



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 Mr. Tim Jones,
Chief Financial Officer,
Board of Governors
 - A. Public Notice of Intent to Amend
Regulation 18.001, Purchasing

5. 2012 Tuition Differential Report Mr. Jones

6. University Fund Balance Update Mr. Jones

(This page intentionally left blank.)

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

(This page intentionally left blank.)

**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

(This page intentionally left blank.)

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

(This page intentionally left blank.)

**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

Facilitators/Presenters: Tim Jones

(This page intentionally left blank.)

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 contemplated by 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 "Quality" section of its evaluation points.}~~ For purposes of subparagraph 3(b)(1), the level of quality shall be determined by the minimum specification requirements as set forth in the Invitation to Bid
- (c) Method of Calculating Five Percent Preference.
1. ~~{If the competitive solicitation is an Invitation to Bid, 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 bid/bidder.}~~
- (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 requirement to requirement to~~ 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

(This page intentionally left blank.)

Tuition Differential Fee Report



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

December, 2012

Table of Contents

Executive Summary	2
Background	3
Tuition Differential Fee Proposals and Approval Process	4
2011-12 Tuition Differential Fee Summary	7
2012-13 Tuition Differential Fee Summary	10
Performance Accountability	12
Conclusion	20
Appendix A-I - University Tuition Differential Fee Proposals for 2012-13	A1

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 Cost 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."

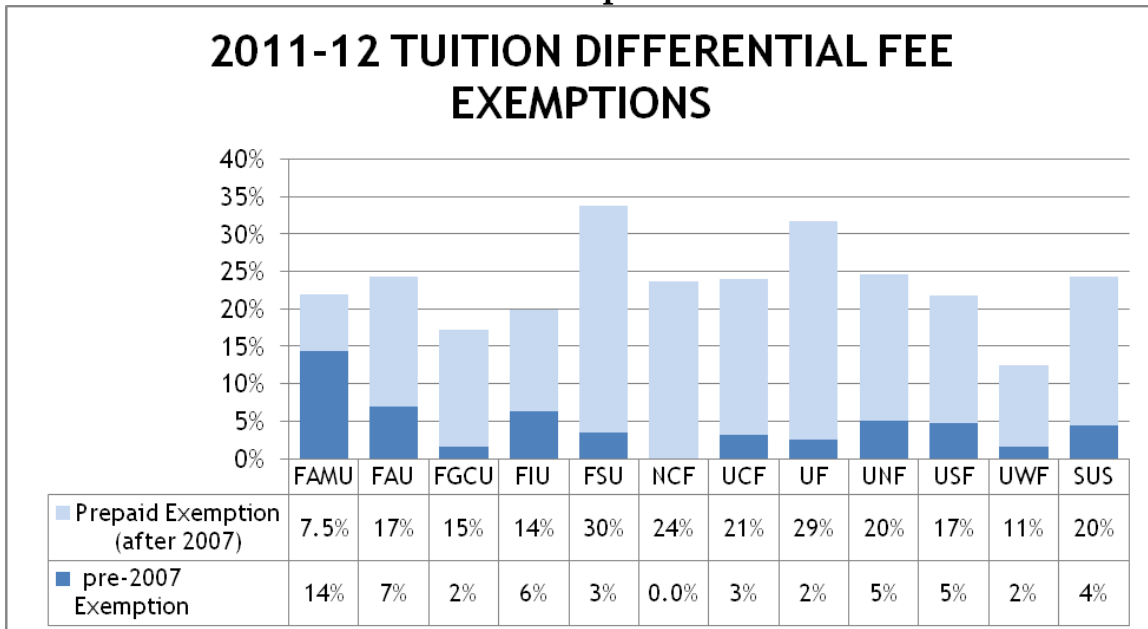
FIU	5,688	\$94	\$750
FSU	3,384	\$112	\$3700
NCF	26	\$386	\$9,500
UCF	6745	\$300	\$1,200
UF	1,372	\$79	\$9,734
UNF	412	\$456	\$7,500
USF-Tampa	6,116	\$100	\$2,500
USF-St. Petersburg	509	\$122	\$2,500
USF-Sarasota/Manatee	265	\$188	\$2,500
USF-Polytechnic*	---	---	---
UWF	672	\$108	\$2,500
SUS			
TOTAL/AVERAGE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

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.

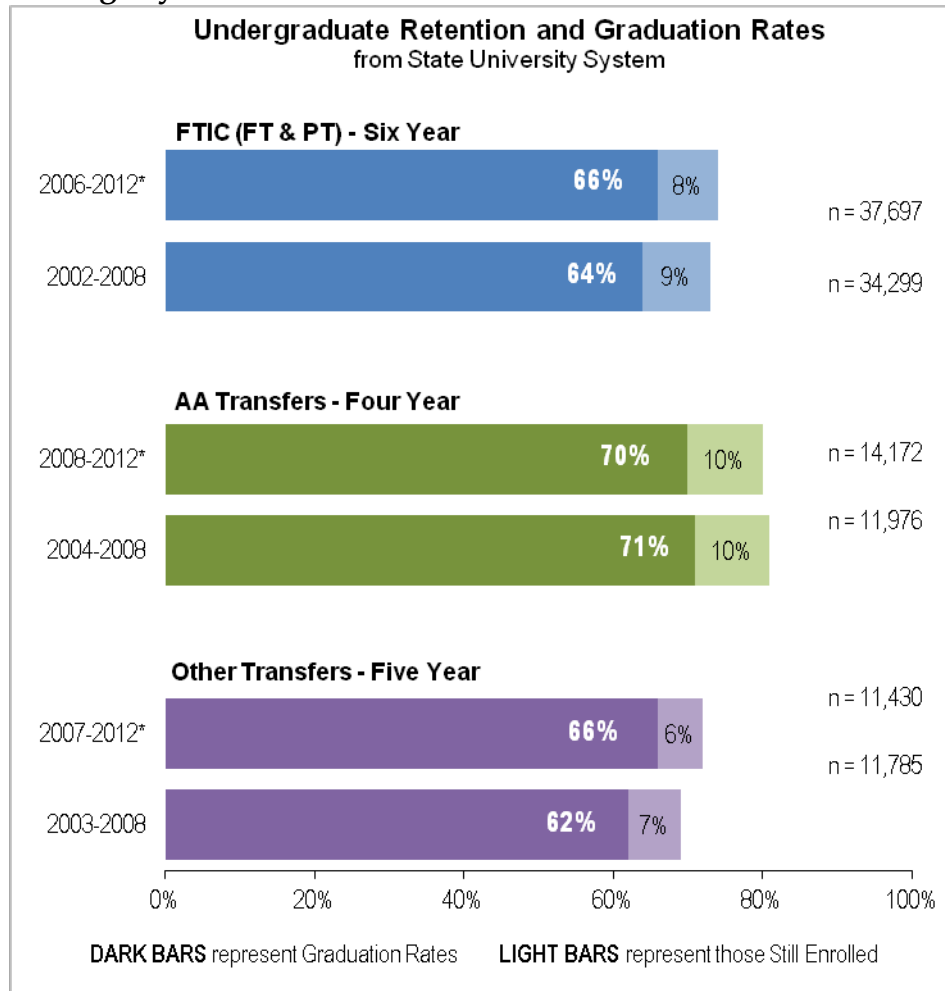
"Changes in retention rates, graduation rates, the percentage of students graduating with more than 110 percent of the hours required for graduation, pass rates on licensure examinations, the number of undergraduate course offerings, the percentage of undergraduate students who are taught by faculty, 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

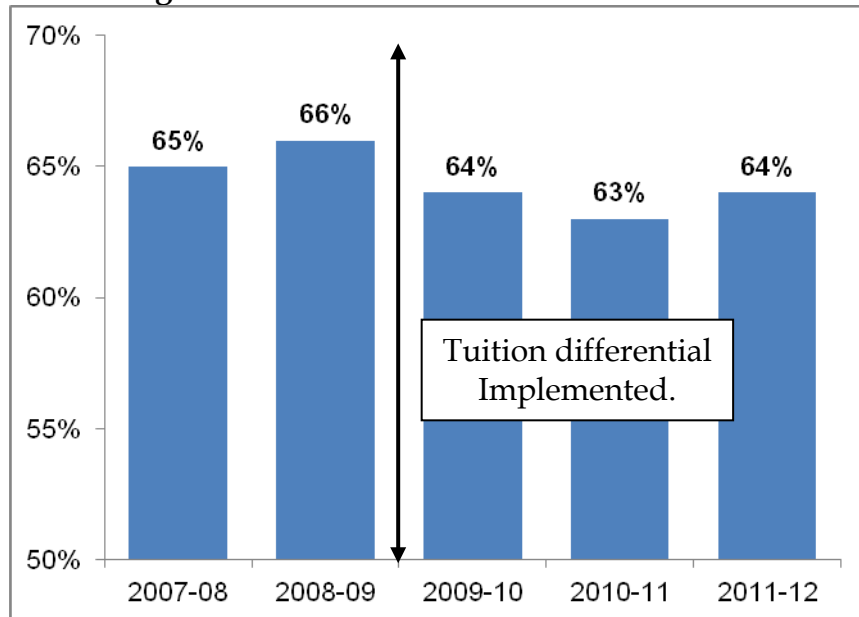
* The most recent year of data in this graph provides preliminary graduation rate data that may change with the addition of “late degrees”.

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



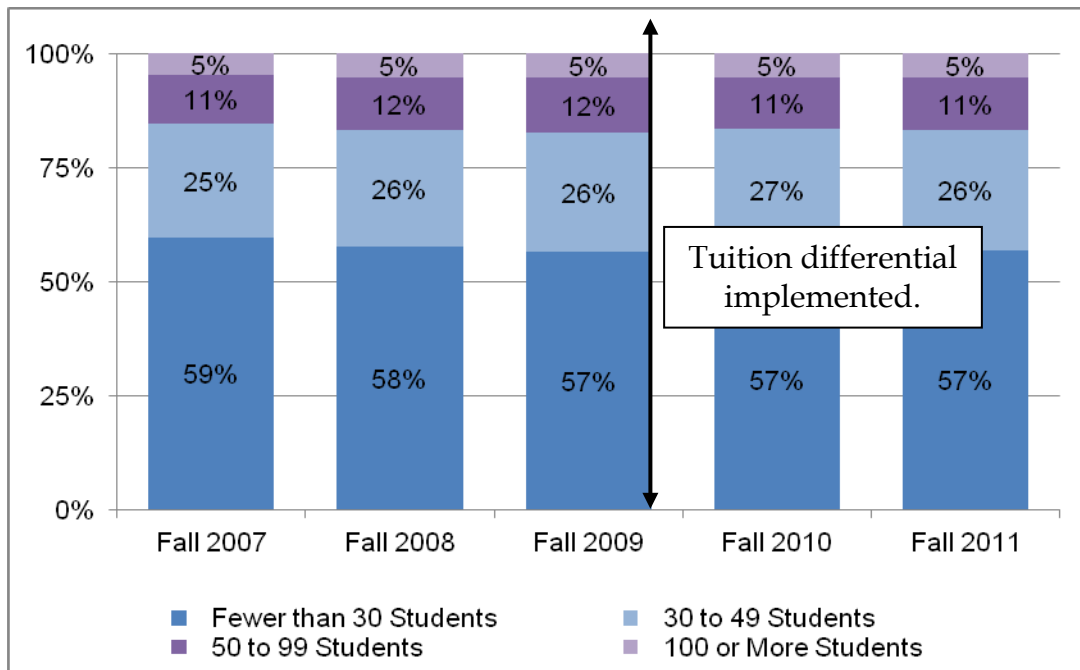
Source: Board of Governors

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

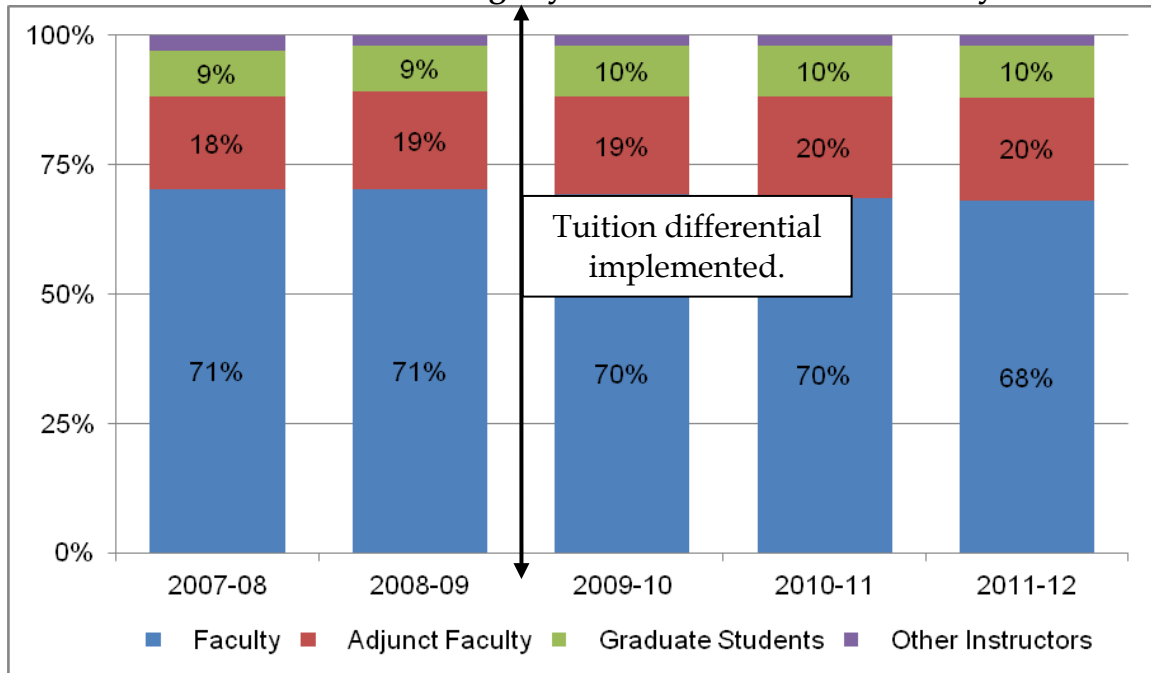


Source: Board of Governors

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



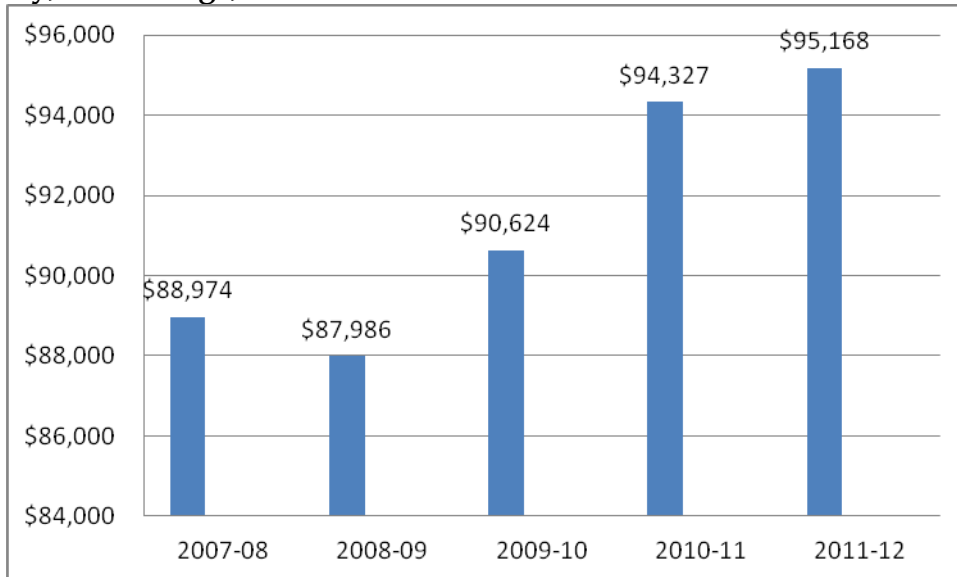
Source: Board of Governors

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

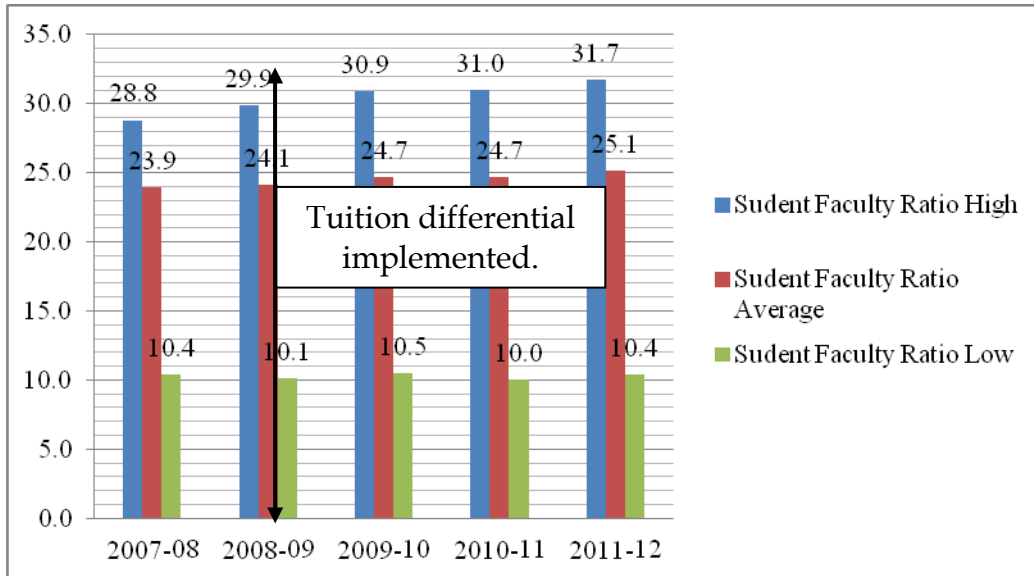


Source: Board of Governors

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



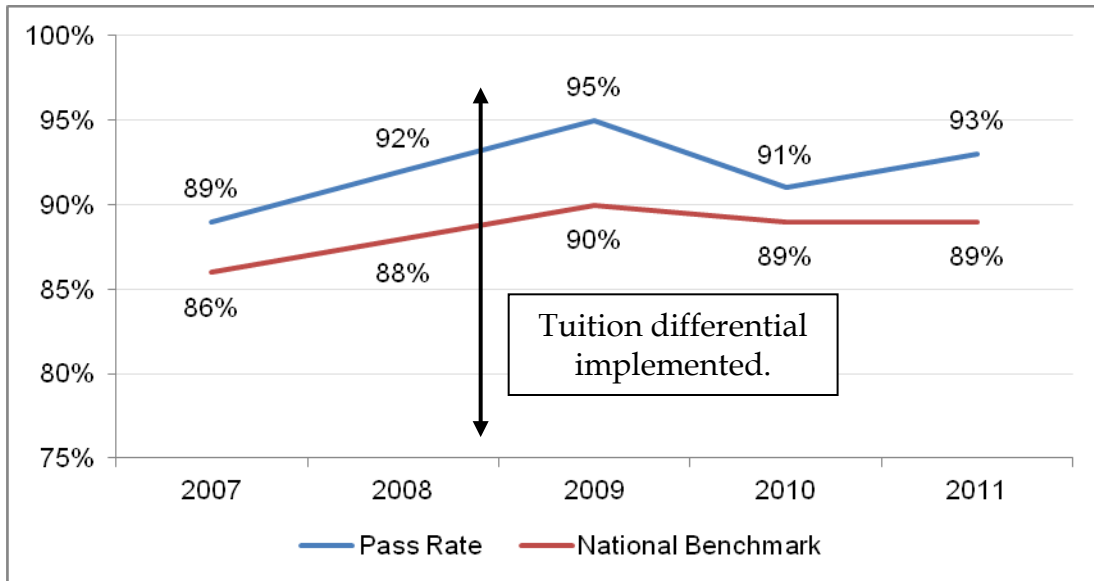
Source: Board of Governors compilation of data from the Common Data Set

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.	<p>Time-to-Major Declaration: 95% of Freshmen students entering Fall 2011 had declared a major by end of the Spring 2012. Activities included:</p> <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 (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
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

	Estimated Actual* 2011-12 -----	Estimated 2012-13 -----
University Tuition Differential		
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
<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
FTE Positions:		
Faculty		
Advisors		
Staff		
Total FTE Positions:	0.00	0.00
Balance Forward from Prior Periods		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
Receipts / Revenues		
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
Expenditures		
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	
\$13.3M Undergraduate Faculty hires to improve graduation and retention rates \$0.3M Disability Services to increase resources for deaf and hearing impaired students \$0.6M Undergraduate Studies Office to strengthen undergraduate experience and academic components. \$0.7M Undergraduate Tutoring Support - Writing Center - to strengthen students communications skills \$2.9M Summer Courses - Instructional Funding - Increase courses offered for the summer term. \$3.7M Student Support Advisors Services - Hire advisors to support Undergraduate Students. \$2.2M Library Inflationary - Inflation for Undergraduate Scholarly Journals and Database. \$4.2M Enrollment services and Retention – Improve enrollment management, course offerings and Student Success. \$0.3M Student Centered Learning environments \$12.3M Financial Aid	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
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.	
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
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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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	
Describe how the revenue will be used. 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.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
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.	
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
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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 164020 (Student and Other Fees Trust Fund)	-----	-----
<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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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	
<p>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.</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))	



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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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	Estimated Actual*		Estimated
Budget Entity: 48900100 (Educational & General)	2011-12		2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----		-----
<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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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	Estimated Actual*	Estimated
Budget Entity: 48900100 (Educational & General)	2011-12	2012-13
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)	-----	-----
<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:	\$ 509,154.00	\$0.00

*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:		

(This page intentionally left blank.)

**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.

$$\text{Section 1 score} = \frac{\text{Total number of graduates at all levels from all of the targeted program areas who are employed}}{\text{Total number of graduates all levels who are employed}}$$

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.

$$\text{Section 3. i. score} = (\text{a}).\text{i.} + (\text{b}).\text{i.} + (\text{c}).\text{i.} + (\text{d}).\text{i.}$$

$$\text{Section 3. ii. score} = (\text{a}).\text{ii.} + (\text{b}).\text{ii.} + (\text{c}).\text{ii.} + (\text{d}).\text{ii.}$$

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

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
-----------	---------------------	-------------------

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

(This page intentionally left blank.)