		39
Staff	10		14
Total FTE Positions:	248		446
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$ -		\$ -
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$ -		\$ -
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$ 24,221,045		44,057,092
Interest Revenue - Current Year	-		-
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$ 24,221,045		\$ 44,057,092
<u>Expenditures</u>			
Salaries & Benefits	\$ 16,236,532		\$ 29,899,964
Other Personal Services	364,478		544,000
Expenses	298,747		296,000
Operating Capital Outlay	54,974		100,000
Student Financial Assistance	7,266,314		13,217,127
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$ 24,221,045		\$ 44,057,092
Ending Balance Available:	\$ 0		\$ 0
*Since the 2011-12 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 8, 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	Applies to all university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	9%
\$ Increase in tuition differential per credit hour:	\$12.17
\$ Increase in tuition differential for 30 credit hours:	\$365.10
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$7,678,242
Total differential fee revenue generated in 2012-13 (projected):	\$27,548,030
Intended Uses	
The revenue will be used to fund the salaries and benefits of instructors teaching undergraduate courses and of advisors who assist undergraduate students. UF intends to maintain its critical tracking policy, which ensures that students always have timely access to seats in critical tracking courses needed to make progress to graduation.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
UF would need to take additional recurring cuts in the amount of tuition differential. This would result in fewer class instructors, decreased availability of class sections, increased section sizes and decreased student advising. These cuts would impede student progress to graduation, further deteriorate the student-faculty ratio, hobble the university's efforts to place increased emphasis on STEM education, and perhaps increase the financial burden on students who might need to spend additional time at UF to complete their degree programs.	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	
UF requests a waiver of the 70%/30% intended uses criteria identified in Regulation 7.001(14). UF will meet the financial needs of resident undergraduates who apply by the financial aid deadline. UF increased its need-based financial aid by more than 30% of differential tuition in 2011-12.	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Fund faculty/instructors to provide instruction and improve student-faculty ratio	Since the implementation of the Differential Tuition, a total of 96 faculty and 109 temporary faculty have been hired or retained. We continue to advertise for additional faculty from commitments made from these funds. There are currently five positions being advertised.
Fund advisors to provide student advising.	Since the implementation of the Differential Tuition, a total of three advisors have been hired.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	96
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	559
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Need-based grants for undergraduate students with financial need.	Funds were awarded as need-based grants in the Florida Opportunity Scholars Program to Florida resident, first-generation -in-college, undergraduate students, with total family income generally less than \$40,000 per year.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	1,372
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$4,177
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$79
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$9,734



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	96.00	96.00
Advisors	2.00	2.00
Staff	1.00	1.00
Total FTE Positions:	99.00	99.00
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 2,242,181	\$ 4,903,101
Less: Prior-Year Encumbrances		
Beginning Balance Available:	\$ 2,242,181	\$ 4,903,101
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 18,728,074	\$ 27,548,030
Interest Revenue - Current Year		
Interest Revenue - From Carryforward Balance		
Total Receipts / Revenues:	\$ 18,728,074	\$ 27,548,030
<u>Expenditures</u>		
Salaries & Benefits	\$ 9,875,732	\$ 21,104,621
Other Personal Services		
Expenses		
Operating Capital Outlay		
Student Financial Assistance	5,618,422	5,618,422
Expended From Carryforward Balance	573,000	3,336,000
**Other Category Expenditures		
Total Expenditures:	\$ 16,067,154	\$ 30,059,043
Ending Balance Available:	\$ 4,903,101	\$ 2,392,088
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	March 20, 2012
Implementation Date (month/year):	August, 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University of North Florida campus
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$5,507,596
Total differential fee revenue generated in 2012-13 (projected):	\$10,016,245
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>The funds will be used to (a) maintain 49 lines covered in 2011-2012, (b) fund 58 new and continuing faculty positions, and (c) provide need-based financial aid for 900 or more students. Funding the faculty lines is imperative to offering a full course schedule for current and new students.</p>	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
Without the 58 lines, 348 class sections would need to be canceled for next year's schedule and we would be unable to meet the needs of over 870 full time students.	
Request to Modify or Waive Tuition Differential Uses (this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))	



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Maintain lines funded through prior tuition differential funds and additional funding.	48 positions were funded from tuition differential increase
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	48
Total Number of Advisors Hired or Retained (funded by tuition differential):	
Total Number of Course Sections Added or Saved (funded by tuition differential):	288
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Jacksonville Commitment	\$808,726 were expended in need-based aid for students from Duval County
General university-funded need-based aid	\$561,175 were expended on general need-based aid programs
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	412 students received aid through these funds
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	The mean per-student allocation was \$3,325
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	The smallest award given was \$456. This students also received other funds
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	The maximum award given was \$7,500. This student also received other funds.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

STATE UNIVERSITY SYSTEM OF FLORIDA Tuition Differential Collections, Expenditures, and Available Balances University: University of North Florida Fiscal Year 2011-12 and 2012-13		
University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>	48.00	107.00
Faculty		
Advisors		
Staff		
Total FTE Positions:	48.00	107.00
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ (114,203)	\$ 827,053
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ (114,203)	\$ 827,053
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 5,507,596	10,016,245
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 5,507,596	\$ 10,016,245
<u>Expenditures</u>		
Salaries & Benefits	\$ 3,196,439	\$ 7,011,372
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	1,369,901	3,004,874
Expended From Carryforward Balance	-	827,053
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,566,340	\$ 10,843,298
Ending Balance Available:	\$ 827,053	-
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14, 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire university
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$32.00
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$14.88
\$ Increase in tuition differential for 30 credit hours:	\$446.40
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$11,853,192
Total differential fee revenue generated in 2012-13 (projected):	\$32,357,268
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> Need-Based Financial Aid (at 40%): Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness. Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM: Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub. Academic Advising and Veterans' Support: Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates. Financial Counseling and Debt Reduction: Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt. 	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals. USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	

**Request to Modify or Waive Tuition Differential Uses**

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.

*2012-13 includes students from USF in Lakeland



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Improve Baccalaureate retention and graduation	<ul style="list-style-type: none"> Retained faculty Strengthened student advising system by hiring and retaining advisors Maintained course offerings for students
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	46 faculty equivalents hired or retained
Total Number of Advisors Hired or Retained (funded by tuition differential):	40 advisors hired or retained
Total Number of Course Sections Added or Saved (funded by tuition differential):	184 sections saved
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	The number of students supported increased to 6,116 (an increase of 2,860 students, or 87.8%)
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$137, which represents an increase of 11.5%.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,116
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1,324
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	100
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2,500



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	46.0	126.0
Advisors	40.0	52.0
Staff		-
Total FTE Positions:	86.0	174.0
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 0	\$ 0
Less: Prior-Year Encumbrances	0	0
Beginning Balance Available:	\$ 0	\$ 0
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 18,218,939	32,357,268
Interest Revenue - Current Year	31,992	56,818
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 18,250,931	\$ 32,414,086
<u>Expenditures</u>		
Salaries & Benefits	\$ 12,775,651	\$ 21,521,586
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	5,475,280	10,892,500
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ 18,250,931	\$ 32,414,086
Ending Balance Available:	\$ 0	\$ 0
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		

*2012-13 includes students from USF in Lakeland



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	6/14/2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	USF Sarasota-Manatee
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All university undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$13.72
\$ Increase in tuition differential for 30 credit hours:	\$411.60
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$552,489
Total differential fee revenue generated in 2012-13 (projected):	\$1,332,362
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> Need-Based Financial Aid (at 40%): Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness. Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM: Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub. Academic Advising and Veterans' Support: Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates. Financial Counseling and Debt Reduction: Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt. 	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals.USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	

**Request to Modify or Waive Tuition Differential Uses**

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase undergraduate course offerings.	182 course sections were funded partially or fully through the tuition differential.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	87
Total Number of Advisors Hired or Retained (funded by tuition differential):	0
Total Number of Course Sections Added or Saved (funded by tuition differential):	182
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	We were able to increase the number of students paid by 128, or 93.4%.
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$261, which represents an increase of 33.5%.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	265
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1044
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	188
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2500



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential			
Budget Entity: 48900100 (Educational & General)			
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)			
	Estimated Actual*		Estimated
	2011-12		2012-13
	-----		-----
<u>FTE Positions:</u>			
Faculty	37.26		50.00
Advisors	0		0
Staff	0		0
Total FTE Positions:	37.26		50.00
<u>Balance Forward from Prior Periods</u>			
Balance Forward	\$128,077	\$	173,284
Less: Prior-Year Encumbrances	-		-
Beginning Balance Available:	\$128,077	\$	173,284
<u>Receipts / Revenues</u>			
Tuition Differential Collections	\$849,101		1,332,362
Interest Revenue - Current Year	875		1,959
Interest Revenue - From Carryforward Balance	-		-
Total Receipts / Revenues:	\$849,976		\$1,334,321
<u>Expenditures</u>			
Salaries & Benefits	\$ -		
Other Personal Services	562,110		1,052,647
Expenses	-		-
Operating Capital Outlay	-		-
Student Financial Assistance	242,659		454,958
Expended From Carryforward Balance	-		-
**Other Category Expenditures	-		-
Total Expenditures:	\$804,769		\$1,507,605
Ending Balance Available:	\$ 173,284	\$	-
*Since the 2011-12 year has not been completed, provide an estimated actual.			
**Provide details for "Other Categories" used.			



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 2012
Implementation Date (month/year):	August 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	Entire University
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate students
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	11%
\$ Increase in tuition differential per credit hour:	\$13.72
\$ Increase in tuition differential for 30 credit hours:	\$411.60
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected):	\$1,453,850
Total differential fee revenue generated in 2012-13 (projected):	\$3,475,754
Intended Uses	
<p>Cost-efficient utilization of instructional technology and innovation , along with investments in faculty and professional staff to enhance timely college completion rates, attainment and career placement through activities such as:</p> <ul style="list-style-type: none"> Need-Based Financial Aid (at 40%): Expand access for students; and accelerated path to graduation. Provide much needed financial support for talented students with limited income as Pell grant funding continues to shrink. More students supported with financial aid scholarships and reduced loan indebtedness. Expanding the High Skilled Workforce and Assuring Job Placement, especially in STEM: Expanded STEM and IT programs and degrees awarded; Strengthened relationships with business and industry; Increased number of co-op partnerships; Expanded professional support for job placement through USF's Career Center/Job Hub. Academic Advising and Veterans' Support: Enhanced academic advising through technology, focus on goal setting, time-to-degree, improved graduation rates, reducing excess hours, and expanding USF's Veterans' Success program. Improved tracking of students and graduates. Financial Counseling and Debt Reduction: Financial impact of the increasing costs of higher education mitigated through focused and proactive financial counseling and debt reduction strategies. Reduced amount of student debt. Reduced number and percentage of students with debt. 	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
<p>Significant risk and negative impact on progress toward BOG/SUS and BOT/USF strategic goals. USF System efforts to move away from the traditional delivery model will be significantly impaired or delayed, potentially resulting in stagnant or declining graduation rates and a reduced ability to meet the workforce demands of the state. The loss of potential need-based financial aid (40%) will further reduce student access, retention and graduation rates while likely increasing student indebtedness. USF's commitment to investing in (60%) enhanced instruction and learning (particularly in STEM), serving returning veterans, reducing excess hours and student debt, and job placement for graduates will be diminished or, at best, delayed.</p>	

**Request to Modify or Waive Tuition Differential Uses**

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

The University of South Florida System is requesting permission to change the intended use criteria for tuition differential uses, identified in Regulation 7.001(14), for academic year 2012-2013 from 70%/30% to 60%/40%. The proportion of Pell eligible students at USF now exceeds 40%, and with declining federal aid, the institution believes that this is a worthwhile investment to ensure timely completion of degrees and reduced student indebtedness.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Improve graduation rates through QEP	QEP implementation ongoing, successful first year. Enhanced Career Center.
Increase faculty/student research and creative activity	Research funding at all-time high. Increased student presentations, research posters and papers and student research awards.
Enhanced undergraduate programs	New faculty in Psychology, History. Increased SCH production and course availability.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	16
Total Number of Advisors Hired or Retained (funded by tuition differential):	3
Total Number of Course Sections Added or Saved (funded by tuition differential):	97
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Increase the number of students who are awarded grants funded by the tuition differential.	We were able to increase the number of students paid by 278, or 120.3%.
Increase the average amount of awards in order to partially off-set tuition increases for needy students.	The average award increased by \$238, which represents an increase of 22.5%.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	509
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	1293
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	122
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	2500



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES, & AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	13.16	20.57
Advisors	2.18	8.00
Staff	3.08	4.08
Total FTE Positions:	18.42	32.65
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 472,432	\$ 649,783
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 472,432	\$ 649,783
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 2,021,904	3,475,754
Interest Revenue - Current Year	500	2,000
Interest Revenue - From Carryforward Balance	750	1,000
Total Receipts / Revenues:	\$ 2,023,154	\$ 3,478,754
<u>Expenditures</u>		
Salaries & Benefits	\$ 1,217,232	\$ 2,026,000
Other Personal Services	-	-
Expenses	12,000	12,000
Operating Capital Outlay	-	-
Student Financial Assistance	606,571	1,390,302
Expended From Carryforward Balance	10,000	500,000
**Other Category Expenditures	-	-
Total Expenditures:	\$ 1,845,803	\$ 3,928,302
Ending Balance Available:	\$ 649,783	\$ 200,235
*Since the 2011-12 year has not been completed, provide an estimated actual.		
**Provide details for "Other Categories" used.		



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL FEE REQUEST FOR 2012-13

Effective Date	
University Board of Trustees Approval Date:	June 14, 2012
Implementation Date (month/year):	Fall 2012
Campus or Center Location	
Campus or Center Location to which the Tuition Differential fee will apply (If the entire university, indicate as such):	All locations.
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, also provide a rationale for the differentiation among courses):	All undergraduate courses.
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	\$21.42
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	15%
\$ Increase in tuition differential per credit hour:	\$18.71
\$ Increase in tuition differential for 30 credit hours:	\$561.30
Projected Differential Revenue Generated	
Incremental differential fee revenue generated in 2012-13 (projected) :	\$3,498,890
Total differential fee revenue generated in 2012-13 (projected):	\$7,776,088
Intended Uses	
<p>Describe how the revenue will be used.</p> <p>Of the total of \$3,498,890, 30% or \$1,049,667 will be used for need based aid. The remaining \$2,449,223 will be used for the following initiatives:</p> <ol style="list-style-type: none"> 1. Support for the Student Persistence and Completion Initiative (\$201,714) – The primary objective of this initiative is to improve retention and graduation rates for undergraduate students. This initiative, supported by funds from differential tuition, will focus on First-Time-In-College (FTIC) students but also addresses students' progress throughout their career at UWF. The goal during the three year planning period is to increase the first year retention rate by 1.0% above the baseline of 73.5% for Fall 2010 to Fall 2011. This experience will target activities that focus on improving students' academic strategies to successfully progress through their curriculum. Highlights of the initiative are described below: <ol style="list-style-type: none"> i. Create a first year success team which will systematically review and evaluate the effectiveness of student success programs and strategies and intervene where necessary. ii. Enhance the Academic Foundations Seminar offerings, generally known as first year experience courses, which are considered best practice in introducing students to the university learning experience and institutional services and support that are available to them. 	



- iii. Enhance the early warning program which is a program designed to assist FTIC students who demonstrate academic hardship or red flag behaviors at the midterm of the semester.
- iv. Create policies and systems to increase institutional intervention with students withdrawing from courses or failing to register for subsequent semesters.
- v. Develop a four-year coherent plan of career services for FTIC's to gain more clarity about selecting a major that leads to a career path.

2. **Recruit and Hire Additional Full Time Faculty (\$1,931,057)** – The primary objectives of this initiative are to improve retention and graduation rates and to maintain a student-to faculty-ratio of 24:1. Since 2007, UWF has increased its enrollment particularly at the lower division (22.6%) despite sizable reductions in state support. To accommodate the additional enrollment growth, UWF will use approximately \$1.75 million of the total tuition differential to hire approximately 21 additional full-time faculty adding an estimated 147 undergraduate course sections. The remainder of the funding (approximately \$187,000) will be used to hire adjunct faculty to teach an estimated 83 undergraduate course sections. Overall, this funding initiative will assist the University in its efforts to schedule a sufficient number of undergraduate course offerings to help students seeking a baccalaureate degree to graduate sooner.

Since 2010, differential funds have enabled UWF to retain four faculty that would have been lost due to budget reductions and to hire an additional 37 full-time faculty for a total of 41 full-time faculty. This funding initiative has in turn enabled UWF to add/continue an estimated 287 course sections. Many of the new faculty hired are in targeted fields of critical importance to the region and state such as in STEM (Science, Technology, Engineering, and Mathematics), health professions, hospitality, and education. Any non-recurring CF funds generated from this allocation will be used to support the new faculty hired in the first year (equipment and faculty development).

3. **Create an Office of Undergraduate Research (\$45,000)** – The primary objectives of this initiative are to improve retention and graduation rates. NSSE (National Survey of Student Engagement) indicators measure the level of student engagement in high impact learning areas because these activities are shown to relate to higher levels of student success. The newly created Office of Undergraduate Research will provide enhanced opportunities for undergraduate students to participate in high-impact learning experiences through fieldwork and other applied learning activities including active, hands-on research.

As one of its unique key performance indicators, UWF has identified as a metric improvement in student engagement as measured by NSSE. Those NSSE indicators that we anticipate will be positively impacted by this funding initiative are (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student-Faculty Interaction, and (4) Enriching Educational Experiences.

4. **Enhance Support for the Office of Financial Aid (\$82,466)** – The Office of Financial Aid is a “first-line” office for students seeking information on financial aid and on how to afford an education. UWF’s financial aid program is an investment in UWF’s students and their futures. This is a highly complex program which is subject to strict federal regulatory compliance and federal and state audits. Enhanced support is needed to help meet the growing needs of our students and to help ensure compliance with laws, rules, and regulations. A position will be saved utilizing these resources.
5. **Enhance Support for the Marine Services Center (\$120,000)** – UWF’s Marine Services Center (MSC) provides diving platforms, research vessels, and support staff for academic programs including Marine Biology and Underwater Archaeology. The MSC makes it possible for UWF to provide these undergraduates with high-impact experiential education and research opportunities that enhance their learning, as well as their competitiveness upon graduation. Providing students with these unique kinds of options requires UWF to maintain certain safety standards. The MSC has a Dive Safety Program administered by a Dive Safety Officer. This program ensures that diving required for UWF’s unique marine programs and related research is conducted in a manner that maximizes the protection of our divers from accidental injury and/or illness. Funds will be used to hire the Dive Safety Officer on permanent funding and for expenses related to the ongoing operation and maintenance of the vessels.



6. **Provide funding for the 2UWF Program (\$68,986)** – The objective of this initiative is to develop alternative methods of increasing transfer enrollment. An advisor position will be funded at Gulf Coast State College to create a seamless transition for students transferring from GCSC to UWF through institutional collaboration and tailored advising. The initiative creates a new path to earning both an associate's and a bachelor's degree and provides students with greater access to enhanced services and amenities from both institutions.

Describe the Impact to the Institution if Tuition Differential is Not Approved

Retention and graduation rates are a system-wide goal. All of these initiatives are designed to improve/increase UWF's retention and graduation rates.

In addition, UWF has experienced significant enrollment growth at a time of diminished resources. The student to faculty ratio has increased from 19:1 to 24:1 from Fall 2007 to Fall 2011 while many of our peer institutions report a ratio of 19:1. UWF is also last among its peer and aspirant institutions in the number of full time faculty. If tuition differential is not approved UWF will lag further behind on this critical measure.

Request to Modify or Waive Tuition Differential Uses

(this section is applicable only if HB 7135 is signed by the Governor and the university wishes to request a change to the 70% / 30% intended uses criteria identified in Regulation 7.001(14))

UWF is actively estimating and monitoring the level of Need Based Aid necessary for our students. At this time, our estimates indicate that the full 30% of differential will be necessary for financial aid awards to our students. We will continue to monitor this critical area to ensure we are fulfilling the requirements of the statute before considering any alternative uses of the 30% portion of the differential fee.



FISCAL INFORMATION (continued)

TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2011-12 academic year.

2011-2012 - 70% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Hired 21 full-time faculty.	In total, UWF has hired 41 faculty/instructor-advisors which include the 21 faculty hired in 2011-2012. If the tuition increase is approved, UWF will hire an additional 21 faculty in 2012-2013 for a grand total of 62 full time faculty paid from differential tuition.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	40
Total Number of Advisors Hired or Retained (funded by tuition differential):	1
Total Number of Course Sections Added or Saved (funded by tuition differential):	287
2011-2012 - 30% Initiatives (list the initiatives provided in the 2011-12 tuition differential request)	University Update on Each Initiative
Provide need based aid for the student body who demonstrated need based on FAFSA evaluation.	A total of 672 students benefitted.
Provide need based aid for low income, first-generation-in-college students.	Of the 672 students, 197 were first-generation-in-college students.
Additional Information (estimates as of April 30, 2012):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	672
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	\$1,240
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	\$108
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	\$2,500



FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2011-12 AND 2012-13

University Tuition Differential

Budget Entity: 48900100 (Educational & General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
<u>FTE Positions:</u>		
Faculty	40.0	61.0
Advisors	1.0	2.0
Staff	0.0	5.0
Total FTE Positions:	41.0	68.0
<u>Balance Forward from Prior Periods</u>		
Balance Forward	\$ 293,484.00	\$ 509,154.00
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ 293,484.00	\$ 509,154.00
<u>Receipts / Revenues</u>		
Tuition Differential Collections	\$ 4,220,840.00	\$ 7,776,088.00
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ 4,220,840.00	\$ 7,776,088.00
<u>Expenditures</u>		
Salaries & Benefits	\$ 2,954,885.00	\$ 5,103,019.00
Other Personal Services	-	266,707.00
Expenses	-	73,536.00
Operating Capital Outlay	-	-
Student Financial Assistance	756,801.00	2,332,826.00
Expended From Carry forward Balance	293,484.00	509,154.00
**Other Category Expenditures	-	-
Total Expenditures:	\$ 4,005,170.00	\$ 8,285,242.00
Ending Balance Available:	<u>\$ 509,154.00</u>	<u>\$0.00</u>

*Since the 2011-12 year has not been completed, provide an estimated actual.

**Provide details for "Other Categories" used.

STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
January 17, 2013

SUBJECT: University Fund Balances

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

During the September 2012 meeting the Committee reviewed and approved the 2012-2013 operating budgets for each university. During this review the Committee heard a presentation from staff on the status of university fund balances and how the universities were covering their share of the \$300 million reduction.

The universities are statutorily required to set aside at least five percent of their fund balance as a reserve. In addition, some university Boards of Trustees have required additional funds be held in reserve for emergencies, i.e. hurricanes. Universities also strategically reserve funds for a variety of other reasons; updates to their Enterprise Resource Planning systems, faculty recruitment packages, anticipated utility increases, etc.

There was discussion between the Committee, university presidents, and staff about further identifying in greater specificity those funds that are held in reserve for various university initiatives or long-term faculty commitments. Staff committed to working with the Council for Administrative & Financial Affairs (CAFA) to develop a format that better identifies that portion of fund balances that are true commitments that must be maintained to meet an obligation.

The university Budget Officers, CAFA and Board Staff have developed a modified template along with definitions that will provide reporting consistency.

Supporting Documentation Included: Definitions and Draft Template

Facilitators/Presenters: Tim Jones

**State University System
Carry Forward Overview & Definitions
December 2012**

Overview:

The Board of Governors has recognized the need for each university to report its carry forward balance and line-item obligations of any balance. The report will serve as a useful tool to determine the amount of carry forward funds restricted/contractually obligated and committed.

Universities establish reserve fund accounts using carry forward dollars from the previous year to support the following:

- Statutory requirements and legislative intent;
- Unanticipated or uninsured catastrophic events;
- Contractual obligations;
- Positive bond ratings;
- Facility infrastructure and technology enhancements;
- Unforeseen contingencies, state budget shortfalls, or university revenue shortfalls;
- Rising operational costs;
- Purchase of non-recurring investments (ex. large equipment, special repairs, etc.).

Definitions:

In collaboration with the university Budget Officers, the Council for Administrative and Financial Affairs, and Board staff a reporting template separated into four specific sections has been developed. These sections include: university's beginning fund balance; encumbrances; restricted/contractual obligations; and committed funds. Each section of the template is defined as follows:

- **Beginning Fund Balance before Encumbrances:** this amount represents the beginning carry forward balance from previous years.
- **Encumbrances:** a reservation of fund balance for items related to unfilled contracts for goods or services which will require a disbursement of funds in a future accounting period.
- **Restricted/Contractual Funds:** funds earmarked for the specific purposes stipulated by constitution, enabling legislation, university contractual agreements, or an external resource provider.
- **Committed Funds:** funds earmarked for the specific purposes determined by a formal action of university administrators of decision-making authority.

The following defines specific line item issues that could fall under the Restricted/Contractual and/or Committed Funds section:

5% Statutory Reserve Requirement: in compliance with 1011.40(2), Florida Statutes, each institution shall provide a written notification to the Board of Governors if, at any time, the unencumbered balance in the education and general fund of the university board of trustees

approved operating budget goes below 5 percent. As a result, each university reserves an amount equal to 5 percent of its unencumbered balance in the education and general fund.

University Board of Trustees Reserve Requirement: the amount of unrestricted funds set aside by the University Board of Trustees to address critical, unforeseen, or non-discretionary items that require immediate funding.

Pass-Through Funds: funds that have been designated by the Legislature or another entity to be provided to an external source.

Legislatively Earmarked Funds: funds appropriated by the Legislature for a specific purpose as identified by law or through legislative work papers.

Enterprise Resource Planning System (ERP): the support of on-going costs associated with the maintenance and upgrades of each university's ERP system.

Campus Security – Safety Issues: the support of campus security and/or safety issues, such as the recruitment of police officers, vehicles, and equipment.

Information Technology Issues: supporting opportunities to improve operational productivity, educational improvements, and technological innovation that occur outside the typical planning cycle.

Building Maintenance and Repairs: funds set aside to support the maintenance of university building infrastructures. Such costs may include the following: preventive maintenance, replacement of parts, systems or components; and other activities needed to preserve or maintain the asset.

Utility Costs: the support of utility costs throughout the university.

Institutes and Centers: entities that are generally established by a university to coordinate institutional research, services, and/or training activities that further enhance existing instruction, research, and services at each university.

Faculty/Start-Up Costs: funds set aside to maintain current faculty or recruit new faculty. Start-up packages for new faculty range from several thousand dollars to several million dollars and are generally expended over a multi-year period.

Leave Payout Reserve: funds set aside to pay compensated leave to out-going employees.

Tuition Differential: funds to support undergraduate education and provide financial aid to students with demonstrated financial need.

UNIVERSITY NAME
Education and General Carry Forward Balance
as of xxxx

A. Beginning Fund Balance Before Encumbrances:	\$	-
B. Expenditures to Date:	\$	-
C. Encumbrances to Date:	\$	-
D. Restricted/Contractual:		
5% Statutory Reserve Requirement	\$	-
Issues (add lines and titles as needed)	\$	-
Total Restricted/Contractual:	\$	-
E. Commitments:		
Issues (add lines and titles as needed)	\$	-
Total Commitments:	\$	-
F. Available Balance:	\$	-

Disclosure Notes:

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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget & Finance Committee
January 17, 2013

SUBJECT: University Awards for the Technology Performance Funding Pilot

PROPOSED COMMITTEE ACTION

Award funds with consideration of the ranking of individual universities that applied for the Technology Performance Funding Pilot created by House Bill 7135

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1011.905 (1)(c), Florida Statutes

BACKGROUND INFORMATION

The 2012 Legislature passed and the Governor signed House Bill 7135 creating a pilot project to implement performance funding for a select category of degree programs associated with computer science and information technology. Section 1011.905, Florida Statutes states that “the Board of Governors shall award up to \$15 million to the highest-ranked state universities from funds appropriated for the purposes in this section and as specified in the General Appropriations Act. The award per state university shall be a minimum of 25 percent of the total amount appropriated pursuant to this section.” This allows the Board to either divide the funds equally among the top four universities, or to award varying amounts to three or fewer universities.

Each applicant university was scored on two factors established in statute and two factors approved by the Board of Governors in June 2012, with each factor representing 25 percent of the total ranking score for an applicant university. University applications were reviewed by Board staff to eliminate duplicative entries in each category and entries that were incomplete or that did not appear to meet the definition of the category for which they were submitted. Board staff also requested additional clarification from each applicant university on a number of items.

Supporting Documentation Included:

- 1) Application and Supporting Materials
- 2) University rankings (in progress)

Facilitators / Presenters:

Dr. Jan Ignash

**State University System of Florida
Information Technology Program Performance Funding Pilot
2012 - 2013 Application**

UNIVERSITY: _____

House Bill 7135 designated funds for the creation of a performance funding pilot program for a select category of degree programs associated with computer science and information technology. For each year of the pilot, up to \$15 million dollars will be awarded to university department(s) based upon a ranking system and criteria described in newly created s.1011.905, Florida Statutes-Performance funding for state universities. University departments that qualify under the targeted academic programs list provided in the application materials provided are eligible to apply for performance funds.

It is the responsibility of each institution to only include information in this application that can be verified through original supporting documentation of student enrollment in the targeted academic programs, partnerships between institutions and agencies or industries, student involvement in agency and industry partnership and/or scholarship programs. Do not include any information where original supporting documentation cannot be produced by your institution in the event of an audit. To support the application materials submitted by your institution, a signature not only certifying the accuracy of the information provided, but also that such original supporting evidence can be produced upon request must be provided below.

If the university is awarded any funds for this pilot program, it is the responsibility of the university to utilize those funds for the intended purpose. Failure to do so will require the university to notify the Board and possibly return those funds to be distributed to other awardees.

By my signature I certify that the information provided in this application is accurate and that copies of original documentation will be produced in support of any information provided in this application upon request.

SIGNATURE: _____ **DATE:** _____
(President or Assignee)

Overview: Each scoring section of the application includes a formula for calculating a numerical score. The numerical scores for each applicant university will be ranked against all other applicants with the highest score being ranked number 1, the next highest score ranked number 2, etc. This numerical ranking will be used to calculate the total rank score. To determine the total rank score for each university applicant, the four numerical rank scores for Sections 1, 2, and 3 (with (i) programs and (ii) students scored separately) will be added together. By doing this, each will represent 25% of the total rank score.

$Total Rank Score = Section 1 rank score + Section 2 rank score + Section 3.i.rank score + Section 3.ii.rank score$

The university applicant with the lowest total rank score will be the top applicant.

Section 1 - Twenty-five percent of a state university's score shall be based on the percentage of employed graduates who have earned degrees in five program areas outlined in statute: computer and information science; computer engineering; information systems technology; information technology; and management information systems.

DIRECTIONS: Use the Florida Education and Training Placement Information Program (FETPIP) data provided (currently 2009) to determine the number of employed graduates. Although FETPIP data has limitations, it provides a uniform method of measurement for all universities. To determine the University's percent score for Section 1, the number of all graduates in all programs at all levels who are found employed will be divided into the number of graduates at all levels from the targeted program list provided who are found employed.

$$Section\ 1\ score = \frac{\text{Total number of graduates at all levels from all of the targeted program areas who are employed}}{\text{Total number of graduates all levels who are employed}}$$

EXAMPLE: 1,000 graduates were found employed, of which 300 graduated from a program on the targeted list to equal 30% of all graduates found employed. Therefore, 30 becomes the numeric for calculating Section 1 ranking.

SECTION 1 NUMERICAL SCORE = _____

Section 2 - Twenty-five percent of a state university's score shall be based on the percentage of graduates who have earned baccalaureate degrees in the programs in the targeted list and who have earned industry certifications in a related field from a Florida College System institution or state university prior to graduation.

DIRECTIONS: Use the provided list of targeted industry certifications to calculate rankings for Section 2. The list is derived from the 2011-2012 Final Perkins IV Technical Skill Attainment Inventory (By College Credit Program) list that is used by the Florida College System. The University must identify students who earned a targeted industry certificate while enrolled at a Florida college or state university and provide documentation that the certificate was earned and the date it was awarded.

For each year of the pilot, the number of baccalaureate graduates from the previous academic year that earned a baccalaureate degree on the targeted program list will be divided into the number who also earned a certificate on the targeted industry certification list. A student who earns multiple industry certifications may only be counted as one graduate.

$$\text{Section 2 score} = \frac{\text{Number of baccalaureate graduates from the targeted program list who earned a targeted industry certification}}{\text{Total number of graduates from the targeted program list}}$$

EXAMPLE: 200 baccalaureate graduates in 2011-2012 earned degrees on the targeted program list, but only 10 of those also earned industry certification to equal 5% of all targeted baccalaureate graduates. Therefore, 5 becomes the numeric for calculating Section 2 ranking.

SECTION 2 NUMERICAL SCORE = _____

Section 3 - Fifty percent of a state university's score shall be based on factors determined by the Board of Governors which relate to increasing the probability that graduates who have earned degrees in the programs described in Section 1 will be employed in high-skill, high-wage, and high-demand employment.

DIRECTIONS: The following four types of partnerships have been identified as factors that lead to stronger industry/university relationships and that provide direct workforce linkages to students and graduates from degree programs on the targeted programs list. Each will be scored in two parts; the number of existing programs on June 31, 2012 and the number of students who have participated in the programs for the past two academic years.

(a) Cooperative Education – For the purpose of this criterion, cooperative education is defined as a degree program that combines classroom study with paid work experience directly related to a student’s academic major over multiple semesters, typically with the same employer. Such a program is designed to help students gain understanding of the conceptual underpinnings of their academic major while gaining real work experience and competencies, earning credit towards the degree for both activities.

- i. **Programs:** List all industry/agency-related cooperative education agreements associated with each of the programs in the targeted program list. NUMBER _____
- ii. **Students:** List the total number of students/graduates from the targeted program list who have participated in the identified cooperative education programs over the past two academic years, including those currently enrolled at all levels. NUMBER _____

(b) Internships – For the purpose of this criterion, internships are defined as academic courses that allow students to apply classroom theory in a practical work setting. They may be paid or unpaid and generally are one semester in length. Internships that are part of a scholarship program listed under subsection (d) may not be included in this subsection.

- i. **Programs:** List all formal industry/agency-related internships associated with the programs designated in the targeted program list. NUMBER _____

- ii. **Students:** List the total number of students/graduates from the targeted program list who have participated in any such internship over the past three academic years, including those currently enrolled at all levels. NUMBER _____

(c) Collaborative Partnerships with Business and Industry - For the purpose of this criterion, collaborative partnerships are defined as joint agreements between the university (department) and one or more corporations to provide instruction and/or research in a realistic work environment. Typically this type of collaboration would involve the industry partner providing student access to state of the art equipment and facilities, collaborating on the curriculum design, and/or providing personnel to serve as adjunct faculty or co-researchers with university faculty.

- i. **Programs:** List all industry/agency-related collaborative partnerships associated with the programs designated by six-digit Classification of Instructional Program (CIP) associated with this legislative award competition. NUMBER _____
- ii. **Students:** List the total number of students/graduates from the targeted program list who have participated in any such collaborative partnerships for either instruction or research over the past three academic years, including those currently enrolled at all levels. NUMBER _____

(d) Industry Employment Scholarship Programs - For the purpose of this criterion, industry employment scholarship programs are defined as scholarships that provide a guarantee of employment upon graduation or that offer paid summer internship opportunities in the related industry as a part of the scholarship program.

- i. **Programs:** List all industry employment scholarships available to students enrolled in the degree programs from the targeted programs list. NUMBER _____
- ii. **Students:** List the total number of students/graduates from the targeted program list who have participated in any such scholarships over the past three academic years, including those currently enrolled at all levels. NUMBER _____

Sum the number of industry related programs identified in subsections 3 (a).i., (b).i., (c).i., and (d).i., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

Sum the number of students identified in subsections (a).ii., (b).ii., (c).ii., and (d).ii., to arrive at a numerical score that will constitute 25% of the total rank score for the application.

$$\text{Section 3.i. score} = (a).i. + (b).i. + (c).i. + (d).i.$$

$$\text{Section 3.ii. score} = (a).ii. + (b).ii. + (c).ii. + (d).ii.$$

EXAMPLE: A university identifies 3 cooperative programs, 6 internships, no collaborative partnerships, and one scholarship related to the targeted program list for a total score of 10. The university also documents that over a three year period 9 students participated in the

cooperative programs, 26 students participated in the internships, no students participated in collaborative partnerships, and two students received the scholarship for a total score of 37. Therefore 10 becomes the numeric for calculating 25% of the ranking for Section 3i/Programs and 37 becomes the numeric for calculating the remaining 25% of Section 3ii/Students.

SECTION 3. i. NUMERICAL SCORE = _____

SECTION 3. ii. NUMERICAL SCORE = _____

Financial Disclosure

(This part of the application will not be scored, but is required.)

As a component of the performance funding application process, each University is required to submit three-year operating budget reports for each department represented in the application with qualifying degree programs. The report will be used to evaluate the following:

- Verify compliance with s. 1011.905(3)(a) which states, “the funds may not be used to supplant funding for the degree programs described in paragraph (1)(a).”
- Trends or changes in the amount of revenues allocated by the University to the department(s) and the amount of expenditures incurred by the department(s) for the last three fiscal years. An explanation may be required if substantial changes between fiscal years are material in nature or if other questionable activities are prevalent;
- Beginning and ending fund balances of the department(s) for the past three years;
- Total number of FTE positions by department (ex. faculty, adjunct faculty, administrative staff, etc.);

The operating budgets should report financial data using traditional revenue and expenditure categories such as, but not limited to, miscellaneous receipts, interest earnings, salaries and benefits, other capital outlay, etc. In addition, the total number of full-time and part-time positions should be reported as well.

**State University System of Florida
Information Technology Program Performance Funding Pilot
2012 – 2013 Score Sheet**

Board of Governors staff reviewed university applications for performance funding under the pilot program created in House Bill 78135 for a select category of degree programs associated with computer science and information technology. Board staff developed a scoring system based upon the criteria defined in House Bill 7135, with 25% each awarded for the percentage of employed graduates in targeted areas and the percent of graduates who earned industry certifications in targeted areas and 50% for partnerships that lead to stronger industry/university relationships and workforce linkages.

Section 1: Employment

Twenty-five percent of a state university's score shall be based on the percentage of employed graduates who have earned degrees in five program areas outlined in statute: computer and information science; computer engineering; information systems technology; information technology; and management information systems.

Florida Education and Training Placement Information Program (FETPIP) data for the last available year (currently 2009) was used to determine the number of employed graduates. Although FETPIP data had its limitations, it provided a uniform method of measurement for all universities. The percent score for Section 1 was obtained by dividing the number of all graduates in all programs at all levels that were found employed into the number of graduates at all levels from the targeted program list that were found employed.

Section 2: Certifications

Twenty-five percent of a state university's score was based on the percentage of graduates who have earned baccalaureate degrees in the programs in the targeted list and who have earned industry certifications in a related field from a Florida College System institution or state university prior to graduation.

Section 3:

Fifty percent of a state university's score was based on factors determined by the Board of Governors which relate to increasing the probability that graduates who have earned degrees in the programs described in Section 1 will be employed in high-skill, high-wage, and high-demand employment.

Section 3 (ii): University Agreements

This section includes the number of cooperative education, internships, partnerships, and employment scholarships agreements between the university and businesses/agencies.

Section 3 (ii): Student Participation

This section includes the number of students participating in cooperative education, internships, partnerships, and employment scholarships.

The rank scores for Sections 1, 2, 3 (i), and 3 (ii) will be added together. By doing this, each will represent 25% of the final rank score. The university applicant with the lowest final rank score will be the top applicant.

Final Rank Score

= Section 1 rank score + Section 2 rank score + Section 3. i. rank score
+ Section 3. ii. rank score

**State University System of Florida
Information Technology Program Performance Funding Pilot
2012 - 2014 Operational Plan - CIP Codes**

Section 1 - Twenty-five percent of a state university's score shall be based on the percentage of employed graduates who have earned degrees in five program areas outlined in statute: computer and information science; computer engineering; information systems technology; information technology; and management information systems.

The State University System programs used in calculating the rank for Section 1 of the Performance Funding Pilot were found in five program areas that defined legislative intent. For all degree levels, the programs that constituted the Targeted Program List were:

- 09.0702 - Digital Communication and Media/Multimedia
- 11.0101 - Computer and Information Sciences, General
- 11.0103 - Information Technology
- 11.0199 - Computer and Information Sciences, Other
- 11.0501 - Computer Systems Analysis/Analyst
- 11.0899 - Computer Software and Media Applications, Other
- 14.0901 - Computer Engineering, General
- 15.1202 - Computer Technology/Computer Systems Technology
- 26.1103 - Bioinformatics
- 43.0116 - Cyber/Computer Forensics and Counterterrorism
- 50.0102 - Digital Arts
- 51.0706 - Health Information/Medical Records Administration/Administrator
- 51.2706 - Medical Informatics
- 52.1201 - Management Information Systems, General

Certification & CIPs Crosswalk

May 7, 2012

Cert Code	Certification Title	Certifying Agency
AMDDA001	ADDA Apprentice Drafter Certification	American Design Drafting Association
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT003	CompTIA CTP+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT010	COMPTIA A+ Remote Service Technician	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)

Cert Code	Certification Title	Certifying Agency
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
MICRO028	MCIT Professional: Database Administrator	Microsoft Corporation
MICRO005	Microsoft Certified Database Administrator (MCDBA)	Microsoft Corporation
MICRO067	Microsoft Certified Technology Specialist (MCTS): Microsoft SQL Server 2008, Database Development	Microsoft Corporation
MICRO028	MCIT Professional: Database Administrator	Microsoft Corporation
MICRO029	MCIT Professional: Database Developer	Microsoft Corporation
MICRO067	Microsoft Certified Technology Specialist (MCTS): Microsoft SQL Server 2008, Database Development	Microsoft Corporation
ORACL001	Oracle Certified Associate (OCA)	Oracle Corporation
ORACL002	Oracle Certified Professional (OCP)	Oracle Corporation
PROSO003	Certified Internet Web (CIW) E-Commerce Specialist	Certification Partners
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
ADOBE010	Adobe Certified Associate (Dreamweaver)	Adobe Systems
ADOBE011	Adobe Certified Associate (Flash)	Adobe Systems
ADOBE005	Adobe Certified Expert (Photoshop)	Adobe Systems
PROSO003	Certified Internet Web (CIW) E-Commerce Specialist	Certification Partners
PROSO020	Certified Internet Web (CIW) Site Development Associate	Certification Partners
PROSO022	Certified Internet Web (CIW) Web Design Specialist	Certification Partners
MICRO062	Microsoft Certified Professional Developer (MCPD) - ASP.NET Developer	Microsoft Corporation
MICRO043	Microsoft Certified Professional Developer (MCPD) - Web	Microsoft Corporation
MICRO028	MCIT Professional: Database Administrator	Microsoft Corporation
MICRO029	MCIT Professional: Database Developer	Microsoft Corporation

Cert Code	Certification Title	Certifying Agency
ORACL001	Oracle Certified Associate (OCA)	Oracle Corporation
ORACL002	Oracle Certified Professional (OCP)	Oracle Corporation
PROSO003	Certified Internet Web (CIW) E-Commerce Specialist	Certification Partners
MICRO017	Microsoft Office Master	Microsoft Corporation
MICRO069	Microsoft Office Specialist (MOS) Bundle Certification (3 of 5)	Microsoft Corporation
ADOBE010	Adobe Certified Associate (Dreamweaver)	Adobe Systems
ADOBE011	Adobe Certified Associate (Flash)	Adobe Systems
ADOBE005	Adobe Certified Expert (Photoshop)	Adobe Systems
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
SUNMI004	Sun Certified Systems Administrator	Sun Microsystems, Inc.
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation

Cert Code	Certification Title	Certifying Agency
ADOBE018	Adobe Certified Associate (Premiere Pro)	Adobe Systems
ADOBE018	Adobe Certified Associate (Premiere Pro)	Adobe Systems
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation
ADOBE002	Adobe Certified Expert (After Effects)	Adobe Systems
ADOBE002	Adobe Certified Expert (After Effects)	Adobe Systems
MICRO044	Microsoft Certified Professional Developer (MCPD) -	Microsoft Corporation
SUNMI002	Sun Certified Java Associate	Sun Microsystems, Inc.
PROSO017	Certified Internet Web (CIW) JavaScript Specialist	Certification Partners
MICRO044	Microsoft Certified Professional Developer (MCPD) - Windows Developer	Microsoft Corporation
SUNMI002	Sun Certified Java Associate	Sun Microsystems, Inc.
SUNMI001	Sun Certified Java Programmer	Sun Microsystems, Inc.
MICRO044	Microsoft Certified Professional Developer (MCPD) - Windows Developer	Microsoft Corporation
SUNMI003	Sun Certified Java Developer	Sun Microsystems, Inc.
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
CISCO003	Cisco Certified Entry Networking Technician (CCENT)	Cisco Systems, Inc.
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	CompTIA Network+
ADESK018	Autodesk Certified Associate - AutoCAD Civil 3D	AutoDesk
ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	AutoDesk
CISCO003	Cisco Certified Entry Networking Technician (CCENT)	Cisco Systems, Inc.
CISCO018	Cisco Certified Internetwork Expert Routing and Switching (CCIE Routing & Switching)	Cisco Systems, Inc.

Cert Code	Certification Title	Certifying Agency
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
CISCO011	Cisco Certified Network Associate Security (CCNA Security)	Cisco Systems, Inc.
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
MICRO034	MCIT Professional: Server Administrator	Microsoft Corporation
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
MICRO068	Microsoft Certified Technology Specialist (MCTS): Microsoft SQL Server 2008, Implementation and Maintenance	Microsoft Corporation
ADESK016	Autodesk Certified Associate - AutoCAD	AutoDesk
ADESK017	Autodesk Certified Associate - AutoCAD - Architecture	AutoDesk
ADESK021	Autodesk Certified Professional - AutoCAD	AutoDesk
ADESK002	Autodesk Certified User - AutoCAD	AutoDesk
CISCO004	Cisco Certified Network Associate (CCNA) COMPT001	Cisco Systems, Inc.
COMPT010	COMPTIA A+ Remote Service Technician	Computing Technology Industry Association (CompTIA)
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)

Cert Code	Certification Title	Certifying Agency
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
NOVEL001	Certified NetWare Administrator (CNA)	Novell
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
CISCO011	Cisco Certified Network Associate Security (CCNA Security)	Cisco Systems, Inc.
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
CWNPT001	Certified Wireless Network Administrator (CWNA)	CWNP
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
CISCO011	Cisco Certified Network Associate Security (CCNA Security)	Cisco Systems, Inc.
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
CITRX003	Citrix Certified Administrator (CCA)-XenApp 5 for Windows Server	Citrix Systems Incorporated
CITRX004	Citrix Certified Administrator (CCA)-XenApp 6	Citrix Systems Incorporated
CITRX002	Citrix Certified Administrator (CCA)-XenDesktop	Citrix Systems Incorporated
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
MICRO034	MCIT Professional: Server Administrator	Microsoft Corporation
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
CISCO007	Cisco Certified Voice Professional (CCVP)	Cisco Systems, Inc.
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)

Cert Code	Certification Title	Certifying Agency
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
AHIMA001	Certified Coding Associate (CCA)	American Health Information Management Association
AHIMA002	Certified Coding Specialist (CCS)	American Health Information Management Association
AHIMA003	Certified Coding Specialist-Physician-based (CCS-P)	American Health Information Management Association
AHIMA007	Registered Health Information Administrator (RHIA)	American Health Information Management Association
ANIMA009	Registered Health Information Technician (RHIT)	American Health Information Management Association
AHIMA001	Certified Coding Associate (CCA)	American Health Information Management Association
AHIMA002	Certified Coding Specialist (CCS)	American Health Information Management Association
AHIMA003	Certified Coding Specialist-Physician-based (CCS-P)	American Health Information Management Association
ACOPC004	Certified Professional Coder - Hospital	American Academy of Professional Coders
ACOPC005	Certified Professional Coder - Payer	American Academy of Professional Coders
ACOPC001	Certified Professional Coder (CPC - Apprentice)	American Academy of Professional Coders
ACOPC006	Certified Professional Coder (CPC)	American Academy of Professional Coders
ACOPC002	Certified Professional Coder-Hospital (CPC-H Apprentice)	American Academy of Professional Coders
AHIMA001	Certified Coding Associate (CCA)	American Health Information Management Association
PAHOM001	Certified Medical Manager	Professional Association of Healthcare Office Managers
ACOPC006	Certified Professional Coder (CPC)	American Academy of Professional Coders
MICRO052	Microsoft Certified Trainer (MCT)	Microsoft Corporation
CISCO001	Cisco Certified Design Associate (CCDA)	Cisco Systems, Inc.
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
COMPT009	CompTIA Server+	Computing Technology Industry Association (CompTIA)
MICRO027	MCIT Professional: Consumer Support Technician	Microsoft Corporation

Cert Code	Certification Title	Certifying Agency
MICRO033	MCIT Professional: Enterprise Support Technician	Microsoft Corporation
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
MICRO052	Microsoft Certified Trainer (MCT)	Microsoft Corporation
REDHT001	Red Hat Certified Technician	Red Hat
SUNMI004	Sun Certified Systems Administrator	Sun Microsystems, Inc.
MICRO013	Microsoft Certified Systems Engineer 2003 (MCSE)	Microsoft Corporation
REDHT001	Red Hat Certified Technician	Red Hat
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
CISCO006	Cisco Certified Security Professional (CCSP)	Cisco Systems, Inc.
CISCO007	Cisco Certified Voice Professional (CCVP)	Cisco Systems, Inc.
COMPT009	CompTIA Server+	Computing Technology Industry Association (CompTIA)
EMCSQ001	Information Storage and Management (EMCISA)	
VMWRE002	VMware Certified Associate 4- Desktop (VCA4-DT)	VMWare
VMWRE001	VMware Certified Professional- vSphere	VMWare
COMPT007	CompTIA Project+	Computing Technology Industry Association (CompTIA)
COMPT003	CompTIA CTP+	Computing Technology Industry Association (CompTIA)
MICRO046	Microsoft Certified Systems Administrator (MCSA) - Windows Server 2003	Microsoft Corporation

CERTIFICATIONS ADDED BASED UPON UNIVERSITY RECCOMENDATIONS

Six Sigma Green Belt Certification

Six Sigma is a methodology that is driven by data to improve business processes.

Six Sigma Black Belt Certification

Six Sigma is a methodology that is driven by data to improve business processes.

Six Sigma Master Black Belt Certification

Six Sigma is a methodology that is driven by data to improve business processes.

Certified Associate in Project Management (CAPM)

CAPM is an entry level certification from the Project Management Institute (PMI).

Cert Code	Certification Title	Certifying Agency
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Project Management Professional (PMP)

Project Management Professional (PMP) from the Project Management Institute is an advanced level certification for project managers.

Kaseya Certified Administrator certificate

The certification program includes the core functionality and usage of Kaseya including Agent Deployment, Control, System Setup and Ticketing. Agent Procedures, Audit & Inventory, Info Center, Live Connect, Monitoring, Patch Management, Remote

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STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Trustee Nominating and Development Committee
Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 17, 2013
9:30 a.m. - 10:00 a.m.

Chair: Mori Hosseini; Vice Chair: John Temple
Members: Colson, Kuntz, Rood, Stavros, Tripp

1. Call to Order Governor Mori Hosseini
2. Approval of Minutes of Meeting held November 8, 2012 Mr. Hosseini
3. Recommendations of Candidates to fill Trustee Vacancies and Reports on Applicant Interviews
 - a. Florida Atlantic University (1 vacancy) Mr. Rood, Mr. Tripp
 - b. Florida Gulf Coast University (1 vacancy) Mr. Colson, Mr. Hosseini
 - c. Florida International University (1 vacancy) Mr. Kuntz, Mr. Temple,
Mr. Tripp
 - d. Florida State University (1 vacancy) Mr. Hosseini, Mr. Kuntz,
Mr. Rood
 - e. New College of Florida (1 vacancy) Mr. Stavros, Mr. Temple

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- f. University of Florida (1 vacancy)
- g. University of North Florida (1 vacancy)
- h. University of South Florida (2 vacancies)
- i. University of West Florida (1 vacancy)

Mr. Colson, Mr. Hosseini,
Mr. Kuntz
Mr. Rood, Mr. Stavros,
Mr. Temple
Mr. Colson, Mr. Hosseini,
Mr. Stavros
Mr. Colson, Mr. Tripp

4. Concluding Remarks and Adjournment

Mr. Hosseini

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Nominating and Development Committee
January 17, 2013**

SUBJECT: Approval of Minutes of Meeting held November 8, 2012

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on November 8, 2012, at New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on November 8, 2012, at New College of Florida.

Supporting Documentation Included: Minutes: November 8, 2012

Facilitators/Presenters: Governor Hosseini

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
TRUSTEE NOMINATING AND DEVELOPMENT COMMITTEE
NEW COLLEGE OF FLORIDA
SUDAKOFF CONFERENCE CENTER
SARASOTA, FLORIDA
NOVEMBER 8, 2012

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

Mr. Hosseini convened the meeting of the Trustee Nominating and Development Committee of the Board of Governors on November 8, 2012, at 10:40 a.m., with the following members present: John Temple, Vice Chair; Dean Colson; Tom Kuntz; Gus Stavros; and Norman Tripp.

1. Approval of Minutes of Meeting held June 21, 2012 and Minutes of Meeting held by conference call on July 12, 2012

Mr. Kuntz moved that the Committee approve the Minutes of the Meeting held at the University of Central Florida on June 21, 2012, as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Temple moved that the Committee approve the Minutes of the Meeting held by conference call on July 12, 2012, as presented. Mr. Stavros seconded the motion, and members of the Committee concurred.

2. Recommendation of Candidate to fill Trustee Vacancy at Florida Polytechnic University

Mr. Hosseini reported that the Board of Governors filled four of five vacancies on the Florida Polytechnic University Board of Trustees on July 12, 2012. He said that the Board of Governors left one vacancy to have time to review the composition of the Florida Poly Board to assess the range of skills, professional experiences, and cultural diversity of the Trustees to determine whether there were any missing pieces.

Chair Hosseini reported that the remaining vacancy on the Florida Polytechnic University Board of Trustees was posted for the public on the Board's website, and the deadline for applications was September 18, 2012. He further reported that he and Mr. Colson were the members of the sub-committee who vetted the applicants.

Chair Hosseini called on Mr. Colson for a report. Mr. Colson reported that the Board received a number of qualified applicants. Mr. Colson said that he was recommending

William Mitchell “Bill” Brown for the vacancy. Mr. Colson further reported that Mr. Brown has a bachelor’s degree and a master’s degree in mechanical engineering from Villanova University as well as an MBA from the University of Pennsylvania. Mr. Brown is the President and CEO of the Harris Corporation, an international communications and information technology company. Mr. Colson stated that Mr. Brown seems like a perfect addition to the Florida Poly Board given the institution’s focus on STEM.

Mr. Colson moved that the Trustee Nominating and Development Committee recommend that the full Board appoint William Mitchell Brown to the Florida Polytechnic University Board of Trustees for a term beginning November 8, 2012, and ending November 7, 2017. The appointment is subject to confirmation by the Senate and to Mr. Brown attending an orientation session. Mr. Kuntz seconded the motion.

Members discussed Mr. Brown’s excellent credentials and pointed out that he lives and works in Melbourne. Members concurred in the motion unanimously.

3. Review and Discussion of Appointment Process

Chair Hosseini reported that the Committee members have homework. He said that each member has been provided a notebook with assignments for the upcoming vacancies on the university Boards of Trustees. He reported that the vacancies were advertised using the normal process and the applications for each assigned university are included in the notebooks.

Chair Hosseini asked members to review the applications for the assigned universities. He explained that each member will individually interview between two and four applicants for each university, depending on the pool of applicants. He reported that staff will be in touch with further information about the process, including the dates that the interviews need to be completed. Chair Hosseini stressed the importance of having the right people on the Board of Trustees to serve the students and the System.

4. Adjournment

Having no further business, the meeting was adjourned at 10:49 a.m., November 8, 2012.

Mori Hosseini, Chair

Monoka Venters,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Nominating and Development Committee
January 17, 2013**

SUBJECT: Appointment of University Trustees, FAU, FGCU, FIU, FSU, NCF, UF, UNF, USF, and UWF

PROPOSED COMMITTEE ACTION

Appointment of University Trustees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, Chancellor Brogan informed the following institutions of one trustee vacancy coming due on January 6, 2013:

1. Florida Atlantic University,
2. Florida Gulf Coast University,
3. Florida International University,
4. Florida State University,
5. New College of Florida,
6. University of Florida,
7. University of North Florida,
8. University of South Florida, and
9. University of West Florida.

These vacancies were posted for the public on the Board's website. The deadline for applications was Wednesday, October 10, 2012, at 5:00 p.m., EDT. The University of South Florida has two vacancies because Trustee Louis Saco submitted a letter of resignation from the University of South Florida Board of Trustees.

University board chairs or presidents of the respective institutions submitted letters

recommending applicants for the vacancies coming due on January 6, 2013. We also received a significant number of applications for the vacancies.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to sub-committees to review the applications from the specific institutions. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The sub-committee will recommend candidates for review and consideration by the full Committee.

Supporting Documentation Included: Applications for candidates will be provided

Facilitators/Presenters: Governor Hosseini



STATE
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SYSTEM
of FLORIDA
Board of Governors

AGENDA

Emerson Alumni Hall
University of Florida
1938 West University Avenue
Gainesville, Florida 32603
January 17, 2013
Upon Adjournment of Previous Meetings

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2. **Approval of Meeting Minutes:**301
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6. **Audit and Compliance Committee Report:** *Governor John Temple*

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8. **Budget and Finance Committee Report:** *Governor Tico Perez*327
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Governor Mori Hosseini333
Action:
A. Appointment of University Trustee, Florida Atlantic University (1 vacancy)
B. Appointment of University Trustee, Florida Gulf Coast University (1 vacancy)
C. Appointment of University Trustee, Florida International University (1 vacancy)
D. Appointment of University Trustee, Florida State University (1 vacancy)
E. Appointment of University Trustee, New College of Florida University (1 vacancy)
F. Appointment of University Trustee, University of Florida (1 vacancy)
G. Appointment of University Trustee, University of North Florida (1 vacancy)
H. Appointment of University Trustees, University of South Florida (2 vacancies)
I. Appointment of University Trustee, University of West Florida (1 vacancy)
10. **Select Committee on Florida Polytechnic University Report:**
Governor Mori Hosseini
11. **Concluding Remarks and Adjournment:** *Chair Dean Colson*

(N.B.: As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

The Chair, Dean Colson, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Approval of Minutes of Meeting held November 7-8, 2012

PROPOSED BOARD ACTION

Approval of Minutes of the meeting held on November 7-8, 2012, at New College of Florida, Sarasota.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the meeting held on November 7-8, 2012, at New College of Florida, Sarasota.

Supporting Documentation Included: Minutes: November 7-8, 2012

Facilitators/Presenters: Chair Dean Colson

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW COLLEGE OF FLORIDA
SUDAKOFF CONFERENCE CENTER
5845 GENERAL DOUGHER PLACE
SARASOTA, FLORIDA
NOVEMBER 7-8, 2012

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

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW COLLEGE OF FLORIDA
SUDAKOFF CONFERENCE CENTER
5845 GENERAL DOUGHER PLACE
SARASOTA, FLORIDA
NOVEMBER 7-8, 2012

Chair Dean Colson convened the meeting at 2:00 p.m., on November 7, 2012, with the following members present: Vice Chair Mori Hosseini, Dick Beard, Matthew Carter, Dr. Manoj Chopra, Pat Frost, Tom Kuntz, Ava Parker, Interim Commissioner Pam Stewart, John Temple, Norman Tripp, and Cortez Whatley.

1. Governor Scott's Visit

Chair Colson welcomed Governor Scott and thanked the Governor for his continued interest in higher education. Governor Scott said that he appreciated the Board members and knew that the State of Florida has a lot to brag about in terms of higher education. Governor Scott recognized Senator Nancy Detert and Representative Jim Boyd. He also introduced his Chief of Staff Adam Hollingsworth and Kim McDougall who works with education policy in his office.

Governor Scott discussed the importance of education to obtaining a job. He said that families across Florida are interested in three things: (1) having a good job, (2) having a great education for their children, and (3) obtaining value for taxes that they pay. He said that he thinks about three questions for state government: (1) What is the value decision? (2) Can we make it more affordable? and (3) What do we want out of it?

Governor Scott said that Florida has a reputation for higher education both nation-wide and world-wide. He said that Florida has every reason to be number one in every area. He said that he learned in business that you set a goal and measure the living daylights out of it.

Governor Scott presented a quiz to show why we should brag about higher education in Florida. The questions and answers included, but were not limited to, the following:

- (1) How many Florida Colleges were ranked in the top 100 colleges in the country as the best value for in-state residents in the country by Kiplinger magazine? Six.
- (2) Which Florida College was ranked 2nd in Kiplinger's "Best In-State Values in Public Colleges 2012" Survey? University of Florida.

Governor Scott said that the improvements in Florida are tied to jobs, education, and keeping the cost of living low.

Governor Scott asked what the right way to measure success in higher education was. He thinks about two ideas: affordability and results. He proposed three ways to measure results: (1) percentage of graduates who either get a job or further their education, (2) how much do people make, and (3) how much it costs to get the degree. His goal is to work with the Legislature to invest in higher education.

Governor Scott asked for feedback on how much is needed for higher education, how we fund it, and how we measure it. He said that he was looking for input for his budget request. Members of the Board, the presidents of the institutions in the State University System, and Governor Scott discussed these issues. Discussion included appreciation for the metrics suggested by Governor Scott, recognition of difficulty of tracking the data currently, and the idea of requiring measurement of the data. The group also discussed the affordability of degrees in Florida and return on investment for degrees. Governor Scott discussed the responsibility of the Board of Governors for ensuring that the universities operate like a system to get great return on investment. Performance funding was also discussed.

At 2:54 p.m., Chair Colson thanked Governor Scott for joining the Board. The Board took a short break before resuming with Committee meetings.

2. Report, Blue Ribbon Task Force on State Higher Education Reform

Chair Dean Colson re-convened the full Board meeting at 5:22 p.m., on November 7, 2012, with the following members present: Vice Chair Mori Hosseini, Dick Beard, Matthew Carter, Dr. Manoj Chopra, Pat Frost, Tom Kuntz, Ava Parker, Gus Stavros (participating by telephone), Interim Commissioner Pam Stewart, John Temple, Norman Tripp, and Cortez Whatley.

Chair Colson recognized Dr. Dale Brill, Chair of Governor Scott's Blue Ribbon Task Force on State Higher Education. He thanked President John Delaney and Joe Caruncho for representing the Board of Governors on the Task Force. The work of the Task Force is focusing on the SUS governance model, in particular the interaction between our Board and the universities

Dr. Brill reviewed the work of the Task Force and the collaborative process used in producing the report. He stated that the Task Force divided its work into three areas: (1) accountability, (2) funding, and (3) governance. Dr. Brill recognized the complexity of the issues that the Board of Governors wrestles with every day because the issues are inter-related: governance intersects with accountability, and accountability runs into funding. Dr. Brill said that the Task Force concluded its work less than 24 hours earlier, and the report is being finalized to send to Governor Scott.

Dr. Brill said that the theme of the report is the inextricable link between accountability, funding, and governance. In the area of accountability, Dr. Brill reported that there are three recommendations:

- (1) While the Task Force applauds the metrics already used and being refined by the Board of Governors, the metrics should be expanded to include the four specific areas that Governor Scott is interested in measuring: (a) percentage of graduates employed or continuing education, (b) bachelor's degrees in areas of strategic emphasis, (c) cost per graduate and cost to graduates, and (d) salary of graduates.
- (2) Cascade system-wide goals to institutional goals to encourage institutions to be System participants.
- (3) Align institutional annual and strategic goals to System's goals.

In the area of funding, Dr. Brill reported that there are four recommendations:

- (1) Encourage the state to fund SUS institutions at a level tied to expectations, connect funding to accountability, and increase tuition only as a back-stop.
- (2) Explore a differential tuition model by tying tuition to the Department of Economic Opportunity's definition of high-skill, high-wage, and high-demand jobs to connect majors to strategic demand.
- (3) Develop a pre-eminent university structure with the Board of Governors defining what is pre-eminent.
- (4) Establish a Commission to address the impact of these recommendations on Bright Futures and Pre-Paid.

In the area of governance, Dr. Brill reported that there are four recommendations:

- (1) Specify and communicate the implications and benefits that may serve as incentives to the individual institutions.
- (2) Provide budget control to the Board of Governors as a lever to enable outcomes established by connecting the goals in the previous recommendations to resources.
- (3) Refine the mission statements in terms of goals and expectations of the contributions to the System by the individual institutions.
- (4) Give the Board of Governors direct involvement in the selection and appointment of presidents by putting into statute the process that is currently in practice for current presidential searches.

Members of the Board and Dr. Brill discussed the recommendations including setting up a Commission to study the effect of the recommendations on Bright Futures, providing funding tied to expectations set by and measured through the Board of Governors, and avoiding tuition increases. Dr. Brill said that the Task Force provided three plans for funding higher education – the first option is state-support, and the last option is increasing tuition.

The discussion concluded, and Chair Colson thanked Dr. Brill for addressing the Board. At 5:57 p.m. on November 7, Chair Colson adjourned the meeting for the day.

3. Chair's Report

Chair Dean Colson re-convened the full Board meeting at 10:49 a.m., on November 8, 2012, with the following members present: Vice Chair Mori Hosseini, Dick Beard, Matthew Carter, Dr. Manoj Chopra, Pat Frost, Tom Kuntz, Tico Perez (participating by telephone), Gus Stavros, Interim Commissioner Pam Stewart, John Temple, Norman Tripp, and Cortez Whatley.

Chair Colson thanked New College and President O'Shea for hosting the meeting, especially for coordinating the logistics of Governor Scott's visit. New College of Florida Trustee and former Board of Trustees Chair Bob Johnson offered welcoming remarks. President O'Shea delivered a presentation highlighting, among other topics, the importance of being part of Florida's System of higher education and the place of New College as a small residential liberal arts college serving students in the arts and the sciences.

Chair Colson thanked Governor Scott and Dr. Dale Brill for spending time with the Board. He commented that the Board is working hard to embrace its constitutional responsibilities fully by developing a strong accountability system based on the 2025 Strategic Plan, the Annual Accountability Report, and the university work plans – a system designed to drive improvements in academic quality, operational efficiency, and return on investment. Improvements in these areas are important to Florida's citizens.

Chair Colson recognized Interim Commissioner Pam Stewart as a new member of the Board. He acknowledged the Board members whose terms end on January 6, 2013 – Ava Parker, Tico Perez, Gus Stavros, John Temple, and Norman Tripp. He reminded the members that each continues to serve until Governor Scott makes appointments. He also recognized Joe Caruncho for his service on the Board.

Chair Colson thanked President Bense, President Rosenberg, the other members of the Facilities Task Force, and the members of the Advisory Council for the hard work that went into developing strategic recommendations to address the crisis in infrastructure and facilities funding in Florida. He reminded the Board that the Online University Study is due on November 16th and provided an update on the Commission on Florida Higher Education Access and Degree Attainment.

4. Approval, Minutes of Meeting held September 13, 2012

Mr. Hosseini moved that the Board approve the Minutes of the Meeting held on September 13, 2012, as presented. Mr. Kuntz seconded the motion, and the members concurred.

5. Chancellor's Report

Chancellor Brogan commented that the Board has a regulation that requires approval of the institution's strategic plans, and the Board is working on a process to align the institutional strategic plans with the System strategic plan. He proposed that the process for the approving the institutions' strategic plans be discussed in January.

Chancellor Brogan thanked the University of South Florida and President Genshaft for hosting a meeting on graduate medical education, including the crucial issue of medical residency slots. He reported that he called the meeting in conjunction with Congresswoman Kathy Castor. He commended the medical schools in the System for the quality of students.

Chancellor Brogan introduced Nicole Washington, the new Associate Director of Governmental Relations who will work with Janet Owen on legislative issues. He reported that Nicole previously worked in Governor Scott's office on higher education budgetary and policy issues.

6. Approval, New Regulation 3.001 Penalties for Failure to Report Child Abuse

Chair Colson recognized the Board's General Counsel to explain the approval of new Regulation 3.001. Ms Shirley explained that the proposed regulation implements statutory changes to establish penalties for the intentional failure by a university administrator or law enforcement agency to report known or suspected child abuse, abandonment, or neglect to the Department of Children and Family Services.

Ms. Shirley reported that she had worked closely with the universities on the language in the proposed regulation. The Board approved public notice of the regulation at the September meeting. The regulation was posted for public comment, and no comment was received.

Mr. Carter moved that the Board approve new Regulation 3.001. Mr. Beard seconded the motion, and the members concurred.

7. Academic and Student Affairs Committee Report

Chair Colson recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported that the Committee has no action items from the November meeting but has regulations coming back from the September meeting for final approval. Mr. Tripp moved that the Board approve new Regulation 6.013 Military Veterans and Active Duty. Mr. Carter seconded the motion, and the Board concurred.

Mr. Tripp moved that the Board approve amended Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree Seeking Freshmen. Mr. Carter seconded the motion, and the Board concurred.

Mr. Tripp moved that the Board approve new Regulation 6.008 Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities. Mr. Carter seconded the motion, and the Board concurred.

8. Audit and Compliance Committee Report

Chair Colson reported that the Audit and Compliance Committee has no action items to bring to the full Board. The members heard reports from Florida A&M and the Board's Inspector General Derry Harper.

9. Facilities Committee Report

Chair Colson recognized Mr. Beard to report on the Facilities Committee. Mr. Beard reported that the Committee has two action items.

- A. Debt Approval, A Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Bonds on behalf of Florida Atlantic University to Finance the Construction of a Parking Facility on the Main Campus of Florida Atlantic University

Mr. Beard moved that the Board approve a resolution requesting the Division of Bond Finance of the State Board of Administration issue revenue bonds on behalf of Florida Atlantic University to finance the construction of a parking facility on the main campus. Mr. Carter seconded the motion, and members of the Board concurred.

- B. Approval, 2013-2014 SUS Fixed Capital Outlay Legislative Budget Request

Mr. Beard moved that the Board approve the 2013-2014 SUS Fixed Capital Outlay Legislative Budget Request and authorize the Chancellor to make necessary revisions. Mr. Carter seconded the motion, and members of the Board concurred.

Mr. Beard reported that President Bense presented the final report of the Facilities Task Force. The Committee is turning the final report over to the full Board for action on getting legislative approvals of recommendations. Chair Colson said that the Board will work with the Legislature and Governor Scott on these issues.

10. Budget and Finance Committee Report

Chair Colson recognized Mr. Kuntz to report on the Budget and Finance Committee. Mr. Kuntz reported that there were several action items

Mr. Kuntz moved that the Board approve the following regulations as final:

- A. Board Regulations
 - i. Approval, Amended Regulation 7.003 Fees, Fines & Penalties,
 - ii. Approval, Amended Regulation 7.008 Waiver of Tuition and Fees, and
 - iii. Approval, Repeal of Regulation 7.015 Florida National Guard Education Assistance Program

Mr. Beard seconded the motion, and the members concurred.

- B. Approval, 2012 New Fees Report to the Legislature

Mr. Kuntz moved that the Board approve the submission of the 2012 New Fees report to the Legislature. Mr. Beard seconded the motion, and the members concurred.

- C. Approval, 2013 Market Tuition Proposals

Mr. Kuntz moved that the Board approve the following market rate tuition proposals:

- i. University of Central Florida, Master of Science in Engineering Management,
- ii. Florida International University Master of Science in Hospitality and Tourism Management,
- iii. University of Florida Master of Arts in Art Education,
- iv. University of Florida Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communication
- v. University of Florida Master of Science in Architecture,
- vi. University of Florida Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics,

- vii. University of Florida Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy,
- viii. University of South Florida Graduate Certificate in Business Foundations,
- ix. University of South Florida Master of Arts in Global Sustainability,
- x. University of South Florida Master of Business Administration with a Concentration in Sport and Entertainment Management, and
- xi. University of South Florida Master of Education in Curriculum and Instruction with a Concentration in Secondary Education

Mr. Temple seconded the motion, and the members concurred.

11. Trustee Nominating and Development Committee Report

Chair Colson recognized Mr. Hosseini to report on the Trustee Nominating and Development Committee. Mr. Hosseini moved that the full Board appoint William Mitchell Brown to the Florida Polytechnic University Board of Trustees for a term beginning November 8, 2012, and ending November 7, 2017. The appointment is subject to confirmation by the Senate and to Mr. Brown attending an orientation session. Mr. Beard seconded the motion, and the members concurred.

12. Select Committee on Florida Polytechnic Report

Chair Colson recognized Mr. Hosseini to report on the Select Committee on Florida Polytechnic. Mr. Hosseini reported that SB 1994 required that the University of South Florida transfer the assets and liabilities relating to the former University of South Florida Polytechnic campus to the Florida Polytechnic University.

On October 24th, the Florida Polytechnic Board of Trustees voted to accept the transfer of assets and liabilities and delegated authority to its Chair Rob Gidel to take such actions necessary to complete the transfer. The closing documents were executed on October 30th.

Under SB 1994, the University of South Florida was appropriated \$10 million dollars for the purpose of teaching out the students enrolled at the University of South Florida Polytechnic. Release of the funds by the Governor's office is contingent upon the University of South Florida meeting its transfer obligations under the bill.

Mr. Hosseini said that based on the agreement of the University of South Florida and Florida Polytechnic University expressed in the documents transferring the assets and liabilities executed on October 30, 2012, he moved that the Board of Governors confirm

that the University of South Florida has met its transfer obligations under the bill and authorize the Chancellor to communicate confirmation to the Governor's office. Mr. Tripp seconded the motion, and the members concurred.

13. Concluding Remarks and Adjournment

Chair Colson thanked members for attending the meeting. He reported that the next meeting would take place on January 16th-17th at the University of Florida in Gainesville. He wished everyone a happy holiday season.

Mr. Stavros thanked the members of the Board for the privilege of serving with them on this Board dedicated to higher education in Florida. He further stated that his involvement with such an outstanding group which cares so much about the students has been an honor. He wished the Board the best.

Having no further business, the meeting was adjourned at 11:42 a.m., November 8, 2012.

Dean Colson, Chair

Monoka Venters,
Corporate Secretary

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not Applicable

BACKGROUND INFORMATION

Chancellor Frank Brogan will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Chancellor Frank T. Brogan

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Update on Florida State University's Bachelor of Fine Arts in Animation and Digital Arts Program in West Palm Beach

PROPOSED BOARD ACTION

For information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Not applicable

BACKGROUND INFORMATION

President Eric Barron will provide an update on the current status of FSU's Bachelor of Fine Arts in Animation and Digital Arts, located in West Palm Beach.

Supporting Documentation Included:	None
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Facilitators / Presenters:	President Barron
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STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
January 17, 2013

SUBJECT: Amend the 2013-14 State University System Fixed Capital Outlay
Legislative Budget Request

PROPOSED BOARD ACTION

Approve amendment of the 2013-2014 SUS Fixed Capital Outlay Legislative Budget Request to include supplemental information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors approved the 2013-14 Fixed Capital Outlay Legislative Budget request on November 8, 2012. The requested amendments reflect either 1) additional supplemental detail necessary for this request or 2) modifications to minor aspects of the LBR as requested by the university.

Specific Fixed Capital Outlay Appropriation Requests

- ◆ **The 2013/2014-2015/2016 SUS Three-Year Capital Outlay Funding Request** modifies Year One to reflect specific CITF projects and amounts as requested by the boards of trustees. The allocation of funds was approved by the Board in November. Year Two and Year Three, which reflects a request from General Revenue in 2014-15 and 2015-16, is not being amended at this time. This information is provided as a supporting schedule. (**Attachment I**)
- ◆ **Board Request for Critical Deferred Maintenance** represents a system-wide request for funds used to expand or upgrade educational facilities to prolong the useful life of the plant, pursuant to statute. The Board originally approved a lump sum request of \$50,000,000. Based on information provided by the universities, it is recommended that 1) this lump sum request be increased to \$55,283,000 and 2) the

list of critical deferred maintenance projects be included as a supporting schedule.
(Attachment II)

- ◆ **A Request for Legislative Authorization for State University System Fixed Capital Outlay projects requiring General Revenue funds to Operate and Maintain (Attachment VI-a)** provides the spending authority for plant and maintenance operations. This request has been modified to reflect changes requested by the universities. The new or modified items have been identified in the attachment.

Supporting Documentation Included: Attachment I-VI (as described above)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: State University System 2011-12 Annual Accountability Report

PROPOSED BOARD ACTION

Approve the State University System 2011-2012 Annual Accountability Report.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2011-12 Annual Accountability Report contains narrative and metrics on the progress made toward Board of Governors Strategic Plan goals. Among other information, the Report contains examples of key achievements, as well as information and metrics regarding enrollments, degrees awarded, retention and graduation, e-learning, degree productivity in key discipline areas, academic program quality, research and commercialization, funding and expenditures, and other efficiency metrics and activities.

The System Report's Executive Summary includes a series of dashboard metrics, followed by narrative, tables, and charts providing data on institutional and System performance in key areas. Individual university reports can be accessed through the following links:

[FAMU](#); [FAU](#); [FGCU](#); [FIU](#); [FSU](#); [NCF](#); [UCF](#); [UF](#); [UNF](#); [USF](#); [UWF](#)

Supporting Documentation Included: Materials located with the Committee packet.

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Online Education

PROPOSED BOARD ACTION

For consideration.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Prior to the Board meeting, the Strategic Planning Committee members continued its discussion on online education.

Supporting Documentation Included: None

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: Public Notice of Intent to Amend Regulation 18.001, Purchasing

PROPOSED BOARD ACTION

Approve Public Notice of Intent to Amend Regulation 18.001, Purchasing

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX Section 7, Florida Constitution

BACKGROUND INFORMATION

The 2012 Legislative Session passed HB 7087 and HB 5201, which require changes to Regulation 18.001. The bills provide for a price preference for Florida-Based Vendors, including Florida printers, and also establish cost-saving goals of five percent.

The proposed revision renumbers and consolidates existing critical sections and incorporates the recent changes in law by adding a section guiding the price preference for Florida-Based Vendors, eliminating existing printing reference and strengthening the existing donation language. The proposed language was developed in conjunction with university attorneys, purchasing officials, and a small sub-group of volunteers, headed by Shirley Liu, Assistant General Counsel, FIU and Kathy Ritter, Purchasing Director, UNF. No adverse impact has been identified by adoption of these regulations.

Supporting Documentation Included:	Information located in the Budget & Finance Committee material
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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: 2012 Tuition Differential Report

PROPOSED BOARD ACTION

Approve the 2012 Tuition Differential Report for transmittal to the Legislature and Governor's Office.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution and Section 1009.24(16)(e) Florida Statute

BACKGROUND INFORMATION

Section 1009.24(16)(e) Florida Statute, requires the Board to submit an annual report summarizing tuition differential implementation for Fall 2012.

In June, 2012 the Budget and Finance Committee considered tuition differential fee proposals from all of the universities and approved tuition differential increases ranging from nine to fifteen percent. The attachment summarizes the Board's actions and provides data on revenue collected, expenditures, and changes in key performance metrics.

Upon approval, this report will be submitted to the Governor and Legislature.

Supporting Documentation Included:

Information located in the Budget & Finance Committee material

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**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
January 17, 2013

SUBJECT: University Awards for the Technology Performance Funding Pilot

PROPOSED BOARD ACTION

Award funds with consideration of the ranking of individual universities that applied for the Technology Performance Funding Pilot created by House Bill 7135

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1011.905 (1)(c), Florida Statutes

BACKGROUND INFORMATION

The 2012 Legislature passed and the Governor signed House Bill 7135 creating a pilot project to implement performance funding for a select category of degree programs associated with computer science and information technology. Section 1011.905, Florida Statutes states that “the Board of Governors shall award up to \$15 million to the highest-ranked state universities from funds appropriated for the purposes in this section and as specified in the General Appropriations Act. The award per state university shall be a minimum of 25 percent of the total amount appropriated pursuant to this section.” This allows the Board to either divide the funds equally among the top four universities, or to award varying amounts to three or fewer universities.

Each applicant university was scored on two factors established in statute and two factors approved by the Board of Governors in June 2012, with each factor representing 25 percent of the total ranking score for an applicant university. University applications were reviewed by Board staff to eliminate duplicative entries in each category and entries that were incomplete or that did not appear to meet the definition of the category for which they were submitted. Board staff also requested additional clarification from each applicant university on a number of items.

Supporting Documentation Included:

Information located in the Budget & Finance Committee materials

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

January 17, 2013

SUBJECT: Appointment of University Trustees, FAU, FGCU, FIU, FSU, NCF, UF, UNF, USF, and UWF

PROPOSED BOARD ACTION

Appointment of University Trustees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

In accordance with the University Board of Trustee Selection and Reappointment Process, Chancellor Brogan informed the following institutions of one trustee vacancy coming due on January 6, 2013:

1. Florida Atlantic University,
2. Florida Gulf Coast University,
3. Florida International University,
4. Florida State University,
5. New College of Florida,
6. University of Florida,
7. University of North Florida,
8. University of South Florida, and
9. University of West Florida.

These vacancies were posted for the public on the Board's website. The deadline for applications was Wednesday, October 10, 2012, at 5:00 p.m., EDT. The University of South Florida has two vacancies because Trustee Louis Saco submitted a letter of resignation from the University of South Florida Board of Trustees.

University board chairs or presidents of the respective institutions submitted letters recommending applicants for the vacancies coming due on January 6, 2013. We also received a significant number of applications for the vacancies.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to sub-committees to review the applications from the specific institutions. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The Committee recommended candidates for review and consideration by the full Board.

Supporting Documentation Included: Materials included with Committee packet