



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Agenda and Meeting Materials November 20-21, 2013

Ballroom, Graham Center
Florida International University
Modesto A. Maidique Campus
11200 SW 8th Street
Miami, Florida 33199



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

**ACTIVITIES
BOARD OF GOVERNORS MEETINGS**

**Ballroom, Graham Center
Florida International University
Modesto A. Maidique Campus
11200 SW 8th Street
Miami, Florida 33199
November 20-21, 2013**

**By Telephone Conference Call
Dial-in Number: 888-670-3525; Participant Code: 4122150353#
All participants using this code will be muted at dial-in.**

Wednesday, November 20, 2013

11:00 a.m.	Lunch will be provided
12:00 – 12:15p.m.	Audit and Compliance Committee.....5 Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton Members: Carter, Kuntz, Lautenbach, Webster
12:15 - 1:15 p.m., or upon Adjournment of Previous Meetings	Academic and Student Affairs Committee47 Chair: Mr. Norm Tripp; Vice Chair: Ms. Wendy Link Members: Carter, Chopra, Fassi, Frost, Huizenga, Stewart, Webster
1:15 - 2:00 p.m. or upon Adjournment of Previous Meetings	Board of Governors – Regular Meeting.....650 Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members

2:00 - 2:15 p.m.	Break	
2:15 - 3:45 p.m., or upon Adjournment of Previous Meetings	Strategic Planning Committee664 Vice Chair: Ms. Patricia Frost Members: Chopra, Colson, Lautenbach, Morton, Webster	
3:45 - 4:00 p.m., or upon Adjournment of Previous Meetings	Trustee Nominating and Development Committee786 Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz Members: Colson, Link, Tripp, Webster	
4:00 - 5:30 p.m., or upon Adjournment of Previous Meetings	Budget and Finance Committee791 Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach Members: Beard, Colson, Fassi, Huizenga, Levine, Tripp	

Thursday, November 21, 2013

8:30 - 11:45 a.m. or upon Adjournment of Previous Meetings	Board of Governors - Regular Meeting976 Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members	
11:45 a.m. - 12:00 p.m. or upon Adjournment of Previous Meetings	Board of Governors Foundation, Inc. Annual Meeting1176 Chair: Mr. Dean Colson; Vice Chair: Mr. Mori Hosseini All Board members	
12:00 p.m.	Lunch will be provided	

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



CONSTITUTION OF THE STATE OF FLORIDA

AS REVISED IN 1968 AND SUBSEQUENTLY AMENDED

ARTICLE IX

EDUCATION

SECTION 7. State University System.--

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

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

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

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

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



AGENDA
Audit and Compliance Committee
Graham Center Ballroom
Florida International University
Miami, Florida
November 20, 2013
12:00 p.m. – 12:15 p.m.

Chair: Mr. Alan Levine; Vice Chair: Mr. Ed Morton
Members: Carter, Kuntz, Lautenbach, Webster

1. **Call to Order and Opening Remarks** **Governor Alan Levine**
2. **Approval, Minutes of Committee Meetings** **Governor Levine**
 - a. Minutes, [March 27, 2013](#)
 - b. Minutes, [June 10, 2013](#)
3. **Update, Florida A&M University Corrective Action Plan** **Mr. Joe Maleszewski**
*Inspector General and
Director of Compliance,
Board of Governors*
4. **Updates, Office of Inspector General and Compliance** **Mr. Maleszewski**
 - a. [2012-2013 Annual Report](#)
 - b. System Chief Audit Executive Roles and Responsibilities
5. **Concluding Remarks and Adjournment** **Governor Levine**

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
November 20, 2013**

SUBJECT: Approval of Minutes of the March 27, 2013, Meeting and the June 10, 2013, Conference Call

PROPOSED COMMITTEE ACTION

Approval of Minutes of the March 27, 2013, meeting and the June 10, 2013, conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the Minutes of the meeting held March 27, 2013, and the conference call held June 10, 2013.

Supporting Documentation Included: Minutes: March 27, 2013 and June 10, 2013

Facilitators/Presenters: Governor Alan Levine

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE
FLORIDA A&M UNIVERSITY
TALLAHASSEE, FLORIDA
MARCH 27, 2013

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

The vice chair, Ed Morton, convened the meeting of the Audit and Compliance Committee at 2:24 p.m., at the Grand Ballroom, Student Union, Florida A&M University (FAMU), in Tallahassee, Florida. The following members were present: Matthew Carter, Tom Kuntz, Ned Lautenbach, Alan Levine (by phone), and Elizabeth Webster.

1. Call to Order

Mr. Levine called the meeting to order. He explained that since he was able to participate by phone only, Vice Chair Ed Morton would preside over today's meeting.

2. Approval of Minutes

Mr. Carter moved that the Committee approve the Minutes of the meeting of the Board of Governors Audit and Compliance Committee (Audit Committee) held November 7, 2012, as presented. Mr. Kuntz seconded the motion. The Minutes were approved.

Mr. Kuntz moved that the Committee approve the Minutes of the meeting of the Board of Governors Audit Committee held January 16, 2013, as presented. Mr. Carter seconded the motion. The Minutes were approved.

3. Discussion: Florida A&M University Corrective Action Plan

Mr. Levine commented on the corrective action plan for FAMU in response to the Auditor General's operational audit, the Board Office's Inspector General Anti-hazing Program Report of Investigation, as well as other recent reviews of the University's policies and operations. He indicated the university's corrective action plan is comprehensive and that the university's audit committee is committed to implementation of all identified corrective actions. He explained that some of the issues identified are governance issues (such as

how the board of trustees would handle the culture of reporting problems on campus) and stressed the important role this governing body plays. Mr. Levine indicated that some of the findings are easily corrected, and others are more serious or complex.

Mr. Levine has discussed FAMU's corrective action plan with Chancellor Brogan and stated that steps have already been taken to correct some areas of concern. Other corrections are planned for the future. Mr. Levine stated that he will be in frequent communication with the FAMU board of trustees audit committee chair.

Chancellor Brogan provided an update to the Audit Committee of FAMU's corrective actions. He said the university has a detailed corrective action plan that includes timelines and all areas to be addressed from the various recent reports and reviews of the university. He indicated that the plan is a dynamic document that will be updated as progress is made for each item.

Chancellor Brogan thanked FAMU President, Larry Robinson, for his cooperation. President Robinson thanked Chancellor Brogan for his cooperation as well and stated the importance of the university and the Board of Governors working together on this project. He also stressed that the university is working to find a long-term solution to these issues to avoid a future recurrence; they are not seeking short-term fixes. Ernst & Young has been utilized as an external and objective reviewer to ensure the robustness of corrective actions and a focus on long-term remedies.

FAMU Board of Trustees Chair, Solomon Badger, echoed President Robinson's gratitude to the Board of Governors, the Chancellor and board staff for their assistance to the university in resolving these issues. Dr. Badger reported that his immediate goal is to stabilize the university.

Mr. Kuntz asked when Chair Badger expects to have achieved their goals. Dr. Badger responded that they are working on resolutions to be successful as soon as possible but thought that it would probably be 12-18 months.

Chancellor Brogan explained that the reaffirmation of the university's accreditation by the Southern Association of Colleges and Schools (SACS) is paramount. University accreditation permits student eligibility for Federal funds (such as Pell grants) and Federal agency grants for research. He stated the university leadership understands the importance of securing their SACS accreditation and has made it their first priority.

Regarding the cancellation of the search for a new university president, Chancellor Brogan explained that the university needs reaffirmation of its SACS accreditation and resolutions to the issues on the corrective action plan before they can bring on a new president.

In response to Mr. Kuntz question about the timing of and process for the SACS reaffirmation of the university's accreditation, President Robinson answered that the University will submit a written report to SACS in August of this year. They expect a site visit in September, and a decision from SACS at its meeting in December.

Mr. Morton suggested the university add the responsible staff person and deadline for each metric to the corrective action plan to allow the university and interested parties to more easily assess if the university is on schedule. He also encouraged the Board of Governors to exercise its fiduciary responsibilities and rely on the university's operational responsibilities for implementation of corrective actions.

4. Discussion: Overview of Audit Committee Responsibilities and OIG Functions

The committee reviewed the assignments as listed on the committee's "Dashboard" and accepted them. A copy of the Dashboard is included in the meeting materials.

The Board's Inspector General, Derry Harper, provided the Committee with an overview of the Committee's role and responsibilities. He began with the governing authorities (specifically, sections 20.155 and 20.055, Florida Statutes, as well as Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties). Additionally, Committee members and the board's Office of the Inspector General and Director of Compliance abide by the duties and responsibilities as listed in their respective charters (available at <http://www.flbog.edu/about/cod/igoffice.php>). A copy of the presentation containing this information is in the meeting materials packet.

5. Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 3:15 p.m.

Ed Morton, Vice Chair

Lori Clark, Compliance Analyst

MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
AUDIT AND COMPLIANCE COMMITTEE
CONFERENCE CALL
JUNE 10, 2013

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

The chair, Alan Levine, convened the conference call of the Audit and Compliance Committee at 1:46 p.m. The following members participated: Alan Levine, Ed Morton, Matthew Carter, Tom Kuntz, Ned Lautenbach, and Elizabeth Webster.

1. Call to Order

Mr. Levine called the meeting to order. He explained that because today's meeting was being held by conference call, only one agenda item would be discussed: the Long-term and Annual Audit Plan (Plan). The March 27, 2013, meeting minutes will be included in the next committee meeting.

2. Approval: Long-term and Annual Audit Plan

Mr. Derry Harper said the Plan is subject to change: it will be re-evaluated in six months and include additional input from staff and our review of the recently received State University System internal audit offices audit plans.

The Plan details the methodology and approach to preparing the Plan which is required to meet statutory provisions and applicable professional standards. The Plan is based on a systematic risk assessment of the operational units of the board office. Some of the risk factors include internal control and risk management. Mr. Harper stated that "Internal controls relate to management's plans, methods, and procedures used to meet their mission, goals and objectives. Internal controls include the processes and procedures for planning, organizing, directing and controlling operations."

As part of the risk assessment process, Mr. Harper explained a Risk Assessment Questionnaire was sent to 25 board staff members. We had a 100% response rate. In our response analysis, we found risk factor categories like internal controls and management concerns, including complexity of operations. In our professional judgment, recognizing the importance of these factors, we determined the two most important are internal controls and management concerns (including public impact).

The audit projects selected for the Plan reflect this assessment. Financial impact is always a high risk factor, but the board office does not handle money or have a big budget. The programs we sponsor and review, however, along with the decisions we make in how

MINUTES: AUDIT AND COMPLIANCE COMMITTEE

June 10, 2013

we handle them are complex and require a good internal control system and have high public impact.

The "Calculation of Available Hours" section reflects the estimated staff hours available based on our current staffing. The audit projects selected for the 2013-2014 fiscal year are: 1. Tuition Differential/Tuition and Fees Program, and 2. Institutes and Centers. These projects are carry-overs from last year's plan. They require that internal controls meet certain regulatory and professional standards, and they are complex with high public impact.

The Plan's last section contains the audit projects for the next two fiscal years:

2014-2015 Fiscal Year

1. Audit Process for Establishment of Educational Sites
2. Audit of University Work Plans Process

2015-2016 Fiscal Year

1. Audit of State University System of Florida Board of Governors Foundation
2. Audit of Residency for Tuition Purposes

The Plan is subject to change as it is hard to estimate the primary management concerns two fiscal years from now. Mr. Harper reiterated the need to review State University System internal audit office audit plans, recently submitted to us by each institution, in the next risk assessment process scheduled to take place in approximately six months. We will also consult with management and the chancellor for direction in selecting audit projects.

Lastly, Mr. Harper explained that in addition to the already-stated considerations regarding available staff hours, audit project selection and changing nature of audit plans, we cannot predict what investigations may need to be done or how much staff time and effort will be needed to conduct them. We have to remain flexible and adjust the Plan as necessary.

Mr. Carter motioned to approve the Plan. Mr. Lautenbach seconded it. The committee approved the Long-term and Annual Audit Plan.

3. Concluding Remarks and Adjournment

The meeting of the Audit Committee was adjourned at 1:55 p.m.

Alan Levine, Chair

Lori Clark, Compliance Analyst

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
November 20, 2013**

SUBJECT: Discussion: Florida A&M University Corrective Action Plan Update

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the status of Florida A&M University's corrective action plan.

Supporting Documentation Included: FAMU Corrective Action Plan 2013
Spreadsheet

Facilitators/Presenters: Joe Maleszewski



STATE
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Board of Governors

FAMU Corrective Action Plan 2013 (as of October 29, 2013)

Corrective Action Plan Status Summary			
Area	Issues	Completed ✓	Good Progress ●
Audit and Compliance	10	8	2
Finance	9	5	4
Academic & Accreditation	5	0	5
Facilities & Construction	2	1	1
Hazing & Student Code of Conduct	4	0	4
TOTAL	30	14	16

(A) Audit and Compliance Issues

FAMU Staff Contact: Rick Givens, VP of Audit and Compliance BOT Cmte Chair: Karl White
BOG Staff Contact: Joseph Maleszewski, Inspector General BOG Cmte Chair: Alan Levine

Legend:
✓ Completed
● Good Progress
● Slow Progress
● Poor Progress



Issue	Update	Progress Indicator
<u>Compliance with Institute of Internal Auditors Standards (IIA)</u>		
(A1) Adopt new Audit Committee and Division of Audit and Compliance (DAC) Charters that conform to IIA Standards.	<p>October 2013: Mr. Givens reported the DAC Charter was updated in accordance with new Standards and was presented for approval by the board of trustees at the October 2, 2013, meeting.</p> <p>May 2013: COMPLETED Both charters have been approved by the university board of trustees.</p>	✓
(A2) Revise operating procedures manual so that it complies with IIA Standards and take all necessary steps to train staff for implementation.	<p>May 2013: COMPLETED Operating procedures manual adopted and implemented May 2012. It was updated and expanded in February 2013.</p>	✓
(A3) Establish a quality assurance and improvement program as required by IIA Standards and conduct a self-assessment following first year of operations in compliance with IIA Standards. Schedule a quality assessment review (QAR) conducted by an external auditing	<p>October 2013: COMPLETED The QAR final report was issued by Ernst & Young September 17, 2013, with an overall assessment of "Generally Conforms."</p> <p>August 2013: Self-assessment completed and final report provided to the board office. Additionally, Ernst & Young are on-site to conduct the QAR.</p> <p>July 2013: Self-assessment in progress.</p>	✓

UPDATED: 11/7/2013

1

firm one year later.	<p>June 2013: Self-assessment in progress.</p> <p>May 2013: A quality assurance and improvement program has been adopted, and a self-assessment is in progress for the Division of Audit and Compliance (DAC). An outside audit firm has been hired to assist in this process. Ernst and Young will begin the QAR in July 2013, based upon the Institute of Internal Auditors "red" book standards.</p>	
(A4) Conduct all internal audits and risk assessments in conformance with IIA Standards.	<p>October 2013: COMPLETED The QAR final report was issued September 17, 2013, and issued a "Generally Conforms" rating.</p> <p>August 2013: Four completed internal audit reports submitted to the OIG. Additionally, Mr. Givens reported SACS is requiring his office to obtain external verification of their conformance with professional standards. Ernst & Young has been retained for this purpose, and the verification process is in progress.</p> <p>Mr. Givens provided the board office with a copy of the 2013-2014 Risk Assessment and Internal Audit Plan.</p> <p>July 2013: Audits in progress.</p> <p>June 2013: Audits in progress.</p> <p>May 2013: The Division of Audit and Compliance believes it is now in conformance in practice. The official "conformance with IIA Standards" language cannot be used in final audit reports until the QAR has been successfully completed.</p> <p>The DAC will have completed four internal audits by the end of June 2013, and they have completed six investigations (in accordance with "green" book standards).</p>	✓
Reporting to Audit Committee and President		
(A5) Ensure that annual performance reports are presented to the Audit Committee and President on the DAC's effectiveness, staff proficiency and productivity, including results of self-assessment referenced above and results of subsequent QAR.	<p>October 2013: COMPLETED Mr. Givens indicated that the DAC reports even more regularly than annually: the DAC reports quarterly to the board of trustees. Reports include an overview of DAC projects, audit follow-ups and risk ratings, and brief description of investigations. The final report of the QAR was presented to the board of trustees at its October 2, 2013, meeting.</p> <p>August 2013: New format was used to report to the audit committee the status and findings of the self-assessment (fieldwork complete; final report pending) and the QAR (in progress and due to be completed by mid-September 2013).</p> <p>July 2013: Copies received of new format. Awaiting audit committee's August meeting to debut new format.</p> <p>June 2013: The new format is ready for presentation to and approval by the university's audit committee. Mr. Givens will send copies of new format to this office.</p> <p>May 2013: The format to be used in annual performance reporting has</p>	✓



	been developed but not yet approved by the university board of trustees. Reports are made to the audit committee at each meeting. Copies of audit reports are provided to each board member. Annual performance reports will be presented to the board beginning in 2013-2014.	
(A6) Submit annual audit plan based on risk assessment results to Audit Committee and President, together with a budget that provides sufficient resources to address high risk areas in a timely manner.	May 2013: COMPLETED The 2013-2014 Annual Audit Plan was approved at the university board of trustees meeting June 6, 2013.	✓
(A7) Implement a project timekeeping system and ensure that DAC staff receives appropriate training.	October 2013: COMPLETED Mr. Givens confirmed he and his staff are continuing to use the simple Excel spreadsheet for time-keeping. Eventually, they will look for a more robust, automated time-keeping system now that they are fully staffed. August 2013: The DAC has created and begun using, as of July 1, 2013, a simple Excel spreadsheet for each employee to keep his/her time. July 2013: The DAC continues to search for a simple, easy-to-use time-keeping system as they cannot reach Audit Leverage (the purchased software that was never set-up) for implementation and set-up. June 2013: Mr. Givens stated his office is considering the free audit program application, IIAMS, developed by the Department of Children and Families. May 2013: A time-keeping system (time sheets) was implemented in January 2013, but there is no system in which to input the information.	✓
(A8) Increase level of involvement with the Enterprise Information Technology function and review external assessments of EIT function to better identify risks, and to keep Audit Committee and President informed of risks and actions being taken to reduce risk.	October 2013: The DAC staff IT auditor recently resigned, which will slightly delay the progress they had expected for their IT audits this year. Mr. Givens reported and they will hire a replacement in the near future. A committee has been established to review the applications and interviews will be set up in the near future. August 2013: FAMU extended the deadline to the EIT staff for submitting responses to the Risk assessment regarding application controls. Givens confirmed he has a new staff member, as of November 2012, who is a Certified Information Systems Auditor. Two internal audits are planned this fiscal year for IT audits. July 2013: EIT staff continues to work on responses to the Risk Assessment. June 2013: Risk assessment of application controls begun with the EIT staff. May 2013: Because this is a high risk area, the DAC has added audits in the IT activity to their 2013-2014 Work Plan. Additionally, the DAC added a Certified Information Systems Auditor to their staff in fall 2012.	●

Investigations		
<p>(A9) Establish procedures for conducting internal investigations and train staff on new procedures. Include a mechanism for centralized tracking of complaints.</p>	<p>October 2013: Ernst & Young has completed their preliminary report of their review of the DAC's conformance with green book standards for conducting investigations. The final report will be released after management's response is issued. The DAC is using Global Compliance for intake and tracking of complaints. Mr. Givens said they have provided informal training for all staff. Mr. Givens indicated that staff training on operating procedures will be formalized and evidenced by agendas and sign-in sheets which will be submitted to the board office.</p> <p>August 2013: Mr. Givens reported that SACS is requiring external verification of their staff's conformance with professional standards for conducting investigations. Ernst & Young have been retained for this purpose and are reviewing the completed investigations. The verification report/letter should be issued by mid-September 2013.</p> <p>July 2013: The six investigations Mr. Givens referred to in May and June are nearly complete</p> <p>June 2013: Investigations in progress.</p> <p>May 2013: The DAC has designated a new professional staff member designated as the investigator. Investigations will be conducted in accordance with the "green" book standards. Six investigations have been conducted this year in accordance with the standards.</p> <p>Additionally, the Global Compliance Hotline is being used to intake and track all complaints, regardless of their origin (phone, email, hotline, etc.).</p>	
<p>(A10) Conduct a self-assessment of DAC's compliance with the new procedures and report results to Audit Committee and President after the first year of conducting investigations under the new procedures.</p>	<p>October 2013: COMPLETED The self-assessment has been completed and presented to the board of trustees at its August 8, 2013, meeting.</p> <p>August 2013: Mr. Givens stated the self-assessment final report was issued and provided the board office with a copy.</p> <p>July 2013: Self-assessment fieldwork completed at the end of this month. Final report pending.</p> <p>June 2013: Self-assessment in progress. Kaye Kendrick of Kaye Kendrick Enterprises is conducting the self-assessment.</p> <p>May 2013: The DAC's self-assessment is in progress. An outside audit firm has been retained to assist.</p>	

(B) Finance

FAMU Contact: Joe Bakker, Interim CFO
BOG Contact: Tim Jones, CFO

BOT Cmte Chair: Rufus Montgomery
BOG Cmte Chair: Tom Kuntz

Issue	Update	Status
<u>Banking</u>		
(B1) Reconcile bank accounts by the 20 th of each month, and reconciliations need to be reviewed and certified by the FAMU Comptroller and sent electronically to the board office.	<p>October 2013: Copies of the July and August reconciliations have been provided to the board office.</p> <p>August 2013: Copies of May and June reconciliations have been provided to the board office.</p> <p>June 2013: Copies of the April reconciliation have been provided to the board office.</p> <p>May 2013: The reconciliation process began in February 2013. Copies of the March 2013 reconciliation were provided to the board office and future reconciliations will continue to be provided. FAMU's plan is to reconcile by the 20th of the following month.</p>	
(B2) Review accounting regulations and procedures over bank deposits and outstanding checks and provide proposed enhancements to the board office for review. Such review should include consideration of best practices at other SUS institutions.	<p>August 2013: COMPLETED Procedures have been completed. Review of best practices at SUS institutions is completed. Revised practices emulate reviewed best practices.</p> <p>June 2013: Procedures are on track to be completed by the end of June 2013. Best practices from other SUS institutions are ongoing.</p> <p>May 2013: Reconciliation procedures have been provided. Procedures regarding bank deposits, outstanding checks and proposed enhancements will be provided. Final approval of draft regulations should be completed by the end of June 2013. Best practices from other SUS institutions still need to be gathered.</p>	✓
<u>Revenue Collection/Athletic Department</u>		
(B3) Maintain adequate documentation to verify revenues collected for football games and ensure segregation of duties such as between collection, deposits, journal entries, and reconciliations.	<p>October 2013: Documentation is being maintained and revenue collection procedures ensure segregation of duties between collection, deposits, journal entries, and reconciliations. The status of reconciliations is included in the status for B4 below.</p> <p>September 2013: July 2013 reconciliation has been provided to the board office. The August 2013 reconciliation is 98% complete and the September 2013 reconciliation is in progress.</p> <p>August 2013: Reconciliation by categories up-to-date; Consolidated reconciliation to be up-to-date by August 30, 2013.</p>	

	<p>July 2013: A consolidated reconciliation through March 2013 is 90% complete; Subsequent months will be reconciled prior to July 31, 2013.</p> <p>June 2013: No change in status.</p> <p>May 2013: Written procedures and formal reconciliations have been implemented and will be conducted monthly. Procedures will be provided to the board office.</p>	
(B4) Reconcile revenues recorded on the General Ledger by the Cashier's office to the revenue journal entries prepared by the Athletics Department.	<p>October 2013: August and September 2013 reconciliations have been completed; October 2013 reconciliation is in progress and is on schedule to be completed by November 28, 2013.</p> <p>September 2013: July 2013 reconciliation has been provided to the board office. The August 2013 reconciliation is 98% complete and the September 2013 reconciliation is in progress.</p> <p>August 2013: Reconciliation by categories is up-to-date. Consolidated reconciliation to be up-to-date by August 30, 2013.</p> <p>June 2013: No change in status.</p> <p>May 2013: Written procedures and formal reconciliations have been implemented and will be completed by the 28th of each month. Procedures will be provided to the board office.</p>	●
(B5) Review Sodexo concessions contract and determine reason for lack of revenue generation. Take all reasonable steps to increase revenue generation under the contract.	<p>May 2013: COMPLETED Contract has been renegotiated retroactively to July 2012. Athletics will receive 25% commission. Contract has been provided to the board office.</p>	✓
(B6) Prepare report of operating expenses of Athletics Department and cost-saving mechanisms that can be used to reduce deficit in the auxiliary enterprise account for intercollegiate athletics. Present report to the board of trustees and President for consideration. Amend Five-Year Deficit Reduction Plan to implement appropriate cost-saving mechanisms.	<p>August 2013: COMPLETED Deficit plan completed and approved by the board of trustees on August 8, 2013.</p> <p>June 2013: The deficit reduction plan was not presented for approval by the board of trustees at the June 2013 meeting. The amended plan is expected to be completed by the end of July 2013.</p> <p>May 2013: A deficit reduction plan will be presented for approval by the board of trustees at its June 2013 meeting.</p>	✓
Travel Reimbursement		
(B7) Review internal controls relating to travel reimbursement.	<p>October 2013: The Division of Audit and Compliance will complete its management response to the Ernst and Young Report by November 1, 2013. The final report will be issued subsequent to that response.</p> <p>September 2013: Draft final report submitted by Ernst and Young. The report is being reviewed by the FAMU Division of Audit and Compliance.</p>	●

	<p>August 2013: Discussions and meetings have been held with Ernst and Young. Final report to be submitted.</p> <p>June 2013: Ernst and Young has completed its review but has not disclosed its findings.</p> <p>May 2013: Procedures have been developed. Ernst and Young is currently preparing a review of these procedures and will release findings in June or July 2013.</p>	
<u>Expenditure of Student Fees</u>		
(B8) Establish procedures to ensure that tuition differential fees are expended in accordance with law, board regulations, and plans as presented to the Board of Governors.	<p>August 2013: COMPLETED Final procedures completed and being implemented.</p> <p>June 2013: No change in status.</p> <p>May 2013: Draft procedures have been prepared and will be finalized by the end of June 2013. Procedures have been provided to the board office.</p>	✓
(B9) Establish procedures to ensure that projects being financed by the technology fee are monitored and compared to the project budgets.	<p>August 2013: COMPLETED Final procedures are being implemented.</p> <p>June 2013: No change in status.</p> <p>May 2013: Draft procedures have been prepared and will be finalized by the end of June 2013. Procedures have been provided to the board office.</p>	✓


(C) Academics and Accreditation

FAMU Contact: Dr. Rodner Wright, Interim Provost
BOG Contact: Dr. Jan Ignash, Vice Chancellor

BOT Cmte Chair: Marjorie Turnbull
BOG Cmte Chair: Norm Tripp

Issue	Update	Status
<u>Compliance with SACS Standards</u>		
(C1) Provide SACS with evidence of compliance with the standards identified in SACS letter dated January 15, 2013.	<p>October 2013: SACS conducted an on-site visit to FAMU in September 2013 and issued their "Report of the Special Committee." Final action on the accreditation status of the institution rests with the Commission on Colleges who expects to make a determination at their December 2013 meeting.</p> <p>Ernst & Young as well as Accretive Solutions have evaluated FAMU P-card transactions and their reports will be issued in the near future.</p> <p>May 2013: Actions taken to-date by FAMU to ensure compliance with <i>Principle 1.1: Integrity</i></p> <ul style="list-style-type: none"> Hired a Vice President for Audit and Compliance in June 2012 with 22 years of auditing experience. Hired Ernst & Young to perform an audit of eight of the 15 incomplete audits identified in the Sniffen & Spellman 	●

	<p>report. Subsequently developed and implemented corrective actions to address each of the findings contained in the Ernst & Young report.</p> <ul style="list-style-type: none"> • Hired Ernst & Young to conduct an Audit Training Workshop for members of the University board of trustees Audit Committee at the February 2013 board of trustees meeting. • Developed enhanced procedures governing oversight of the Division of Audit and Compliance by the University board of trustees. • Updated internal operating procedures to enhance the Division's ongoing compliance with established best practices and standards of the Institute of Internal Auditors. • Conducting searches to fill vacant staff positions within the Division. • Planning to conduct a quality assessment review for the Division of Audit and Compliance. <p>Actions taken to-date by FAMU to ensure compliance with C.S. 3.2.8: <i>The institution has qualified administrative and academic officers with the experience and competence to lead the institution.</i></p> <ul style="list-style-type: none"> • Hired a Vice President for Audit and Compliance. • Hired a Special Assistant for Anti-Hazing. • Hired a Director of Judicial Affairs. • Hired a Music Compliance Officer. • Hired a Director of Bands. • Conducting a search for the Chief of Police position. • Documenting qualifications of all individuals in key leadership positions. <p>Actions Taken to Ensure Compliance with C.S. 3.10.3: <i>The institution exercises appropriate control over its financial resources.</i></p> <ul style="list-style-type: none"> • Enhanced procedures governing group travel. • Enhanced procedures governing use of university purchase cards (P-Card). • Revised the processes governing the issuance of funds to travelers. • Enhanced the processes governing non-employee travel. • Enhanced the travel reimbursement process and implemented procedures to address the reconciliation process of group travel funds. • Implemented an enhanced process for approval of travel by members of the Department of Music and the band. • Addressing findings in Operational Audit, Ernst & Young Report, FDLE Report. <p>Actions Taken to Ensure Compliance with C.S. 3.11.1: <i>The institution takes reasonable steps to provide a healthy, safe and secure environment for all members of the campus community.</i></p> <ul style="list-style-type: none"> • Revised the board of trustees Anti-Hazing Policy. • Revising Student Code of Conduct. • Addressing recommendations from the board office Report. • Implemented enhanced procedures for reporting and investigating hazing allegations. 	
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	<ul style="list-style-type: none"> • Created new positions: Special Assistant for Anti-Hazing (filled), Music Compliance Officer, Director of Judicial Affairs (filled), and the Coordinator of Judicial Affairs. • Suspended the Marching Band through at least the 2012-13 academic year. • Launched a new anti-hazing website (StopHazingatFAMU.com). • Implemented a University Directive requiring that all allegations and criminal activity be immediately brought to the President's attention. • Generated immediate electronic posting of the Anti-Hazing Agreement for all students to complete when using the student administration system (iRattler) to register for classes. • Enhanced the membership intake process for clubs and organizations. • Implemented a revised organizational structure in the Department of Music. • Enhanced the criteria for future membership and participation in band and student organizations. 	
<p>(C2) Provide a report to the board of trustees and the board office regarding implementation of academic goals established in FAMU's revised work plan.</p>	<p>September 2013: In a September 2013 update, FAMU reported the following:</p> <ul style="list-style-type: none"> • Preliminary numbers indicate 180 profile admits out of 1,006 first time in college freshmen. • Two developmental education/counselor positions have been advertised and closed on August 30, 2013. • The Office of University Retention hired an advisory/counselor in August 2013 to work specifically with profile admits. • There are 33 full-time advisors. The Office of University Retention has eliminated all part-time advisor positions. • In August 2013, the responsibility for providing advisement for student-athletes was transferred to the Office of University Retention. Currently there are 3 athletics advisor/counselor positions to assist in the Academic Progress Rate of student-athletes. • The training and development program for academic advisors will be held in October 2013. • Fifteen sections of the First Year Experience were offered in summer 2013, and 19 sections were offered in fall 2013. • A mandatory tutor workshop for all tutors will be held in September 2013. • A 10-hour tutorial lab requirement for freshmen profile admits was implemented in summer 2013. • In August 2013, the responsibility for providing tutorial services for student-athletes was transferred to the Office of University Retention. The Office of University Retention will hire five tutors and a tutorial lab coordinator to assist in improving the Academic Progress Rate of student-athletes. • The Black Board system will now be utilized to monitor and track student usage of tutorial services and course passage rates. • A Black Board Analytics demonstration was provided for faculty during the Faculty Planning Conference in August 2013. Additional Black Board Analytics training sessions 	

	<p>were presented by the Instructional Media Center.</p> <ul style="list-style-type: none"> The Academic Success Course curriculum is currently being developed with faculty input. The course will be offered in Spring 2014. The Career Development curriculum has been developed with faculty input. Five course sections are currently being offered (Fall 2013). <p>May 2013: FAMU submitted a status report regarding implementation of academic goals established in FAMU's revised Work Plan. On that same date, FAMU provided answers to 17 discrete "yes/no" implementation questions raised by the board office's Academic and Student Affairs.</p>	
(C3) Provide to the board office a copy of all university correspondence with SACS.	<p>October 2013: SACSCOC Report of the Special Committee was submitted to the board office October 16, 2013. The Special Committee acknowledged the university's progress and had no recommendations.</p> <p>April 2013: FAMU submitted a First Monitoring Report to SACS on standard F.R. 4.7 (Title IV program responsibilities). A copy of the report was provided to the chancellor's office.</p>	●
(C4) Provide a plan to the board of trustees and the board office regarding how the university will address Law School accreditation concerns raised by the American Bar Association.	<p>May 2013: The most recent reporting of passage rates on the Bar examination indicates that FAMU is making progress. Other SACS concerns (ex., faculty research productivity) may need to be further addressed.</p>	●
(C5) Provide a plan to the board of trustees and the board office regarding how the university will address IT and data management findings in the Auditor General report.	<p>May 2013: <u>Access Privileges</u> The Office of Enterprise Information Technology is working with the various HR and Financial offices to remove access privileges which permitted employees to perform incompatible duties or were not necessary for their responsibilities. Access review requires detailed analysis of PeopleSoft roles and permissions lists.</p> <p>FAMU is also developing a PeopleSoft utility which will require all managers to perform an annual review of the access privileges of the employees who directly report to them. Managers will be required to verify that each employee listed is still employed at the university, and that their roles have not changed.</p> <p><u>Security Controls</u> FAMU has evaluated the security controls which have been recommended to be changed, to insure that they will have minimum to moderate impact to the University Community, the implementation will be in two phases. FAMU plans to complete these changes by the end of June 2013 following completion of other concurrent upgrades sharing the same infrastructure.</p> <p>The security changes taking place will be communicated to the FAMU community through email advisories.</p>	●

(D) Facilities and Construction

FAMU Contact: Joseph Bakker, Assoc. VP. Construction
BOG Contact: Chris Kinsley, Director of Finance and Facilities
 Ken Ogletree, Board Architect

BOT Cmte Chair: Spurgeon McWilliams
BOG Cmte Chair: Dick Beard

Issue	Update	Status
<u>Procurement Process & Contract Negotiations</u>		
(D1) Prohibit the use of design-build contracts until such time as FAMU implements improved procedures relating to the procurement of goods and services contracts for construction projects, including design-build services.	<p>October 2013: At the current time, FAMU is not utilizing design-build contracts. FAMU's use of design-build contracts is contingent upon satisfying the board office that improved design-build procedures have been implemented to provide proper control and assurance.</p> <p>August 2013: No change in status.</p> <p>June 2013: No change in status.</p> <p>May 2013: No formal action is being contemplated as there are no current or proposed design-build contracts.</p>	
<u>Monitoring Construction Projects</u>		
(D2) Enhance procedures for monitoring construction payment requests, insurance requirements for design professionals, and for verifying contractor and subcontractor licensure status.	<p>August 2013: COMPLETED Reports completed and new procedures being implemented. Two new staff added to construction management team.</p> <p>June 2013: The drafts of the Procedures Manuals have been completed. At its June 2013 meeting, the board of trustees authorized the President to approve the manuals subject to final review by a registered Architect/Engineer and the General Counsel's Office. The reviews are expected to be completed by June 30, 2013. Mandatory training will immediately follow approval of the manuals.</p> <p>May 2013: Alinea Capital Partners, LLC is still under contract by FAMU. The most recent reports have been provided to the board office. However, while board staff has communicated with both Alinea Capital Partners, LLC and FAMU, a comprehensive approach to correction of this item is still being developed. A key issue is that while procedures are in place, current staffing levels do not allow for full implementation of necessary procedures. FAMU appears to be working on addressing these human resource issues. Draft reports (legal review to be done) of (a) the <i>Project Manager's Manual</i>; and (b) the <i>Service Guide for Design and Construction Professionals</i> have been provided to staff. The final draft of the <i>Design Standards for Consultants</i> will be available the week of May 20, 2013. These will be presented to the board of trustees in June 2013 with the recommendation that the President implement these reports.</p>	✓

(E) Hazing and Student Code of Conduct

FAMU Contact: Dr. William Hudson, VP for Student Affairs
Bryan Smith, Special Assistant to the President

BOT Cmte Chair: Torey Alston

BOG Contact: Dr. Jan Ignash, Vice Chancellor

BOG Cmte Chair: Norm Tripp

Issue	Update	Status
<u>Anti-Hazing Program</u>		
<p>(E1) Implement the anti-hazing program to ensure:</p> <ul style="list-style-type: none"> (i) communication of anti-hazing policy to students and staff once per semester, and execution of anti-hazing agreements by students; (ii) continuation of anti-hazing prevention week events and anti-hazing website; (iii) completion of re-certification of all student organizations, including review of new intake procedures for members; (iv) continuation of anti-hazing instruction in the freshman studies course; (v) updating of the handbook and published anti-hazing policies to incorporate new procedures; (vi) implementation of System Anti-Hazing Best Practices, as appropriate; and (vii) maintenance of 24/7 hazing reporting hotline. 	<p>October 2013: SACS conducted an on-site visit to FAMU in September 2013 and issued their "Report of the Special Committee." This report concluded, regarding FAMU's implementation of an anti-hazing program, that the institution has taken reasonable steps to provide a healthy, safe, and secure environment. The report also concluded that "The institution's 'zero tolerance' policy seems to be understood by students and staff members. Evidence of enforcement is found in band eligibility data, workshop participation receipts, student organization bylaws, and by the recent suspensions of two student organizations for hazing. Processes developed for reporting, investigating, and addressing allegations of hazing involve appropriate offices and administrators and seem to be implemented as described. The institution would benefit from making processes more systematic and better able to track all complaints from notification to resolution." Final action on the accreditation status of the institution rests with the Commission on Colleges who expects to make a determination at their December 2013 meeting.</p> <p>FAMU's systematic tracking of all complaints from notification to resolution is performed using the Maxient System which is currently in operation (http://www.maxient.com). This system provides a Conduct Manager that receives incident reports via the website, tracks and manages all behavioral issues, and provides timely analytics to meet the needs of the institution. All actions are electronically tracked and regular status reports are available to the campus community. The SACS team was on campus in late September and the company's training program for campus staff occurred September 25 – October 1, 2013, so the team was unable to observe the Maxient System in operation.</p> <p>May 2013: FAMU has communicated the anti-hazing policy to students and to the music department faculty, ROTC cadre, the university Deans, as well as all Clubs and Organizations Advisors.</p> <p>FAMU has participated in the anti-hazing prevention week and will continue to do so during the fall of 2013 and subsequent years.</p> <p>The Office of Student Activities continues to re-certify student organizations during the designated re-certification periods. The Office of Student Activities has implemented new intake procedures, and procedures were introduced to organizations</p>	●

UPDATED: 11/7/2013

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	<p>prior to intake periods.</p> <p>The university will continue the anti-hazing instruction in the First Year Experience course.</p> <p>University handbooks have been updated and published to include anti-hazing policies and new procedures.</p> <p>The <i>SUS Council of Student Affairs Campus Environment Matrix: Hazing Prevention Best Practices</i> has been updated. FAMU is in compliance with all 16 SUS campus environment variables. The updated matrix will be provided during the Board of Governors meeting.</p> <p>FAMU has a "24/7 hazing reporting hotline" via its online anti-hazing website, its Campus Safety telephone number, and FAMU's collaboration with Big Bend Crime Stoppers. This collaboration was introduced to the campus community during the Black History month convocation. The telephone number and website were provided to constituents as an avenue to anonymously provide information. The caller is entitled to a reward if the information leads to a conviction.</p>	
<p>(E2) Implement an operational plan for the Office of Judicial Affairs and Department of Public Safety to ensure:</p> <ul style="list-style-type: none"> (i) timely referral of all alleged conduct violations to Judicial Affairs by the Department of Public Safety per new Department of Public Safety policy (Departmental General Order 2, Chapter 11); (ii) timely investigation and adjudication of all alleged conduct violations by Judicial Affairs and timely investigation of hazing allegations by Department of Public Safety; (iii) adequate staffing and training of Judicial Affairs personnel; (iv) development of a centralized data base for tracking conduct code complaints. 	<p>October 2013: FAMU's confirmed that the Maxient Tracking System is currently operational (http://www.maxient.com). The company's training program for campus staff occurred September 25 – October 1, 2013.</p> <p>June 2013: Coordinator of Judicial Affairs has been hired. Started May 24, 2013.</p> <p>Maxient Tracking System approved as judicial tracking software. Funding to support software approved June 2013.</p> <p>May 2013: FAMU has coordinated the reporting process so that the timely referral of alleged conduct violations reflect the new Department of Public Safety policy.</p> <p>A Director of Judicial Affairs was hired (2-1-13) and the additional staffing is expected.</p> <p>A student code of conduct reporting software has been selected and is expected to be online June 2013.</p>	●
<p>(E3) Present an annual update on the Anti-Hazing Program to the FAMU board of trustees and Board of Governors Academic and Student Affairs Committee.</p>	<p>May 2013: Completed at FAMU board of trustees meeting 4/10/13 - 4/11/13.</p>	●
<u>Student Conduct Code</u>		
<p>(E4) Revise the Student Conduct Code to allow for university disciplinary action concurrent with or subsequent to other criminal or civil proceedings.</p>	<p>June 2013: Revised Student Code of Conduct approved at June 6, 2013, board of trustees meeting.</p> <p>May 2013: Student Code of Conduct will reflect this language - anticipated by June 2013.</p>	●

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Audit and Compliance Committee
November 20, 2013**

SUBJECT: Discussion: Office of Inspector General and Director of Compliance
Updates

PROPOSED COMMITTEE ACTION

Information only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Inspector General and Director of Compliance, Mr. Joseph Maleszewski, will update the Committee on the office's activities, which include the release of the 2012-2013 Annual Report and an overview of the System chief audit executives roles and responsibilities.

Supporting Documentation Included: 2012-2013 OIGC Annual Report

Facilitators/Presenters: Joe Maleszewski

Office of Inspector General
and Director of Compliance

Annual Report
2012-2013



STATE
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of FLORIDA

Board of Governors



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Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
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September 27, 2013

Dean Colson, Chair
Frank T. Brogan, Chancellor
State University System of Florida
Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Dear Chair Colson and Chancellor Brogan:

I am pleased to submit our Annual Report on the activities of the Office of Inspector General and Director of Compliance (OIGC). Section 20.055(7), Florida Statutes, requires the OIGC submit an annual report outlining the work and activities performed to fulfill our mission to promote accountability, integrity and efficiency in the State University System of Florida. This report covers the 12-month period from July 1, 2012, through June 30, 2013.

As you know, my predecessor, Derry Harper, served as Inspector General for this period and therefore the matters highlighted in this report are his accomplishments. This work would not have been possible without the dedication and support of the Board of Governors, the Audit and Compliance Committee and board staff. I am especially grateful for the hard work and dedication of Compliance Analyst, Lori Clark.

I deeply appreciate your support and leadership and look forward to working with you, the Board of Governors, board staff and universities across the State University System of Florida.

Sincerely,

A handwritten signature in blue ink that reads "Joseph K. Maleszewski".

Joseph K. Maleszewski
Inspector General and Director of Compliance

Chair Colson and Chancellor Brogan
September 27, 2013
Page 2 of 2

JM/lc

Attached: *Office of the Inspector General And*
 Director of Compliance Annual Report 2012-2013

Cc: Governor Morteza “Mori” Hosseini, Vice Chair
 Governor Alan Levine, Chair, Audit Committee
 Governor Edward A. Morton, Vice Chair, Audit Committee
 Members of the Board of Governors
 Florida Auditor General
 Chief Inspector General, Office of the Governor
 State University Audit Council



THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

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THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Introduction

In compliance with Florida's Inspector General Act, Section 20.055, Florida Statutes, the Office of Inspector General and Director of Compliance (OIGC) has prepared this Annual Report for the Fiscal Year 2012-2013. The Annual Report summarizes the activities during the prior fiscal year within the framework approved by the Board of Governors, the Audit and Compliance Committee (audit committee), and the chancellor of the State University System of Florida.

The mission of the OIGC is to promote accountability and integrity in the State University System of Florida.



THE STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

Authority, Standards, and Functions

Authority

As authorized by the Florida Constitution and Section 20.155(5), Florida Statutes, the board established the OIGC in July 2007 to promote accountability, efficiency, and effectiveness and to detect fraud and abuse within state universities. Subsequently, the board adopted the *Audit and Compliance Committee Charter* and the *Office of the Inspector General and Director of Compliance Charter* (Charters). The *Office of the Inspector General and Director of Compliance Charter* articulates the OIGC's duties and responsibilities consistent with the provisions of Florida's Inspectors General Act [Section 20.055, Florida Statutes]. These responsibilities include promoting accountability, integrity, and efficiency for the board office and throughout the State University System of Florida.

To achieve and maintain independence and objectivity, the inspector general reports directly to the board, through the chair of the audit committee, and administratively to the chancellor. The dual reporting relationship is designed to promote effective communication and coordination of OIGC activities, while ensuring that the inspector general is not impaired in any manner from performing his mandated duties and responsibilities.

In accordance Section 20.155(5), Florida Statutes, the OIGC shall have access to all information and personnel necessary to perform its duties and responsibilities and shall have all of its current powers, duties, and responsibilities authorized in Florida's Inspectors General Act. For example, as it relates to the board office, the inspector general must review and evaluate internal controls to ensure fiscal accountability by conducting operational, financial, and compliance audits or reviews and develop an annual audit plan based upon a systematic risk assessment of board operations. In addition, the inspector general shall initiate and conduct investigations into fraud, waste, mismanagement, misconduct, or abuse and report results of investigative activities, including those complaints filed by a board employee pursuant to the Florida Whistle-blower's Act [Sections 112.3187-112.31895, Florida Statutes].

If the board, based upon the recommendation by the audit committee, determines that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement, the inspector general shall conduct, coordinate, or request investigations. [Section 20.155 (5), Florida Statutes]



Standards

The inspector general shall conduct all of its activities in accordance with the *Principles and Standards for Offices of Inspector General* published by the Association of Inspectors General. Audit work will be conducted in accordance with the *International Standards for the Professional Practice of Internal Auditing* published by the Institute of Internal Auditors, Inc., or, where appropriate, in accordance with *Government Auditing Standards*, published by the Comptroller General of the United States.

Functions

In accordance with the Charters, the OIGC's three areas of focus are:

1. Audit Activities

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

As it relates to the operation and management of the Board of Governors, the audit committee provides oversight of activities related to internal audit, financial controls, compliance and ethics, as well as assessment of the effectiveness of internal control systems.

As it relates to the State University System, the audit committee receives and reviews university audit reports and identifies trends. It confirms that adverse trends are being addressed by the universities. If it has reasonable cause to believe a university is not providing an appropriate response to significant audit findings, it may initiate an inquiry.

2. Investigative Activities

As provided in its charter, the audit committee can direct the inspector general to conduct an inquiry or investigation if it has reasonable cause to believe a university board of trustees is unwilling or unable to provide for objective investigation of credible allegations of fraud or other substantial financial impropriety. In those instances where the inspector general determines that no further action is warranted, the board has delegated authority to the audit committee chair to make a final determination regarding a complaint.

3. Compliance Activities

In the area of Compliance, relative to the operation and management of the Board of Governors, the OIGC shall prioritize the implementation of a compliance program to focus on areas of higher regulatory risk which could impact health or safety, academic or fiscal integrity. The inspector



general will also provide recommendations, education and training in connection with regulatory compliance gaps identified.

Support for Audit and Compliance Committee

The OIGC provides staffing support for the audit committee, which meets face-to-face or by conference call four times per year or as needed. Activities in support of the audit committee during this reporting period include:

1. Holding one-on-one briefings with Board members prior to board meetings to discuss agenda topics.
2. Preparing meeting materials and making presentations to the audit committee for face-to-face meetings or conference calls.
3. Communicating by phone and email with the audit committee chair for guidance in handling concerns under the audit committee's purview.
4. Assisting audit committee members in staying abreast of applicable regulations and statutes.



THE STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

Audit Activities

During Fiscal Year 2012-2013, the OIGC engaged in the following internal audit-related activities:

Board Office Ethics Climate Audit

The OIGC initiated an audit of the Ethics Climate in the board office (OIGC Project No. 2012-001). The audit focused on actions taken by the board to design, communicate, monitor, promote and enforce ethical standards and policies applicable to its employees. The report was released August 2, 2012.

This audit evaluated the board office's Code of Ethics; the internal operating policies and procedures in comparison to requirements contained in Chapter 112, Part III, Florida Statutes, and best practices from professional organizations.

An ethical environment survey was sent to 47 board office staff. A 60% response rate was achieved (28 of 47 individuals provided a response). Survey results indicated the board office had established a positive ethical climate. For example, all respondents agreed or strongly agreed that senior management models and promotes ethical behavior.

The audit concluded the board office has a favorable ethical climate that could be enhanced by providing periodic training of employees on the Code of Ethics policy and applicable law. As a result, the ethics officer conducted ethics training for board office staff and made plans to provide ethics training on an annual basis.

The six-month follow-up report was submitted February 11, 2013, to Board of Governors Chair, Dean Colson, and to Chancellor Frank Brogan reporting that corrective actions have been completed. Copies of the Ethics Climate Audit and the associated six-month follow-up are available upon request.

The 2011-2012 Board of Governors Operational Audit

In accordance with the Charters and applicable law, the OIGC acted as liaison with Florida Auditor General staff during its audit of the board operations for the Fiscal Year 2012. The OIGC coordinated communications and responses for the board's operational audit, including tracking approximately 160 requests for information.



The final report, No. 2013-024, was released October 18, 2012, and listed four findings in the areas of board regulations and oversight as well as monitoring.

In the regulations and oversight category, the auditors recommended that board staff review and revise, as appropriate, current regulations to address the areas of Sponsored Research, Anti-hazing, Student Code of Conduct, and Purchasing Practices. Board staff responded that they have engaged with university staff for each of these areas and that they will continue to do so to ensure minimum standards, system-wide, are implemented.

There were three findings in the monitoring category related to SUS Capital Improvement Bonds, 21st Century World Class Scholars Program, and New Florida Initiative Awards. The recommendations for all three were for board staff to strengthen monitoring, review, and analysis of information received from universities.

On April 19, 2013, the OIGC issued the statutorily required six-month follow-up report to the Joint Legislative Auditing Committee. This follow-up report highlighted corrective actions taken through April 2013. The OIGC will follow-up on any outstanding corrective actions before the end of the calendar year.

A copy of the Board of Governors Operational Audit, Report No. 2013-024, is available at the State of Florida Auditor General website (<http://www.myflorida.com/audgen/>). Copies of the associated six-month follow-up are available upon request.

Quality Assessment Review – OIGC Internal Audit Activity

As required by Section 11.45(2)(i), Florida Statutes, and professional standards, the OIGC internal audit activities are subjected to a periodic quality assessment review. This review, conducted by the auditor general's office, is designed to ensure the OIGC's quality assurance program for the internal audit activity (i.e., the charter, organizational environment, and policies and procedures) provide management with reasonable assurance that the internal audit activity operates in conformity with applicable auditing standards. The review also assessed OIGC compliance with specific provisions of Section 20.055, Florida Statutes, governing the internal audit activities.

The Quality Assessment Review report (No. 2013-188) was issued June 27, 2013, and covered the period, July 2011 through August 2012. This report concluded the OIGC's internal audit activity was adequately designed and complied with to provide reasonable assurance of



conformance with applicable professional auditing standards. The report included two findings related to continuing professional development and statutory compliance. The board office and OIGC developed a six-point corrective action plan to address the report findings.

Four of the six corrective actions have been completed and the remaining two are in progress (expected to be completed by calendar year end).

Audit Plan

Section 20.055, Florida Statutes, specifies that the inspector general develop long-term and annual audit plans based on the findings of periodic risk assessments and that the plan contain the individual audits to be conducted during each year and related resources to be devoted to the respective audits. By statute, the plan is submitted to the audit committee and the board for approval, and a copy of the approved plan is submitted to the chancellor and the auditor general.

This fiscal year, the OIGC initiated a risk assessment that included each of the organizational units that comprise the board office and a review of board regulations, the Florida Constitution, applicable statutes, financial records, internal operational manuals, handbooks, organizational charts, and various reports including prior audit reports, and other available data.

The audit committee approved and the Board of Governors ratified the *Long-term and Annual Audit Plan for Fiscal Year 2013-2014* in a conference call of the Audit and Compliance Committee held June 10, 2013. The plan contains two audit projects each year for the next three years. Each audit is expected to require 350 staff hours.

Fiscal Year 2013-2014:

- Tuition Differential/Tuition and Fees Program(s)
- Institutes and Centers

Fiscal Year 2014-2015:

- Establishment of Educational Sites
- University Work Plans Process

Fiscal Year 2015-2016:

- State University System of Florida Board of Governors Foundation
- Residency for Tuition Purposes



THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Investigative Activities

The following section summarizes the most significant matters the OIGC handled during this reporting period.

Continued Monitoring of Corrective Action Plan by a State University (OIGC Complaint Nos. #2011-023 and -024)

Monitoring of this matter began in July 2011 when two individuals contacted the OIGC with a complaint that the chief audit executive at a state university had knowingly engaged in fraudulent activities, including the submission to the university's board of trustees of report summaries of audits that had not been completed.

Because the subjects of the allegations of misconduct were staff in the chief audit executive's office, which is the office typically responsible for investigating such complaints, it was determined that the matter should be referred to the chair of the university board of trustees with the recommendation that an outside firm be retained to conduct an investigation. The university board of trustees retained the services of an outside law firm that determined the information provided by the complainants met the statutory criteria as a whistle-blower complaint.

This matter as well as Anti-hazing Program Investigation (see below) required additional monitoring by board office staff. Because the findings span various areas, such as audit and compliance, finance, and student affairs, the chancellor initiated a board office-wide project to monitor the university's progress in addressing all identified concerns. Refer to the Compliance Activities section of this report for more detail.

Anti-Hazing Program Investigation (OIGC Complaint No. #2011-038)

In November 2011, a student at a state university died from blunt force trauma sustained as a result of hazing. On November 29, 2011, in response to this tragic event, the board's chair notified the university board of trustees that she had directed the chancellor to initiate an investigation into whether the university had implemented an anti-hazing program in compliance with state law and that reflected the board's zero tolerance for hazing.

The OIGC, with investigative resources provided by other state agencies, began an investigation to examine the following issues:

- Did the university have a rigorous anti-hazing program in place during the five-year period before the tragedy of November 2011 that



would prevent, detect, deter and discipline students engaged in prohibited hazing activities and that included the implementation of effective institutional and internal controls as required by Board of Governors and university regulations and applicable state law?

- Did university staff during the period in question fail to adequately address or investigate complaints of hazing and impose appropriate discipline on students who had allegedly engaged in prohibited activity in violation of application regulations or law?
- Did the university's senior administrative staff fail to respond to allegations of hazing reported to them on or about November 8, 2011, by the former Director of Bands? If so, did their actions demonstrate a reckless indifference or disregard of applicable state law, Board of Governors' or university regulations?

The investigative team reviewed and analyzed all reported cases of hazing during the five-year period before November 2011, conducted interviews of current or former university employees, and reviewed approximately 7,000 pages of documents. The final report of investigation, issued February 12, 2013, concluded that the university failed to implement an anti-hazing program in compliance with Board of Governors regulations, university regulations, or state law. Additionally, it revealed a lack of effective institutional and internal controls designed to prevent, detect, deter, and discipline students involved in hazing. Regarding the last allegation, however, the investigative team determined it was unsubstantiated.

The final report of investigation included a list of recommendations, which was incorporated into the Corrective Action Plan Project. The CAP Project includes findings and recommendations from various audits and investigations conducted by audit or law firms retained by the university to enhance its internal controls in areas of identified weakness.

Complaints, Matters, and Inquiries

During the past year, the OIGC handled a variety of matters submitted by current or prospective students, parents, university faculty and staff, and the general public. All matters were categorized, indexed, and assigned a case number for tracking and follow-up.

In accordance with the OIGC statute [Section 20.155(5), Florida Statutes], the Board of Governors must determine "that a state university board of trustees is unwilling or unable to address substantiated allegations made by any person relating to waste, fraud, or financial mismanagement..." before it conducts, coordinates, or requests an investigation. Therefore, when a complaint is received, the OIGC reviews not only the allegations



but also the steps the complainant has already taken with the university in question to address his or her concerns. Allegations of matters that fall under the university's purview are referred to the university's internal audit office, which also conducts investigations into credible allegations. The OIGC requests that the university follow-up with this office on their actions.

For those complaints where appropriate avenues at the university have been exhausted, the OIGC contacts the complainant for additional information if needed, and then pursues a preliminary inquiry to determine if the university has responded appropriately to the complainant's assertions. When as a result of a preliminary inquiry the inspector general recommends that no further board action is warranted, the audit committee chair is delegated the authority to accept that determination. In all other situations the audit committee shall review the matter at its next meeting.

This reporting period, OIGC staff reviewed a total of 42 matters. Of these, we had eight complaints; two consultations; one information request; two investigations; and 29 matters referred to appropriate university staff for handling.

In addition, board policy requires the inspector general to review and approve all Pre-Employment Background Screenings of board staff. This past year seven new staff submitted to a background screening.

The following chart depicts the above activity:

Category	Open	Referred	Closed	Total
Complaints	1	1	6	8
Consultations	--	--	2	2
Information Requests	--	--	1	1
Investigations	1	--	1	2
Matters	7	6	16	29
TOTAL	9	7	26	42



THE STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

Compliance Activities

In fulfilling its compliance responsibilities for this reporting period, the OIGC performed the following functions:

System Financial and Operational Audit Report Review

As required by law, the auditor general conducts annual financial audits for each system university, and operational audits are performed every two years. The OIGC receives final auditor general reports of all system audits and forwards them to the board's senior staff. Any findings common across the university reports are tracked and discussed with the appropriate interested parties (such as university or board staff or the State University Audit Council, an informal committee of State University System chief audit executives) for follow-up or to request additional information.

System Internal Audit Reports Review

In March 2009, Board Regulation 1.001, University Board of Trustees Powers and Duties, required that all state universities submit to the OIGC final internal audit reports [Board Regulation 1.001(6)(g)]. In September 2010, the submission procedure was finalized and announced to all universities that internal audit reports would be submitted on a quarterly basis to the OIGC.

The OIGC logs and tracks each quarter the audit reports received and audit topics covered. OIGC staff monitors reports to identify any trends and confirm with a given university that it is addressing any adverse trends.

For this reporting period, the OIGC received internal audit reports from system institutions. University internal audit offices vary in size, as do the universities themselves. Some internal audit offices have as few as two staff members, others have many more. Additionally, university internal audit offices are responsible for not only internal audits, but also investigations, compliance oversight, consultations or advising.

Corrective Action Plan Project 2013

As a result of the investigations by various audit and law firms into the matters described for OIGC Complaint Numbers 2011-023, 2011-024, and 2011-038 (refer to the Investigative Activities section of this report), the chancellor of the State University System initiated a corrective action plan to monitor the university's progress in addressing findings from all audit and investigative reports. Board staff developed a master spreadsheet to



track the university's progress in five areas of concern: Audit and Compliance Issues, Finance, Academics and Accreditation, Facilities and Construction, and Hazing and Student Code of Conduct.

The OIGC's focus is on audit issues, staffed by the university's internal audit office. OIGC staff communicates with the chief audit executive monthly for consultation and status. The inspector general reports monthly status information to the audit committee chair as well as the chancellor. The university in question aims to have all corrective actions in place by mid-2014.



THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Staff

Derry Harper, Inspector General and Director of Compliance



Mr. Harper joined the Board of Governors' senior staff in July 2007 as the first Inspector General and Director of Compliance. In May 2013, he announced that he would be leaving the board office at the end of this reporting period to return to the practice of law.

As the first Inspector General for the Board of Governors, Mr.

Harper was responsible for building the office without the benefit of legacy staff, tools or systems inherited from the previous Board of Regents IG office. Mr. Harper's first priorities as inspector general for the board office were to build a strong working relationship with university chief audit executives; to develop the charters under which this office and the audit committee operate; and to establish the policies and procedures for handling matters, complaints, preliminary inquiries, and investigations.

Before joining the board, Mr. Harper served as Chief of Internal Audit and Investigation for Citizens Property and Insurance Corporation. Before that, he served as the Chief Inspector General for over four years during the administration of former Florida Governor Jeb Bush. In that role, his responsibilities included oversight and management of the 17 executive agency inspectors general.

Before his return to public service, Mr. Harper spent 12 years in the private sector as corporate counsel for BellSouth Corporation handling a variety of legal matters including litigation and employment cases. He is a former federal and state prosecutor, having served as an Assistant United States Attorney and an Assistant District Attorney General, all in Nashville, Tennessee.

A graduate of Vanderbilt University School of Law, Mr. Harper received his undergraduate degree from Davidson College, where he served on the College Board of Trustees for six years.



Mr. Harper is currently serving as the Assistant City Attorney in Memphis, Tennessee. Although returning to the practice of law is “not like riding a bike,” Mr. Harper is enjoying the challenge of litigation in the 21st Century. We are grateful for his contributions to the establishment of the State University System of Florida Board of Governors Office of the Inspector General.

Lori Clark, Compliance Analyst



Ms. Clark became a member of the OIGC staff in August 2008, after serving two years as an educational policy analyst in the board’s Academic and Student Affairs department. She is a graduate of Florida State University with bachelor’s and master’s degrees in French Language and Literature. Ms. Clark has

over 20 years of experience in postsecondary education, including teaching, student services administration, and program implementation.

In addition to receiving professional development and on-the-job training in the area of compliance, Ms. Clark has begun training in auditing and investigations.

Karla Goodson, Executive Assistant

Ms. Goodson joined the Board of Governors staff in March 2010. Her professional experience includes administrative/research roles in association and legal settings, with particular emphasis on public policy and governmental affairs. Her experience and assistance are valuable components in the operations of the OIGC as well as the other units she assists.



THE STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

Contact Information and Resources

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Resources

OIGC Web Page

<http://www.flbog.edu/about/cod/igoffice.php> Plan 2012-2025.

Office of the Inspector General and Director of Compliance Charter

<http://www.flbog.edu/about/cod/igoffice.php>

Audit and Compliance Committee Charter

<http://www.flbog.edu/about/cod/igoffice.php>

Association of Colleges and Universities Auditors

<http://www.acua.org/>

Association of Inspectors General

www.inspectorsgeneral.org

Florida Inspectors General

<http://www.floridaoig.com/>

Institute of Internal Auditors

<http://www.theiia.org/>

Board of Governors Regulations

<http://www.flbog.edu/about/regulations/>



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STATE
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Board of Governors

AGENDA

Academic and Student Affairs Committee
Ballroom, Graham Center
Florida International University
Miami, Florida
November 20, 2013
12:15: p.m. to 1:15 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Norman Tripp; Vice Chair: Ms. Wendy Link
Members: Carter, Chopra, Fassi, Frost, Huizenga, Webster

1. Call to Order and Opening Remarks Governor Norman Tripp
2. **Interim Chancellor and Chief Academic Officer's Report** Dr. Jan Ignash,
Interim Chancellor and
Chief Academic Officer,
Board of Governors
3. **Approval of Committee Meeting Minutes** Governor Tripp
Minutes, September 12, 2013
4. Academic Program Items Governor Tripp
 - a. **Ph.D. in Criminal Justice**, CIP 43.0104 University Staff
 - b. Termination of **Ph.D. in Physical Education**, CIP 13.1314 Governor Tripp
Florida State University
 - c. Request for Limited Access Status, **B.S. in Radiography**, Governor Tripp
CIP Code 51.0911, University of North Florida

5. **Approval of Southern Regional Education Board
Electronic Campus Regional Reciprocity Agreement**

Ms. Vikki Shirley,
*General Counsel
Board of Governors*

6. **Baccalaureate Degree Approval Process in the State
University System and the Florida College System**

**Dr. Ignash,
Mr. Randall W. Hanna,**
*Chancellor,
Florida College System,
Department of Education*

7. **Student Affairs Updates**

- a. Council of Academic Vice Presidents (CAVP)

Dr. Ronald Toll
*Provost and Vice President for Academic Affairs,
Florida Gulf Coast University
and Chair, CAVP*

- b. Florida Student Association

Governor Carlo Fassi

- c. SUS Council for Student Affairs

Dr. Kevin Bailey
*Chair, Council
for Student Affairs*

8. **Closing Remarks and Adjournment**

Governor Tripp

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Chief Academic Officer's Report

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Dr. Jan Ignash, Interim Chancellor and Chief Academic Officer, will provide an update regarding the activities of the Office of Academic and Student Affairs.

Supporting Documentation Included:	None
Facilitators/Presenters:	Jan Ignash

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Approval of Minutes of September 12, 2013 Committee Meeting

PROPOSED COMMITTEE ACTION

Approval of summary minutes of the meeting held on September 12, 2013 at New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the summary minutes of the meeting held on September 12, 2013 at the New College of Florida.

Supporting Documentation Included:	Minutes, September 12, 2013
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Facilitators/Presenters:	Governor Tripp
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MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

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

Governor Norman Tripp, Chair, convened the meeting of the Academic and Student Affairs Committee at 10:40 a.m. Members present were Wendy Link; Matthew Carter; Manoj Chopra; Carlo Fassi; Patricia Frost; H. Wayne Huizenga, Jr.; and Elizabeth Webster.

1. Call to Order and Opening Remarks

Chair Tripp called the meeting to order.

2. Vice Chancellor's Report

Chair Tripp recognized Dr. Jan Ignash, Vice Chancellor, to provide a report on Board staff activities supporting the Academic and Student Affairs Committee.

Vice Chancellor Ignash summarized Board staff activity since the June meeting, including progress on an online database of educational sites; the development of data on existing programs and their productivity sent to the Academic Program Coordination Work Group; the creation of performance-based funding metrics; and the finalization of general education core course recommendations, as mandated by HB 1736, which were sent to campuses for faculty review. She introduced Dr. Christopher Mullen, the Board's new Assistant Vice Chancellor for Policy & Research. Vice Chancellor Ignash also mentioned the array of meetings that staff attended and participated in over the course of the summer in order to stay current on state and national education issues.

3. Approval of Minutes from June 20, 2013

Dr. Carter moved that the Committee approve the minutes of the meeting held March 27, 2013 as presented. Mr. Fassi seconded the motion and members of the Committee concurred.

4. Public Notice of Intent to Amend Board of Governors Regulations

- a. 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

Chair Tripp explained that Board Regulation 6.002 provides statewide minimum criteria for undergraduate first-time-in-college, degree-seeking freshmen, and that noticed amendments to this regulation involve clarifying that starting Fall Semester 2014, consideration of ACT test scores in admission decisions must be based on the ACT Plus Writing exam, as well as a technical amendment allowing for foreign language competency to be achieved with the successful completion of a second level foreign language course, removing the requirement for completion of the first level course.

Ms. Link moved that the Committee approve the public notice of intent to amend BOG Regulation 6.002. Dr. Carter seconded the motion and members of the Committee concurred.

- b. 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

Chair Tripp explained that noticed amendments to Board Regulation 6.004 would allow the foreign language admission credit hour requirement to be achieved with the successful completion of a second level foreign language course, removing the requirement for completion of the first level course.

Ms. Webster moved that the Committee approve the public notice of intent to amend BOG Regulation 6.004. Dr. Chopra seconded the motion and members of the Committee concurred.

- c. 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities

Chair Tripp explained that noticed amendments to Board Regulation 6.008 provide similar standards to those required by the State Board of Education for Florida College System institutions, providing for smooth articulation between institutions without lowering admissions standards.

Dr. Carter moved that the Committee approve the public notice of intent to amend BOG Regulation 6.008. Ms. Webster seconded the motion and members of the Committee concurred.

5. FIU Request for Wolfsonian-FIU Downtown to be a Special Purpose Center

Chair Tripp reported that Item 5 had been withdrawn with the intent of presenting the request at the November Board meeting.

6. Overview of the New Degree Approval Process in the Florida College System and the State University System

Chair Tripp invited Vice Chancellor Ignash to provide an overview of the academic approval process used to create new baccalaureate programs in the SUS and the Florida College System (FCS), including the different levels of authorization and review.

Vice Chancellor Ignash introduced Julie Alexander, the Vice Chancellor for Academic and Student Affairs for the Florida College System.

Ms. Alexander explained the baccalaureate program approval process which begins with a letter of intent to the FCS; notice to the Board of Governors as well as the presidents of SUS institutions of the proposed program; a period of time to allow for SUS response; a formal proposal submission from the state college; and finally, a proposal to the State Board of Education from the FCS.

Ms. Link asked Ms. Alexander if she felt system coordination was improving. Ms. Alexander responded that with better data and more open communication, facilitated by initiatives such as the Access and Attainment Commission, coordination is becoming smoother.

Vice Chancellor Ignash reported on quarterly meetings between the twelve SUS university provosts to examine both new and existing programs. She endorsed an increase in informal conversation between institutions before the formal process starts in order to better facilitate productivity and coordination.

Dr. Chopra asked Ms. Alexander if the FCS considered emerging majors, such as new STEM majors, when planning degree programs. Ms. Alexander explained that the most common FCS major was Applied Science and that associate degree programs are built more quickly than baccalaureate programs.

7. Florida Institute of Oceanography Update: Summer Cooperative Pilot Field Studies in Marine Biology

Chair Tripp informed the Committee of a cooperative summer course offered by the University of North Florida, Florida Atlantic University, Florida Gulf Coast University, and the University of South Florida – St. Petersburg under the umbrella of the Florida

Institute of Oceanography (FIO). He invited Dr. Courtney Hackney from UNF to recap the 2013 Field Studies in Marine Biology, offered for the first time in the 2013 Summer Semester.

Dr. Hackney provided a summary of the events of the summer 2013 pilot study, including a breakdown of the schedule and curriculum over five weeks. He mentioned logistical and administrative issues, as well as positive faculty and student feedback from all participants. He indicated that FIO plans to add the University of West Florida to the Summer 2014 Semester, and that FIO is exploring options for a winter course and a teachers course.

8. Student Affairs Updates

a. Florida Student Association

Chair Tripp recognized Mr. Fassi, Chair of the Florida Student Association (FSA), to provide an update on the FSA and SUS students.

Mr. Fassi mentioned the FSA's involvement with promoting the Aim Higher campaign across all campuses and that the FSA's legislative budget request will build on the full Board's emphasis as well as give consideration to facilities funding efforts.

b. SUS Council for Student Affairs

Chair Tripp recognized Dr. Kevin Bailey, Chair of the SUS Council for Student Affairs, to update the Committee on activities and interests of the Council as it plans for the 2013-14 academic year.

Dr. Bailey outlined the Annual Statewide Anti-Hazing Summit to be held in October. He also mentioned a joint matrix being developed with the Council of Academic Vice Presidents (CAVP) that concerns retention strategies.

9. Closing Remarks and Adjournment

Having no further business, Chair Tripp adjourned the meeting at 11:32 a.m.

Norm Tripp, Chair

Melissa Giddings, Educational Policy Analyst

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Ph.D. in Criminal Justice (CIP 43.0104) at the University of Central Florida

PROPOSED COMMITTEE ACTION

Approval of the Doctor of Philosophy (Ph.D.) in Criminal Justice at the University of Central Florida, CIP 43.0104.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing to offer a Ph.D. degree program in Criminal Justice. The program will be offered at its main campus. According to the proposal, this program will produce individuals with the necessary credentials for teaching and research ready to enter careers in universities, think tanks, policy institutions, and university-based policy centers where they will work to translate academic research into effective policy.

The total number of credit hours required for completion of the proposed program is 57. The curriculum includes 15 credit hours of core courses, 12 credit hours of restricted methodological electives, 9 credit hours of concentration area restricted electives, 6 credit hours of unrestricted electives, and 15 credit hours of dissertation. Letters of support have been provided by the University of Florida, Florida State University and the University of South Florida because each has a somewhat similar program.

The UCF Board of Trustees approved the program on September 26, 2013. If approved by the Board of Governors, UCF will implement the program in fall 2015.

Supporting Documentation Included: 1. Staff Analysis
2. Program Proposal

Facilitators/Presenters: UCF Representatives

**BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW DOCTORAL DEGREE PROPOSAL STAFF ANALYSIS**

Program: Ph.D. in Criminal Justice
Institution: UCF
Staffed By: D. Barbu; K. Padgett,
PhD; T. Bujak; R. Stevens

CIP Code: 43.0104

Proposed Implementation Date: Fall 2015

Initial Review Date: 3/26/ 13 **Last Update:** 9/24/13

Projected program costs:

	Total	% & \$ Current Reallocate d	% & \$ New Recurring	% & \$ New Non- Recurring	% & \$ C&G	Auxiliary Funds	E&G Cost per FTE	SUS 11-12 Average Cost per FTE
Year 1	\$190,121	58.5% \$111,121	39.5% \$75,000	2% \$4,000	0% \$0	\$0	\$50,699	\$13,593 43 CIP
Year 5	\$478,194	42.1% \$201,325	31.9% \$152,290	0% \$0	26% \$124,579	\$0	\$38,704	

Projected FTE and Headcount are:

	Student Headcount	Student FTE
First Year	5	3.75
Second Year	10	7.03
Third Year	15	8.91
Fourth Year	15	8.91
Fifth Year	15	8.91

On March 29, 2007, the Florida Board of Governors approved Board Regulation 8.011, which sets forth criteria for implementation and authorization of new doctorates by the Board of Governors, as well as criteria for implementation and authorization of Bachelor's, Master's and Specialist degrees by Boards of Trustees. The following staff analysis is an assessment of how well the university meets Board Accountability and Readiness criteria for implementation of this degree program.

Proposal Page Numbers:

INTRODUCTION		ACCOUNTABILITY		READINESS				
Program Description	SUS Goals	Overall	Budget	Mission and Strength	Program Quality	Curriculum	Faculty	Resources
2	4	13	39	48	58	61	80	90

A. Program Description:

The University of Central Florida (UCF) is proposing to offer a PhD in Criminal Justice with three applied concentration areas: policing, corrections, and juvenile justice. The program will be offered at UCF's main campus.

The proposed UCF PhD in Criminal Justice program will be a research doctoral program specifically focused on research and teaching related to the study of criminal justice, its agencies, and its policies and practices. The program will recruit from the population of students with master's degrees in criminal justice or closely related areas and offer coursework and research opportunities related to policing, corrections, and juvenile justice. Also, the proposal includes and emphasizes courses in criminal justice theory, advanced research methods, and quantitative methods in criminal justice. In addition to coursework, the program will include requirements to pass qualifying and written comprehensive examinations and to successfully defend a written dissertation proposal. The degree will culminate in the successful defense of a dissertation that is grounded in criminal justice theory and contributes original research to the body of criminal justice knowledge.

The UCF proposal explains that the graduates will be ready for employment in both academic and applied settings. University of Central Florida graduates "will be able to enter careers in universities, think tanks, policy institutions, and university based policy centers where they will work to translate academic research into effective policy."

The proposed UCF doctoral program in Criminal Justice would be the second such program to be offered by a public university in the state of Florida. The other doctoral program in Criminal Justice is offered by Florida State University. The proposed doctoral program will require the completion of 57 credit hours (15 credits – core courses; 12 credits – restricted methodological electives; 9 credits – concentration; 6 credits – unrestricted electives; and 15 credits – dissertation). The program will only accept students with a master's degree in Criminal Justice or a closely related discipline.

B. System-Level Analysis and Evaluation in accordance with BOG Regulation 8.011:

The proposal references the previous State University System (SUS) Strategic Planning Goals for 2005-2013. However, for the most part, the references are still valid in demonstrating alignment with state-level priorities. The proposal notes that the new program supports the following four goals from the 2005-2013 plan:

- Access to and production of degrees;
- Meeting statewide professional and workforce needs;

- Building world class academic programs and research capacity;
- Defining and approving university missions that meet community needs and fulfill unique institutional responsibilities.

These goal alignments are further explained in the following paragraphs excerpted in large part from the proposal.

Access and Degree Production

According to the proposal, the University of Central Florida is servicing nearly 4 million Florida residents in the Central Florida area. Staff research shows that during the Academic Year 2011-12, UCF awarded 437 Bachelor degrees and 97 Master's degrees in the area of Criminal Justice/Safety Services (CIP 43.0104). The proposed program would offer Master's graduates an option to continue their graduate education in Criminal Justice in the Central Florida area.

Statewide Professional and Workforce Needs

According to the proposal, the U.S. federal, state and local governments spend approximately \$191 billion for police, court, and correction services. Florida ranks third in the nation for justice related expenditures, at nearly \$13 billion spent annually.

The proposed doctoral program would produce social scientists with expertise in criminal justice that are capable of gathering, analyzing, and reporting high-quality data and findings to critically assess the status of practice and will educate the future workforce. Moreover, the program would help meet professional workforce needs by expanding the supply of academics available to local and state agencies.

Building Academic Programs and Research Capacity

The proposal notes that the doctoral program in Criminal Justice is committed to contributing to UCF's success in building world-class academic programs and research capacity. Specifically, the quantity and type of research productivity is significantly different at universities offering doctoral programs as compared with universities without such programs. Grants and contracts from local agencies, counties and the state, and from the federal government will fund PhD students and help UCF become a leader in criminal justice research.

Supporting University Mission, Meeting Community Needs and Institutional Responsibilities

According to the proposal, the program supports and enhances the university by providing high quality undergraduate education, helping UCF achieve international prominence, enhancing diversity, and promoting partnerships and collaboration between UCF and local law enforcement agencies.

A doctoral program in Criminal Justice would provide a concentrated pool of talented scholars and graduates to examine local criminal justice issues. In this manner local agencies would gain a reliable pool of capable graduate students to help them address issues such as internal operations, community reputation, and resource management. Graduates from the proposed program could help cities and counties save money by translating research into practice.

The UCF proposal points to four mission components common to both the SUS Strategic Plan's mission statement for the university and UCF's strategic plan. Each of these four, the proposal notes, center on "a commitment to service for the surrounding Central Florida community." This point is emphasized throughout a discussion of how the PhD program in criminal justice fits with the University's mission, as is the point that much of this mission has to do with practical, applicable teaching, research, and outreach that will have an impact on the community served by UCF. In support of their argument that the proposed program fits with this service mission, UCF's proposal indicates that the students recruited to the PhD program will largely consist of their own current Master's degree students and that the research these students will be involved in will be "responsive to questions developed in interaction with local community research partners." The proposal also states an expectation that graduates of the program will constitute an "enriched capacity" for the scientific understanding of criminal justice-related issues that will primarily benefit Florida, in general, and the central Florida region in particular.

Need Analysis

The UCF proposal explains that the graduates will be ready for employment in both academic and applied settings. The proposal includes the presentation of data related to 1) the need for faculty in the field of criminal justice to accommodate the growing number of professionals seeking higher education credentials, 2) the need to fill faculty positions at community colleges and technical schools that are currently being filled by part-time, adjunct, and other non-tenure track faculty, and 3) the need for research that is applicable and readily-available to criminal justice agencies looking for ways to improve efficiency and implement best practices. Along with data to support these claims, UCF's proposal includes testimonials and letters from many of the criminal justice agencies operating in central Florida, voicing their support for the implementation of this program at UCF. A total of thirteen letters of support from local agencies with whom the Department of Criminal Justice collaborates are included in the proposal.

According to the Bureau of Labor Statistics, none of the occupations listed in the area of Protective Services requires the completion of a postsecondary credential. The occupations listed under this area are: correctional officers, fire inspectors and investigators, police and detectives, firefighters, police and detectives, private detectives and investigators, and security guards, and gaming surveillance officers. However, the

postsecondary teacher occupation is listed among the top 20 positions with the highest projected growth from 2010 to 2020. Bureau of Labor Statistics lists an estimated 305,700 new jobs for postsecondary teachers in the United States (17% growth rate), with a median pay of \$62,050.

The American Society of Criminology, the field's leading professional organization, lists more than 114 faculty or research positions, including multiple positions at FSU, two positions at FAU, and one position at FGCU (as of September 24, 2013).

A search for open academic positions in Criminal Justice conducted on September 24, 2013, by the Board staff revealed that more than 44 positions, such as Criminal Justice Faculty, Instructor, and Dean, were advertised through the Chronicle of Higher Education, the majority of them requiring the completion of a PhD in Criminal Justice. A search of the website www.HigherEdJobs.com revealed more than 75 positions advertised for Criminal Justice Faculty, Instructor, and Dean the majority requiring a PhD degree.

According to the SUS Degrees Inventory, seven (7) SUS institutions offer Bachelor's and Master's degrees in Criminal Justice and related fields (see Table 1). The proposal notes and Board's staff research confirms that graduates of the PhD in Criminal Justice program could teach in any of the areas included in table 1, at all levels (baccalaureate, master, and doctorate).

Table 1. Criminal Justice and related programs currently offered in the State University System.

CIP Code	CIP Title	FAMU	FAU	FGCU	FIU	FSU	UCF	UF	UNF	USF T	USF SM	USF SP	UWF
'45	SOCIAL SCIENCES												
'45.0101	Social Sciences, General	M	B	-	-	BM	B	-	-	B	B	B	B
'45.0401	Criminology	-	-	-	-	-	-	BMR	-	BMR	B	B	-
'45.1001	Political Science and Government, General	B	BM	B	BMR	BMR	BMR	BMR	B	BM	-	B	BM
'45.9999	Social Sciences, Other	-	-	-	-	-	-	-	-	-	-	-	B
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES												
'43.0103	Criminal Justice/Law Enforcement Administration	-	M	-	-	-	-	-	-	M	M	-	-
'43.0104	Criminal Justice/Safety Studies	B	B	BM	BM	BMR	BM	-	BM	-	-	-	BM
'43.0107	Criminal Justice/Police Science	-	-	-	-	B	-	-	-	-	-	-	-
'43.0116	Cyber/Computer Forensics and Counterterrorism	-	-	-	-	B	-	-	-	-	-	-	-
'43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other	-	B	-	-	-	-	-	-	-	-	-	-

Source: State University System Degrees Inventory (B- bachelor, M- Master, R- Research Doctorate).

Demand Analysis

With regard to student demand, the proposal presents data from a 2009 survey of students in UCF's Criminal Justice Bachelor and Master's degree programs, asking their preference for attending a doctoral degree program in Criminal Justice should the university offer one. The answer was positive, with more than 30% percent of the students showing interest in a doctoral program in Criminal Justice at UCF.

In terms of enrollment projections, the proposal indicates that five (5) students are expected to enroll in the proposed program in the first year, increasing to 15

students by the third year, and then remaining stable at 15 after that. The university plans to recruit 40 percent of its CJ PhD students from among UCF graduates, 40 percent from other State University System institutions, and 20 percent from other accredited institutions, both nationally and internationally.

The existing baccalaureate and master's programs in Criminal Justice at UCF have sufficient enrollments to become immediate feeders into the proposed doctorate program, and, as Table 1 shows, there are numerous other baccalaureate and master's degree level programs graduating students in Criminal Justice and related fields across the state.

University of Central Florida – Enrollments

Criminal Justice (43.0104)	2011	2012
Bachelors level	1,410	1,425
Masters level	238	236

**Source: Board of Governors database*

Substantially Similar Programs

Currently, three doctoral programs in criminal justice or criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies (CIP 43.0104); UF, a PhD in Criminology and Law (CIP 45.0401); and USF, a PhD in Criminology (CIP 45.0401). What will distinguish UCF's doctoral program from its peers in the state university system will be its targeted focus on criminal justice rather than criminology. While criminology encompasses the etiology, psychology, and sociology of crime and society's responses to crime, the science of criminal justice focuses on the institutions in place to control crime and carry out the functions of the criminal justice system. The UCF doctoral program will seek to contribute to the latter and to provide practical, applicable scientific findings to practitioners in the field. In fact, a major component of the program will be its collaboration with those practitioners in the Central Florida region, many of which have expressed support for its implementation.

According to the proposal, the proposed PhD in Criminal Justice program at UCF will be dedicated to the science of criminal justice and the institutions and practitioners in the criminal justice system. The PhD in Criminal Justice at UCF would be filling a particular need that, as stated in the proposal, UCF "feels is not currently being met by the other programs." The proposal notes that FIU offers a PhD in Public Affairs with a criminal justice track, but the program is offered under a different CIP code (45.0401) and, according to the UCF proposal, "displays no substantive overlap with the proposed UCF CJ PhD program" (p. 27). Board staff found no overlap between the track offered by FIU and the program proposed by UCF.

The response to the proposed degree program from the similar SUS programs was positive. Letters from the provost of USF and the interim chair of the university's department of criminology express support for the proposed program at UCF and suggest interest in collaboration. The letter from the chair of UF's Department of Sociology and Criminology and Law suggests no "serious direct conflict" with the program at UF, as the programs serve "two different 'student populations' and produce a very different 'final product'." However, he expresses concern about the need for "yet another PhD program in Criminology or Criminal Justice." According to the proposal, FSU's Provost provided a letter of support for the proposed program noting that even though there is some overlap between UCF's new program and FSU's program, this overlap is not expected to negatively impact enrollments in FSU's program.

Additionally, according to details described in the proposal, UCF is offering majors or concentrations in Criminal Justice underneath other PhD programs. Specifically, the PhD in Public Affairs offers a track in Criminal Justice; the PhD in Sociology offers two concentrations, one in Crime and Deviance and another one in Domestic Violence; and a newly established PhD in Security Studies, which was implemented in the fall of 2013. The department chairs or deans from all these programs provided letters of support for the proposed PhD in Criminal Justice.

Summary

The proposed Ph.D. in Criminal Justice will enhance UCF's competitiveness for students and research funding. Evidence exists that the number of criminal justice and related academic programs is increasing state and nation wide, so there should be a growing demand for graduates of the proposed program to fill up faculty positions. It is less clear that the industry itself will require many individuals trained at the doctorate level, but governments and other organizations may provide additional opportunities for employment outside of academia as researchers and policy analysts.

External consultant reviews were conducted by David Duffee, PhD, Emeritus Professor and former Dean of the School of Criminal Justice at the University at Albany, State University of New York, as well as Edward Latessa, PhD, Professor, Director of the School of Criminal Justice, University of Cincinnati. Each of the consultants' reports expressed a need for such a program, with Dr. Latessa recommending implementation (Dr. Duffee speaks highly of the proposed program but does not write explicitly in the report that he recommends implementation). Additionally, both consultants point to the fact that there is high demand on the job market for Criminal Justice PhD graduates and that the proposed program should face no barriers in meeting its enrollment targets.

C. Assessment of the University Review Process in accordance with BOG Regulation 8.011:

Due to the system of stair step accountability set in place by the Board of Governors in Regulation 8.011, it is now incumbent upon University Board of Trustees to verify that all doctoral programs coming before the Board of Governors have met the requirements of the regulation. The following is an assessment of the university review process to ensure that all criteria set forth have been considered by the university prior to submission to the Board of Governors office.

ACCOUNTABILITY

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

1. Overall – *The proposal is in the correct format, includes all necessary signatures, and contains complete and accurate tables for enrollment projections, faculty effort, and the proposed budget.*

YES NO

☒ ☐ **The proposal has been approved by the university board of trustees and includes all required signatures.**

University of Central Florida Board of Trustees approved the program on September 26, 2013.

☒ ☐ **The university has provided a proposal written in the standard SUS format which addresses new academic program approval criteria outlined in BOG Regulation 8.011.**

The Board of Governors new degree proposal format is used, as expressed in the Board's Regulation 8.011.

☒ ☐ **The university has provided data that supports the need for an additional program in the State University System as well as letters of support or concern from the provosts of other state universities with substantially similar programs.**

Three doctoral programs in Criminal Justice or Criminology are offered in the State University System. Florida State University offers a PhD in Criminal Justice Studies, UF offers a PhD in Criminology and Law, and USF offers a PhD in Criminology. All these institutions provided letters in support of the program. See Appendices 2-4.

☒ ☐ **The university has provided complete and accurate projected enrollment, faculty effort, and budget tables that are in alignment with each other.**

The university provides adequate information on enrollment (Table 1-B), budget (Table 2 & 3) and faculty effort (Table 4).

☒ ☐ **The university has included a statement in the proposal signed by the equity officer as to how this proposal will meet the goals of the university's equity accountability plan.**

The program plan for achieving diversity has been reviewed and signed by the UCF Equity Officer on March 13, 2013.

☒ ☐ **The program does not substantially duplicate programs at FAMU or FIU or, if it does, evidence was provided that consultations have occurred with the affected university on the impact of the new program on existing programs.**

The proposed program does not duplicate any program offered at FAMU or FIU.

2. Budget - The proposal presents a complete and realistic budget for the program consistent with university and BOG policy, and shows that any redirection of funding will not have an unjustified negative impact on other needed programs.

YES NO

☒ ☐ **The University Board of Trustees has approved the most recent budget for this proposal.**

The current budget was approved by the UCF Board of Trustees on September 26, 2013.

☐ ☒ **The university has reviewed the budget for the program to ensure that it is complete and reasonable, and the budget appears in alignment with expenditures by similar programs at other SUS institutions.**

The average SUS expenditure per student credit hour for doctoral level CIP 43 is \$424 for a total of \$13,593 per student FTE. The University of Central Florida is proposing that in the first year of operation the cost per FTE will be \$ 50,699 and by the fifth year of operation the total cost per student FTE will be \$39,704. Hence the proposed program seems to be quite expensive.

According to Table 2, in the first year of operation, the majority of the projected cost of \$111,121 will be used for faculty salaries and benefits for the 18 existing faculty. Additionally, the proposal shows in Table 2 that funding amounting to \$75,000 in year

one and \$152,290 in year five will be available for graduate assistantships and fellowships for the doctoral students in the program from E&G Funds.

☒ ☐ **In the event that resources within the institution are redirected to support the new program, the university has identified this redirection and determined that it will not have a negative impact on undergraduate education, or the university has provided a reasonable explanation for any impact of this redirection.**

The university identified and addressed the impact of the implementation of the new program on the existing undergraduate and graduate programs. As the proposal notes, the undergraduate program will not be negatively impacted and once the new program is fully implemented 37 percent of the undergraduate sections (70 out of 190) will be taught by tenured and/or tenure-earning faculty with terminal degrees.

READINESS

Check 'yes' or 'no' box, and make comments beneath criterion as appropriate.

3. Program Quality – *The proposal provides evidence that the university planning activities have been sufficient and responses to any recommendations to program reviews or accreditation activities in the discipline pertinent to the proposed program have been addressed.*

YES NO

☒ ☐ **The university has followed a collaborative planning process for the proposed program in accordance with policies and procedures adopted by the University Board of Trustees.**

☒ ☐ **An external consultant has reviewed the proposal and supports the department's capability of successfully implementing this new program.**

External consultant reviews were conducted by David Duffee, PhD, Emeritus Professor and former Dean of the School of Criminal Justice at the University at Albany, State University of New York, as well as Edward Latessa, PhD, Professor, Director of the School of Criminal Justice, University of Cincinnati. Both consultants point to the fact that there is high demand on the job market for Criminal Justice PhD graduates and that the proposed program should face no barriers in meeting its enrollment targets.

☒ ☐ **The university has found the level of progress that the department has made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program to be satisfactory.**

According to the proposal, the Department of Criminal Justice programs were

reviewed in 2003-2004 and 2010-2011.

☐ ☒ **The university has analyzed the feasibility of providing all or a portion of the proposed program through distance learning.**

The proposal notes that the program will be delivered through face-to-face interactions at UCF's main campus.

4. Curriculum - The proposal provides evidence that the university has evaluated the proposed curriculum and found that it describes an appropriate and sequenced course of study, and that the university has evaluated the appropriateness of specialized accreditation for the program.

YES NO

☒ ☐ **The university has reviewed the curriculum and found that the course of study presented is appropriate to meet specific learning outcomes and industry driven competencies discussed in the proposal.**

As presented in the proposal, the curriculum has been designed to train and develop highly skilled faculty and researchers at the college/university level, as well as leaders for governmental agencies. The curriculum includes 57 credit hours (15 credits – core courses; 12 credits – restricted methodological electives; 6 credits – concentration; 6 credits – unrestricted electives; and 15 credits – dissertation).

☒ ☐ **The university anticipates seeking accreditation for the proposed doctoral program, or provides a reasonable explanation as to why accreditation is not being sought.**

As stated in the proposal and as verified by Board staff, there are no accrediting agencies for the Criminal Justice discipline.

5. Faculty – The proposal provides evidence that the university is prepared to ensure a critical mass of faculty will be available to initiate the program based on estimated enrollments, and that faculty in the aggregate have the necessary experience and research activity to sustain a doctoral program.

YES NO

☒ ☐ **The university has reviewed the evidence provided and found that there is a critical mass of faculty available to initiate the program based on estimated enrollments.**

The proposal notes that there are 19 full-time faculty members in the Department of Criminal Justice; however, only 10 of them will be directly involved in the new program in year one with 15 faculty being involved in the new program by year five, having active roles in instruction, advising, and supervising dissertation hours (Table 4).

☒ ☐ **The university has reviewed the evidence provided and found that the faculty in aggregate has the necessary experience and research activity to sustain the program.**

The proposal explains in table 4 that 17 of the current professors hold terminal degrees in their fields, with one holding an EdD. Six faculty hold tenure-earning positions, 12 hold tenure, and one new faculty is expected to be hired, on a tenure earning position, before the implementation of the program.

☒ ☐ **The university has reviewed the evidence provided and found the academic unit(s) associated with this new degree to be productive in teaching, research, and service.**

The proposal provides evidence of faculty productivity. In between 2007-2010, 109 academic papers were published by the Department of Criminal Justice faculty with an average of 6.41 papers per faculty. Additionally, a total of 75 books and 353 refereed articles have been published by the faculty. The number of publications for the faculty in the Criminal Justice Department is high, with many of them publishing in top journals in the field. Moreover, one of the consultants for the proposed program, Dr. Duffee, noted that due to the quality of publishing for the faculty in the department, the failure to approve the program could lead to faculty members being lured away by other postsecondary institutions.

Finally, faculty secured more than \$1.2 million in contracts and grants in 2010 and more than \$2.2 million between 2006 and 2010.

☒ ☐ **If appropriate, the university has committed to hiring additional faculty in later years, based on estimated enrollments.**

The proposal mentions the need for hiring an additional faculty member before the implementation of the program.

6. Resources – *The proposal provides evidence that the university has ensured the available library volumes and serials; classroom, teaching laboratory, research laboratory, office space, equipment, clinical and internship sites, fellowships, scholarships, and graduate*

assistantships will be sufficient to initiate the program, and that if applicable, funding has been secured to make more resources available as students proceed through the program.

YES NO

☒ ☐ **The university has provided a signed statement from the Library Director verifying that the library volumes and serials available are sufficient to initiate the program.**

The UCF Library Director attests that the library volumes and serials available are sufficient to initiate the program. In addition, to support the program additional library resources will be acquired from the first through the third year of the program, at an annual cost of \$4,000. The funds will be made available to the Department from the Department overhead account.

☒ ☐ **The university has ensured that the physical space necessary for the proposed program, including classrooms, laboratories and office space, is sufficient to initiate the program.**

According to the proposal, instructional space is sufficient.

☒ ☐ **The university has ensured that necessary equipment is available to initiate the program.**

According to the proposal, all the necessary equipment is available.

☒ ☐ **The university has ensured that fellowships, scholarships, and graduate assistantships are sufficient to initiate the program.**

The proposal notes that full-time assistantship appointments will be provided to the doctoral students, for teaching and/or research.

☒ ☐ **If applicable, the university has ensured that the department has arranged a suitable number of clinical and internship sites.**

The proposal notes that this section is not applicable.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Ph.D. in Physical Education (CIP 13.1314) at Florida State University

PROPOSED COMMITTEE ACTION

Termination of the Doctor of Philosophy (Ph.D.) in Physical Education at Florida State University, CIP Code 13.1314.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida State University (FSU) is requesting to terminate a Ph.D. degree program in Physical Education. Demand for the existing Ph.D. program decreased significantly and new enrollments in the program were suspended in fall 2009. No students are currently enrolled in the program.

The FSU Board of Trustees approved the termination of the program on June 7, 2013. If approved by the Board of Governors, the effective date of program terminated will be Fall Term 2013.

Supporting Documentation Included: Termination Form

Facilitators/Presenters: Governor Tripp

FLORIDA STATE
UNIVERSITY

OFFICE of the PROVOST



Q 11228

MEMORANDUM

Date: August 30, 2013

To: Jan Ignash
Vice Chancellor

From: Garnett S. Stokes
Provost and Executive Vice President for Academic Affairs

Re: Termination of Programs

13 SEP 11 AM 11:14
OFFICE OF THE
BOARD OF GOVERNORS
STATE UNIVERSITY
SYSTEM OF FLORIDA

At its June 7, 2013 meeting, the Florida State University Board of Trustees approved the termination of the Physical Education degree at the Bachelor's, Master's, Specialist's, and Doctoral levels (CIP 13.1314), the Health Education degree at the Bachelor's and Master's levels (CIP 13.1307), and the Rehabilitation Counseling degree at the Bachelor's level (CIP 51.2310) as requested by the College of Education. These degrees were only offered on the main campus, and had been suspended since 2008-2009. No students remained in the programs. SACS has been notified of these program closures.

I have attached the final action memorandum along with the program termination forms. Thank you for making these changes to the SUS degree inventory. Please let me know if you need additional information.

cc: Chairman Allan Bense
President Eric J. Barron
Vice President Sally McRorie
Dean Nancy Marcus
Dean Marcy Driscoll
Ms. Ruth Feiock
Dr. Rick Burnette
Dr. Kim Barber
Dr. Bruce Janasiewicz
Ms. Janice Finney
Ms. Jennifer Specht
Mr. Michael Barrett
Dr. Andrea Novak
Ms. Melissa Crawford
Ms. Kayce Morton
Mr. Keith Bernstein
Ms. Freya Rudder
Ms. Joy Ira

enclosures

212 Westcott Building, Florida State University, Tallahassee, Florida 32306-1310
Telephone 850.644.1816, Fax 850.644.0172 • <http://provost.fsu.edu/>

FLORIDA STATE
UNIVERSITY | OFFICE *of the* PROVOST



TO: President Eric J. Barron

FROM: Garnett S. Stokes *GSS*

DATE: May 17, 2013

SUBJECT: Termination of Degree Program
Request for Approval

The College of Education has requested that the following degree program be terminated at the Bachelor's, Master's, Specialist, and Doctoral levels effective Fall Term, 2013:

13.1314 Physical Education

The Physical Education program was suspended at all degree levels in 2008-2009 due to a lack of interest and resources. There are currently no students enrolled in the program.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has been notified of the University's intention to terminate the program at all levels.

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: Florida State University

PROGRAM NAME: Physical Education

DEGREE LEVEL(S): B.M.S.D **CIP CODE:** 131314
(Ph.D., Ed.D., etc) (Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Fall 2013
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: No students in degree program
(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the UBOT in approving termination.

1. Provide a narrative rationale for the request to terminate the program.

The Physical Education program was suspended at all degree levels in 2008/2009 due to lack of interest and resources.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The Physical Education program was only offered on the main FSU campus. The degree program has been suspended since 2008/2009, so no enrollment impacts will be incurred. One remaining faculty member was relocated to the College's School of Teacher Education department and is currently teaching prerequisite education courses.

PROGRAM TERMINATION FORM (PAGE 2)

- 3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?**

There are currently no students enrolled in or faculty associated with the degree program.

- 4. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.**

There are currently no students enrolled in or faculty associated with the degree program.

- 5. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There are currently no students enrolled in or faculty associated with the degree program.

PROGRAM TERMINATION FORM (PAGE 3)

Jeffrey Jones
Signature of Requestor/Initiator

2-20-13
Date

Ru [Signature]
Signature of Campus EO Officer

3-8-13
Date

J.P. Singh
Signature of College Dean

2/21/13
Date

Harriet S. Pikes
Signature of Vice President for
Academic Affairs

4/12/2013
Date

Mark Niock
Signature of SACS Liaison

4-4-13
Date

REVISED 11/2009

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Limited Access Status for the Bachelor of Science in Radiography (CIP 51.0911) at the University of North Florida

PROPOSED COMMITTEE ACTION

Consider Limited Access Status for the Bachelor of Science in Radiography at the University of North Florida, CIP Code 51.0911.

AUTHORITY FOR STATE BOARD ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of North Florida requests Limited Access status for the new Bachelor of Science in Radiography. This action is requested because of limited clinical instructional facilities for the clinical experience required for completion of the program and a limited number of qualified faculty. Proposed minimum admission standards into the program are the completion of a minimum 60 semester hours of courses, completion of all prerequisite courses at a regionally accredited institution, a minimum cumulative 3.0 GPA, minimum common prerequisite GPA of 3.0 with at least a minimum C grade in each prerequisite course, letters of recommendation, and an interview. These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

The limited access status will apply to the whole program - Bachelor of Science in Radiography.

The UNF Board of Trustees approved the Limited Access Status of the program on June 11, 2013. If approved, UNF plans to implement Limited Access Status, effective fall 2014.

Supporting Documentation Included: University Request

Facilitators/Presenters: Governor Norman Tripp

Board of Governors, State University System of Florida
Limited Access Program Request
 Reference: BOG Regulation 6.001, Admissions

University:	University of North Florida	Degree(s) offered:	B.S.
Program:	Radiography	Six digit CIP code:	51.0911

1. **Will the entire program be limited access or only a specific track?**

The entire program will be limited access.

2. **If only a track is limited access, please specify the name of the track**

3. **How many students will the program plan to accommodate?**

Fall 8 Spring 8 Academic Year Total 16

4. **When do you propose to initiate limited access? (please specify the effective term and year)**

Fall 2014

5. **What is the justification for limiting access?**

The program requires limited access status because of limitations of clinical placements and qualified faculty. The program will only be able to accommodate 16 students per year.

6. **By what means will access be limited? Please provide a description of the program's admissions requirements and procedures, and indicate how these requirements and procedures ensure equal access for Florida community college Associate of Arts degree graduates in the competition for available space in the program.**

Every effort will be made to present a welcoming educational environment to UNF students and AA transfer students from a Florida public community/state college. Because grades are a predictor of success in the degree program as well as on the national licensing examination, they will play an important role in the selection process. Both overall GPA, as well as GPA in the common prerequisite courses, will be considered. The criteria will be converted to ordinal values and applicants ranked accordingly. Admission into the program will be offered to the top 8 students after the ranking.

The admission criteria for the limited access program are as follows:

- Completion of a minimum of sixty (60) semester hours of courses
- General education requirements met
- Completion of all common prerequisite courses at a regionally accredited institution
- Minimum cumulative GPA of at least 3.0 on a 4.0 scale
- Minimum common prerequisite GPA of at least 3.0 on a 4.0 scale with at least a "C" in each prerequisite course
- Letters of recommendation. One from each category:
 - Work Reference,
 - Educational Reference, and

Limited Access Form Updated November 2012

- Personal Reference.
- Interview with Program Director and selected faculty
- Additional requirements obtained prior to starting the Radiography program, but not needed for admission:
 - Completed immunizations
 - physical exam indicating there is no health condition present that would prohibit providing patient care
 - FDLE background check
 - Drug screening
 - HIPPA training

7. Present the current race and gender profiles of the students in the program. Discuss the impact of the proposed action on the race and gender profiles. Cite sources used for discussion. What strategies, should they be necessary, will be used to promote diversity in the program?

Because this is a new degree program, no data on current race and gender profiles exist. The following statement is included in the degree program proposal and has been reviewed and approved by our Equal Opportunity Officer.

UNF is a community that consists of students, faculty and staff from a variety of cultures, backgrounds, and life experiences that are devoted to learning in a climate that is inclusive for all who interact here. The University is committed to attracting students of diverse backgrounds and experiences and is similarly committed to recruit, hire and retain employees who bring a diversity of viewpoints, cultures and a broad range of human experiences to the University. Such efforts enrich the quality and texture of our community and provide an environment where individuals and groups learn with and from each other.

Mayo Clinic defines diversity as all the characteristics which distinguish individuals or groups from one another. It includes distinctions based on race, color, creed, religion, gender, age, national origin, marital status, sexual orientation, veteran's status, disability, or status with regard to public assistance. Mayo Clinic's goal is to create a caring service environment where individual differences are valued allowing all staff to achieve and contribute to their fullest potential. Mayo Clinic's goal is to serve patients, families and one another with respect, concern, courtesy and responsiveness. A climate that nurtures and supports the fullest contributions of everyone is essential to Mayo Clinic's success in patient care, education, and research. Creating and sustaining this climate are the responsibilities of all who provide service and learn at Mayo Clinic.

Specific initiatives to increase diversity in the radiology program include:

- Expanding faculty to include more members from under-represented populations, including Black/African American and Hispanic individuals;
- Directly recruiting students of cultural minority groups; and
- Identifying potential grants and scholarships targeting members of diverse backgrounds.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

The graduates of this program will be in high demand. This particular program is a collaborative academic arrangement with the Mayo Clinic of Jacksonville. The majority of

Limited Access Form Updated November 2012

faculty teaching in the program will be Mayo faculty and the clinical placements are limited by the Mayo Clinics' capacity. As the program continues to grow, other area hospitals may join the collaborative academic arrangement and thus enable UNF to increase the number of students admitted to the program.

Request Initiated by:	<i>Pamela Challey</i>
EEO Officer's Signature:	<i>Cheryl Gonzales</i>
Provost's Signature:	<i>Jan M. Ignash</i>
University Board of Trustees Approval Date (please include a copy of the UBOT agenda with this form)	John A. Delaney, President <i>[Signature]</i> R. Bruce Taylor, Chair BOT <i>[Signature]</i>

Send the completed form to:

Dr. Jan M. Ignash
 Vice-Chancellor of Academic and Student Affairs
 Board of Governors
 State University System of Florida
 325 West Gaines Street, Suite 1614
 Tallahassee, Florida 32399-1950

Limited Access Form Updated November 2012

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Approval of Southern Regional Education Board *Electronic Campus*
Regional Reciprocity Agreement

PROPOSED COMMITTEE ACTION

Consider approval of the Southern Regional Education Board *Electronic Campus*
Regional Reciprocity Agreement.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1000.32, Florida Statutes

BACKGROUND INFORMATION

The Southern Regional Education Board (SREB) is a non-profit organization that was created in 1948 by fourteen southeastern states (now sixteen with the inclusion of Delaware and West Virginia) as the nation's first regional interstate educational compact for the purpose of improving public education from kindergarten through the doctoral level. The Regional Compact is codified in Florida law at section 1000.32, Florida Statutes, and a copy of SREB's June 2013 report detailing its sixty-five year history is included for your information.

In 1998, SREB established the *Electronic Campus* as a means of providing non-profit, regionally accredited colleges and universities within the region with a mechanism to deliver online programs and courses to students across the region without the need to obtain additional state authorization from each of the member states. At that time, the Board of Regents adopted the original Principles of Good Practice for the *Electronic Campus* established by SREB and state universities have been submitting selected programs or courses to the *Electronic Campus* in compliance with those principles.

Following heightened state and federal interest in state authorization for institutions offering programs to residents of other states, SREB updated the Principles of Good Practice and is requesting each member state's higher education governing board to ratify the state's participation in the revised Agreement. States that agree to participate

in the Agreement are to signify their participation by notifying SREB in writing. In order to allow SUS institutions to continue to fully participate in the *Electronic Campus*, staff recommends that the Board approve the Agreement and delegate authority to the Interim Chancellor to submit written notification of the Board's approval to SREB, together with authority to renew the Agreement at the expiration of its three-year term.

Supporting Documentation Included: 1. Memorandum of Agreement
2. SREB's "65 Years – Helping States Improve Education"

Facilitators/Presenters: Vikki Shirley

MEMORANDUM OF AGREEMENT

SOUTHERN REGIONAL EDUCATION BOARD *ELECTRONIC CAMPUS* REGIONAL RECIPROCITY AGREEMENT

PREAMBLE

Since its inception in 1998, SREB's *Electronic Campus* (EC) has provided colleges and universities in the 16 state region with an opportunity to participate in an 'electronic marketplace' of courses, programs and services. The EC has accelerated the growth and development of online courses and programs and provided expanded access to citizens of the region, the nation and globally. It has become a model for states and other educational entities developing collaborative online programming. Moreover, its database structures for both courses and programs has been widely adopted or used as a building block for the crucial information prospective students need to make academic decisions.

A central and fundamental aspect of the original guiding principles of the EC, established and adopted by all SREB member states (15 in 1998) was establishing procedures, which would allow colleges and universities to operate freely without additional state approval/authorization in other member states. This process was adopted and included in the original EC guidelines for participation. The reciprocal process allowed institutions offering courses and programs that were reviewed and approved by the institution's home state and listed in the EC to be exempted or otherwise recognized to deliver online offerings in other SREB states. There were restrictions, including the institution had to be a not-for-profit, regionally accredited and chartered in one of the SREB states.

This new agreement reinforces and confirms that past arrangement in light of increasing federal and state interest about online programming. It provides all member states with the opportunity to opt in to the SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRRA) by agreeing to the procedures outlined in this Memorandum of Agreement.

Mission of the *Electronic Campus*

SREB's *Electronic Campus* sought to create an 'electronic marketplace' of courses, programs and services to respond to student and institutional interests. The EC provides an umbrella for overcoming state barriers and facilitating cooperation among states, colleges, and universities with a mission to:

- expand educational access;
- improve the quality of education; and
- encourage economic and human development.

Purpose of SECRRRA

The purpose of SECRRRA is to promote the delivery of online programs and courses across the region. The Agreement defines and formalizes the reciprocity agreement among participating SREB states that will permit the delivery of approved online courses and programs offered by regionally accredited colleges and universities from the home participating SREB state to another SREB participating state. Institutions meeting all of the requirements outlined in SECRRRA would be permitted to offer such online courses and programs in another participating state without the requirement to seek authorization or exemption from the non-home state. **This arrangement is limited to those courses and programs listed in the *Electronic Campus* and only after the institution and home state SHEEO (or other approval agency) have reviewed and affirmed that the course and program information conforms to all requirements and standards for listing in the EC inventory.**

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRRA)**Exclusions**

Excluded from participation in SECRRRA are:

- Institutions from states not signing on to the Agreement (although these institutions may list courses and programs in the *EC* with a notation indicating from which states student may enroll.)
- Institutions not chartered in an SREB state, including branch campuses
- Institutions from non-SREB states
- Institutions offering programs only in states not participating in SECRRRA, including those states outside the SREB region
- Institutions that have established a physical presence in another SREB state (based upon the non-home state's definition)
- Institutions that fail to provide periodical updates for courses and programs listed in the *Electronic Campus* database

State Actions

States will determine, based upon their current state authorization laws, regulations and procedures, what actions are necessary to become a signatory to SECRRRA. SREB does not require any specific or particular action by a state to participate. However, states that otherwise waive or exempt certain online programming efforts from out-of-state institutions operating in their state, must agree to SECRRRA to secure the benefits outlined below.

Reciprocity

SECRRRA is a **reciprocal** agreement—states signing on to the Agreement consent to recognize courses and programs from other participating states that are listed in the *EC*. Institutions from participating states will receive the benefits outlined in this agreement upon sign-off by all parties as outlined below. Institutions from SREB states that do not become signatories to SECRRRA will not be accorded this benefit.

Roles and Responsibilities

Participating States in SECRRRA will:

1. Designate an administrator, or administrators, responsible for the coordination of the *Electronic Campus* in the state.
2. Develop and manage processes within the state to work with other agencies, systems and independent institutions, as necessary, the review of approval of submissions to the *Electronic Campus*.
3. Invite authorized institutions from the state to nominate and submit courses and programs for review.
4. Periodically transmit to SREB lists of online courses and programs that institutions from the state wish to make available in the *Electronic Campus*.
5. Review and certify that all courses and programs submitted to SREB for inclusion in the *Electronic Campus* meet SREB's Principles of Good Practice and the Common Standards.
6. Certify that institutions have reviewed and shall offer online programs and courses in accordance with the Principles of Good Practice.
7. Periodically supply data about participation in the *Electronic Campus* to SREB.
8. Describe or otherwise reference the *Electronic Campus* on SHEEO or other appropriate state agency websites.
9. Adopt such policies or procedures, as necessary, to accept and recognize, in the spirit of reciprocity, all programs and courses listed in the *Electronic Campus* without further authorization, licensure or approval processes.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRA)

Participating Institutions in the *Electronic Campus* will:

1. Designate an administrator, or administrators, responsible for the coordination of the activities in the *Electronic Campus*.
2. Periodically transmit to the appropriate state agency lists of courses and programs it wishes to list in the *Electronic Campus*.
3. Certify that all such courses and programs have been reviewed against SREB's Principles of Good Practice and Common Standards.
4. Disclose all course and program information required by SREB and to keep such information updated on the *Electronic Campus* website via the *EC* database web-interface or file transfer process.
5. Only list courses and programs that have capacity to enroll students.
6. Periodically supply information about enrollment and other program information to their state coordinator.
7. Describe on the institutional and/or program website(s) the institution's *Electronic Campus* offerings; this can be done by providing an appropriate transition page from the *Electronic Campus* to the institution.
8. Provide information to students with policies and procedures to address and resolve student complaints.

SREB will:

1. Establish procedures and guidelines, approved by participating states, for the collection and display of specific course and program information.
2. Verify that all information required has been fully presented and is correct before making the courses and programs available through the *Electronic Campus*.
3. Maintain the *Electronic Campus* website, including information about states agreeing to and participating in SECRRA.
4. Promote the *Electronic Campus* courses, programs and services.
5. Call an annual meeting of the state coordinators to review policies and procedures in the *Electronic Campus* and SECRRA and to consider changes recommended by the states.
6. Provide support for training and operational aspects of the *Electronic Campus*.
7. Establish procedures for coordinating/assisting states and institutions in dealing with student complaints.

Ratification

States agreeing to participate in SECRRA may do so by informing SREB staff, in writing, of their participation in the reciprocal agreement. At least eight states must agree to participate to make SECRRA effective. The agreement will be in effect for three years and state participation must be renewed during year three, for another three-year period.

Rescinding Participation

States may rescind their participation in SECRRA at any time and for any reason by informing SREB staff, in writing, of their intention to discontinue involvement. All SREB states will be informed of the decision to rescind participation and all institutions from that state will be informed of the state's action. The reciprocal agreement will be extended until the end of the current academic term and institutions will cease to have reciprocal rights in other participating states and may, based on state requirements, be required to secure authorization.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRA)

Authority

This Agreement is drawn up under the general framework of SREB, a regional compact of 16 states that is

“devoted to the task of assisting states and institutions and agencies concerned with higher education in their efforts to advance knowledge and to improve the social and economic level of the Southern region. In aiding such states, institutions and agencies, the Board shall explore fully, recommend, where desirable, and develop, where needed, interstate collaboration in the support, expand, or establishment of regional services or schools of undergraduate, graduate, professional and technical education.

The Board, in carrying out its general purposes, shall serve as an administrative device for carrying out interstate arrangements for regional educational services and institutions.¹

¹ From Article 1, By-Laws, Southern Regional Education Board, 1951.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRRRA)

Appendix A – Principles of Good Practice (Updated and revised original 1998 document to include current terms as of June 2012.)

Principles of Good Practice —
The Foundation for Quality of
Southern Regional Education Board's *Electronic Campus*

Southern Regional Education Board's *Electronic Campus* (www.electroniccampus.org) has been designed as a gateway to e-learning opportunities and online services designed to meet the unique needs of adult learners wishing to start, continue, or complete their education. Students are able to complete coursework and degree programs online. By using the *Electronic Campus* website, students obtain information about each course and program and know the standards that the colleges and universities have pledged to meet for these distance learning programs and courses. Students interested in enrolling in a program or course will link easily with the college or university offering it.

The *Principles of Good Practice*², the cornerstone of this online marketplace, were developed to assure students about the quality of courses and programs at the *Electronic Campus*. The principles draw upon the work of the Western Interstate Commission for Higher Education and other organizations. All courses and programs to be listed in the *Electronic Campus* have been reviewed against the *Principles of Good Practice* by the offering colleges or universities and have been coordinated through the state higher education agency. These principles serve as guidelines for colleges and universities participating in the *Electronic Campus*.

The goal of the *Electronic Campus* is to provide students with a central point of reference, giving them easier access to quality programs and courses. A first step was to conduct a survey. The report, *SREB State Regulations as They Apply to Distance Learning*, found that "... there appear to be no significant regulatory considerations that would halt the development of such a regional approach." Thus, in January 1998, the *Electronic Campus* was launched. With the 2004 expanded *Electronic Campus*, the website became a comprehensive source for information about higher education opportunities in the South. It provides a simpler, friendlier one-stop place for adults to learn about and understand educational opportunities, to select campuses and/or e-learning opportunities that best match their needs, and to apply online and enroll in courses or programs. With the reaffirmation by states in 2012 to SECRRRA, the reciprocal agreement continues.

Scope of the *Electronic Campus*

The scope of the *Electronic Campus* includes higher education academic degree and certificate programs and credit courses offered, either completely online or in a blended format.

Use of Principles

The purpose of the *Principles of Good Practice* is to identify the expectations and requirements for participation in the *Electronic Campus*. Each institution that seeks to offer an online or blended program or course will be asked to ensure that it complies with these principles. The offering institution and the state's designated higher education agency are responsible for quality control.

² Portions are from the statement *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*, Western Cooperative for Educational Telecommunications, Denver, Colo., 1996.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRA)

The principles will be used to:

- guide the development of online programs and courses to ensure that characteristics of good teaching and learning are addressed;
- ensure at the institutional level the quality of the program or course that is seeking acceptance by the *Electronic Campus*; and
- review the quality of the program or course before it is sent by a state higher education agency for listing by the *Electronic Campus*.

Basic Assumptions

Several assumptions are central to these principles:

1. The program or course offered online is provided by or through an institution that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation and is authorized to operate in the state where the program or course originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered in an online or blended format.
3. The institution may be a single institution or a consortium of institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered for academic credit.
5. It is the institution's responsibility to review educational programs and courses it provides in an online or blended format and to ensure continued compliance with these principles.
6. The appropriate state agencies or organizations in the state where courses or programs are offered will coordinate participation in the *Electronic Campus*.
7. Institutions offering programs or for-credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.
8. Participating states agree to accept the listing on the *Electronic Campus* as assurance that courses and programs meet the *Principles of Good Practice*.
9. Institutions should give priority for enrolling in *Electronic Campus* courses and programs to qualified residents of the SREB region.

Curriculum and Instruction

- Each program or course of study results in learning appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree, certificate program, or course offered online or blended, is coherent and complete.
- The course or program provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate supervision of the program or course.
- Academic standards for all programs or courses offered online are the same as those for other courses delivered at the institution where the programs originate.
- Student learning in online programs or courses should be comparable to student learning in programs or courses offered at the campus where the programs originate.

Institutional Context and Commitment

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet program or course objectives.

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Students and Student Services

- The program or course provides students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to student services and resources appropriate to support their learning.
- The institution has admission/acceptance criteria to assess whether the student has the background, knowledge and technical skills required for undertaking the course or program.
- Advertising, recruiting and admissions materials clearly and accurately represent the program and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching online.
- The institution ensures appropriate training for faculty who teach using technology.
- The program or course provides faculty with adequate equipment, software and communications for interaction with students, institutions and other faculty.

Resources for Learning

- The program or course ensures that appropriate learning resources are available to students.
- The program or course evaluates the adequacy of access to learning resources and the cost to students for access to those resources. It also documents the use of online resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to online programs or courses.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period sufficient for students to complete a degree or certificate.

Evaluation and Assessment

- The institution evaluates program and course effectiveness, including assessments of student learning, student retention and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course and degree completion where applicable.
- Program or course announcements and *Electronic Campus website* entries provide appropriate information.

SREB *Electronic Campus* Regional Reciprocity Agreement (SECRA)

Appendix B – SREB's *Electronic Campus* Common Standards (Updated to include current terms as of June 2012 from the original 1998 document.)

Southern Regional Education Board's *Electronic Campus* Common Standards

Southern Regional Education Board's *Electronic Campus* Common Standards are a set of guidelines for states and colleges and universities participating in the regional reciprocity program. The Common Standards are based upon and support the *Principles of Good Practice*. The Common Standards are designed to assist colleges, universities, and state agencies in undertaking review of programs and courses being proposed for inclusion in SREB's *Electronic Campus* (EC). Further, this review process will provide participating states, the SREB and ultimately the students in the region an assurance that programs and courses listed in the *Electronic Campus* meet a set of commonly accepted standards. Although many of these standards normally apply to courses and programs offered by colleges and universities, it is the intent of the EC to emphasize that these standards are essential to online and blended delivery format.

The Common Standards were developed from a review and analysis of SREB member states' approval criteria. The standards are presented as a "threshold" for program and course integrity, quality and the commitment of the offering colleges and universities to these objectives.

A college and university submitting a program or course proposal for inclusion in the *Electronic Campus* to its state higher education agency should use the Common Standards as a guideline in preparing its proposal. The institution will be required to provide course or program information electronically to SREB for inclusion in the EC. It will also be required to provide course/program and related student services information on an institution's EC Transitional page located on the institution's website.

Requirements for Participation in Southern Regional Education Board's *Electronic Campus*

1. The online program or course is provided by or through a college or university that is accredited by a regional accrediting organization recognized by the Council for Higher Education Accreditation and authorized to operate in the state where the program or course originates.
2. Institutions offering for-credit courses, programs or certificates meet their own home state approval requirements before listing on the *Electronic Campus*.
3. The institution's programs and courses holding specialized accreditation meet the same requirements when offered online.
4. The "institution" may be a single institution or a formal consortium of such institutions. All participating institutions must meet these requirements.
5. These requirements are generally applicable to courses, degree, or certificate programs offered for academic credit.
6. It is the institution's responsibility to review all courses and programs it provides online or in a blended format on a regular basis and to maintain continued compliance with these requirements.
7. The appropriate state agency in the state where courses and programs originate will coordinate participation in the *Electronic Campus*.
8. In lieu of other state regulations or policies, participating states agree to accept the decision of the state where the offering institution is located and that the institution meets the *Principles of Good Practice*.

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9. The institution will provide specified course or program information by the web-interface or electronically to SREB that will be published on SREB's *Electronic Campus*.
10. The institution will provide other course or program and related information on an institution's website or suitable "user friendly" alternative format each semester.

Each course or program proposal shall meet the following standards:

CURRICULUM AND INSTRUCTION

Learning Results

- Program and/or course outcomes are clearly defined and are appropriate for the level of the educational activity.
- Learning results are assessable and consistent with programs and/or courses delivered in traditional learning arrangements.
- Learning results are consistent with the method of program and/or course delivery and learning arrangements.

Programs and Courses

- Program and/or course activities are part of the institution's approved degree and program curricula.
- Courses are a part of the offering institution's inventory of courses.
- The content, sequence and schedule of courses making up a complete degree program are clearly delineated.

Faculty

- Instructional faculty are certified by the institution as being faculty with appropriate academic credentials for the level of the instructional activity.
- Adjunct faculty, if utilized, have been reviewed and approved by the institution to ensure they possess a combination of appropriate credentials and experience in the discipline in which instruction is offered.
- The role of teaching assistants, instructional support staff or others in support of faculty in the instructional activity is clearly defined.

Quality

- A plan to assess the quality and effectiveness of the program and/or course activities on a continuing basis is clearly defined, including:
 - evaluation of faculty,
 - achievement of program/course objectives,
 - the appropriateness of the technology(ies) used,
 - the effectiveness of support services for distance learners, and
 - effective interaction among faculty and students.

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INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.
- The institution ensures the appropriateness of the technology being used to meet the program or course objectives.
- The institution demonstrates commitment to distance learning.
- The institution has policies and procedures that support the course and/or program activity.

Students

- The institution has appropriate administrative and academic policies for students who enroll in the program or course activity, including:
 - admissions policies,
 - tuition and fee policies,
 - transfer of credit to other institutions,
 - refund policies,
 - financial aid policies,
 - grading policies,
 - academic records management, and
 - any other academic policies affecting the course/program activity and academic integrity.

Student Services

- The institution clearly defines the nature and scope of services provided for students in the program/course activity, including:
 - admission,
 - registration,
 - tuition and fee payments, and any other course or program costs, including technology expenses,
 - textbook/support materials,
 - computing and network access,
 - placement,
 - academic advising,
 - listing of all essential course or program information and requirements,
 - testing/grading/assessment, and
 - collection/distribution of course materials.

Faculty Support

- The institutional commitment to support faculty engaged in program/course activities is clearly defined, including:
 - access to necessary technologies and communications materials,
 - training in the use of instructional technology to serve students at a distance, and
 - adequate support for serving the number of students participating in the program/course activity.

Resources for Learning

- The institutional strategy for providing an appropriate level of learning resources for students in the program/course activities is clearly stated, including:
 - student access to library and learning resources necessary for the program/course activity (including where the materials are, how they can be accessed or acquired and how the institution will support student access),

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- instruction or training in how to access and utilize library resources and services, and
- student access to and skills to operate the necessary institutional technology.

Commitment to Support

- The institution clearly states its commitment to support the instructional program/activity to its conclusion.
- The institution has the financial resources necessary to support the program and/or course activity.

EVALUATION AND ASSESSMENT

Assessment Plan

- The institution has a plan for the assessment of academic courses and programs and student learning.

Evaluation

- The institution uses appropriate evaluation measures consistent with its assessment plan.
- Evaluation activities will include means to assess effective student learning for online and blended courses and programs.

Consumer Information

- The institution will provide all prospective students full information on the program or course activity in a document or documents published or otherwise made available to the public.
- Program, and/or course announcements and promotional information, are clear and complete in describing the instructional activity and delivery method.

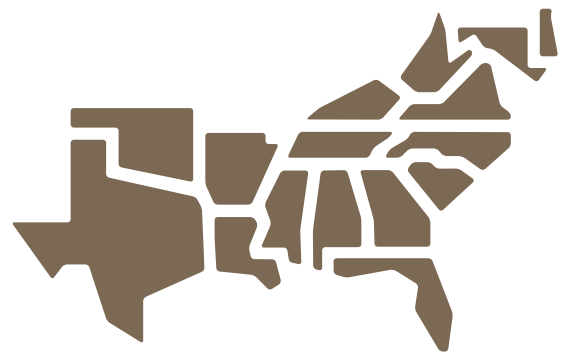
SREB

65 Years

HELPING STATES IMPROVE EDUCATION

Southern
Regional
Education
Board

SREB.org





65 Years

HELPING STATES IMPROVE EDUCATION

This is the story of a national pioneer. Founded in 1948 as America's first interstate compact for education, the Southern Regional Education Board was created as a nonprofit, nonpartisan organization by Southern governors and legislators who recognized that — working together — states could improve public education and increase the social and economic vitality of the region.

SREB has expanded its innovative services over the decades to help make that happen. Today, SREB partners with its 16 member states to improve public education **at every level**, from pre-K through Ph.D., by conducting research, developing policy recommendations and providing school improvement programs that raise student achievement across the region — and beyond. Several key SREB efforts have influenced national reform, and SREB states now **lead the nation** in many measures of educational progress.

The SREB Board includes the governors and their appointees (legislators, educators and other leaders) from the member states — Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. Financial support comes from the states, with supplementary funding from private foundations, grants and contracts.

SREB Milestones

1940s and 1950s

Originally focused on higher education alone, SREB developed a way to enable member states to share specialized graduate-level and professional education programs to **combat shortages** of trained professionals in those areas in the region.

TODAY: More than 25,000 doctors, dentists, optometrists, veterinarians and other health professionals have received their professional education through SREB's Regional Contract Program since it began in 1949. More than 700 students participate each year.

SREB initiated a major research program to study the region's higher education needs and how to meet them.

TODAY: SREB is a leading **information resource**, with decades of national, regional and state data on finance, participation, student progress and completion, affordability, faculty salaries, and key demographic and economic factors affecting higher education. In 2007, SREB published the 50th anniversary edition of the *SREB Fact Book on Higher Education*, which is published every two years and updated continually online.

At the request of the Southern Governors' Conference, SREB established a program to expand training and research in mental health professions.

TODAY: The SREB program has refocused on **nursing education**. For decades, the SREB Council on Collegiate Education for Nursing has led activities that strengthen nursing education in the region's colleges and universities. It works to reduce the critical shortage of registered nurses and the nurse educators to teach them.

1960s

Creating a special Goals Commission of distinguished citizens, SREB **advanced long-term goals** for higher education in the region, stressing that colleges and universities in SREB states must measure themselves against nationwide standards of excellence.

TODAY: Through continual goal-setting with state leaders, SREB has helped the region move beyond its early emphasis on accommodating vast numbers of new students. SREB works with states not only to increase access to education — but to create policies and implement programs that increase student achievement and improve education quality in the region at every level, in the classroom and on the Web.

Expanding its consultation and reports to state leaders, SREB became an advocate for effective statewide **planning and coordination** among higher education agencies.

TODAY: SREB provides information and assistance to states in establishing, restructuring or strengthening state higher education coordination and governance and linking it to workforce development whenever possible.

In 1969-1970, SREB founded the SREB-State Data Exchange to share key **higher education data** among member states.

TODAY: The Data Exchange is widely used by state leaders and is one of the nation's oldest, most comprehensive sources of comparative data on public higher education. It collects, compiles and publishes the most up-to-date statistics on postsecondary education in the 16 SREB states each year — including unique comparisons on the extent of e-learning and college credits taken by high school students, as well as time- and credits-to-degree. It is the backbone of the *SREB Fact Book on Higher Education*.

SREB launched a comprehensive program to expand and improve postsecondary educational opportunities for black students in historically black and other institutions.

TODAY: SREB works with states to improve the academic success of students in **all minority groups** at every education level. In addition to creating an SREB program specifically to encourage and support minority doctoral scholars, SREB monitors and reports regularly on states' progress in closing achievement gaps among all groups of students and makes specific recommendations to state leaders based on national, regional and state-level research.

1970s

SREB initiated the SREB-Kenan Trust program, funded by the William R. Kenan Jr. Charitable Trust, to help **historically black colleges** strengthen their instructional programs. Through this work, many students gained the skills to succeed in professional fields and graduate study.

SREB established the Academic Common Market to expand interstate and inter-institutional sharing of specialized academic degree programs such as meteorology and medical illustration, reducing tuition costs for students and **saving each state** the cost of creating all of these programs.

TODAY: The Academic Common Market continues to enable students to enroll in specialized graduate and undergraduate programs in out-of-state institutions while paying in-state tuition rates. More than 2,500 students are certified to participate each year, at more than 140 colleges and universities.

SREB released *Priorities for Postsecondary Education in the South*, outlining how states and institutions could sustain higher education as enrollment stabilized and resources became more scarce.

TODAY: SREB's State Services office provides lawmakers and others with critical information and reports on state budgets, legislative actions and issues at every level of education. Created in the 1970s, the office holds the annual SREB Legislative Work Conference for the region's legislative leaders and fields numerous requests from state officials each year for information on pre-K-12 and higher education issues.

1980s

SREB **added K-12 education** to its scope of work — becoming the nation's only educational compact to address both pre-K-12 and higher education issues. With this wider focus, SREB's work and the leadership of key governors, legislators and others in the region moved member states to the cutting edge of national education reform and improvement. Priorities included setting statewide academic standards and tests, and later, holding schools accountable for improvement.

In 1981, SREB advanced **the nation's first proposals for education reform** through statewide academic standards and closer ties between schools and colleges.

SREB and the National Assessment of Educational Progress developed **the nation's first program to test student achievement** so that results could be compared nationally, regionally and state-to-state.

This three-year pilot program became the model for the nationwide student assessment program known today as NAEP, the Nation's Report Card.

In 1987, SREB created the *High Schools That Work* school improvement program, stemming from a 1985 report of the Board. *HSTW* began as a partnership with 28 school sites in 13 states to improve career/technical education.

TODAY: *HSTW* and its related initiatives in the middle grades and career/technical education form **the nation's largest and most recognized school improvement network**. *HSTW* now encompasses school principal training, urban education, small learning communities and other efforts. Extensive SREB reports focus on K-12 issues and share the best school and classroom practices to prepare students for college and careers.

In 1988, the SREB Commission for Educational Quality adopted the 12 Goals for Education: Challenge 2000, which became **the basis for the national education goals** adopted by the nation's governors. SREB's recommendations urged states to improve teaching, undergraduate education and secondary vocational education programs. SREB's goals work with the states has continued strong, including creating a new set of goals in 2002 for every education level.

TODAY: SREB has updated the goals through 2020 to reflect state progress, higher expectations and changing conditions in the states.

SREB brought colleges and high schools together to develop model programs that encourage and **prepare disadvantaged minority students** to go to college.

TODAY: The SREB Go *Alliance* is an interstate cooperative that works to boost enrollment and completion rates of students who would be the first in their families to enroll in post-secondary education. It focuses on improving college access policy, helping students prepare for and apply to college, and developing communications strategies that inform and motivate them to attend.

The SREB-State Vocational Education Consortium became **the nation's first multi-state effort** to raise the competencies of high school vocational students through model programs that use applied, or hands-on, instruction.

TODAY: Efforts focus on strong career/technical programs that embed rigorous academic standards into projects and classroom study to build students' college and career readiness.

1990s

SREB reported each year in depth on **state progress** in meeting the educational goals that members set in the previous decade. SREB also began to urge states to create or expand state-funded prekindergarten programs to boost school readiness — an area in which the region leads the nation today.

SREB initiated one of the nation's **first 24/7 online comparative data archives** for state leaders, their staffs, education officials and their staffs, and the media. It was the first ever developed by a regional education compact.

In 1993, SREB created the SREB-State Doctoral Scholars Program to increase the number of minority faculty members at colleges and universities. Its mission is to encourage more **minority doctoral scholars** to complete their studies and join the professoriate.

TODAY: The program has helped more than 650 minority scholars earn their Ph.D.s. Participants have a graduation rate of nearly 90 percent — nearly double the national average for minority graduate students. Eighty percent of program graduates are employed in education — 92 percent of them on campuses as faculty, administrators or postdoctoral researchers.

SREB took the lead in recognizing the impact of computers and other **technology** on education.

TODAY: The SREB Educational Technology Cooperative of state higher education and K-12 coordinating and governing boards represents more than 800 colleges and universities and 3,100 school districts in SREB's 16 member states. It guides SREB states in increasing technology resources for students and teachers and developing high-quality online classes. SREB is a national leader in supporting state work in the use of digital content, expanding professional development for educators, and establishing quality standards for online teaching and courses. The SREB region led the nation in the creation of state virtual (or online) schools.

Begun in 1998, the SREB *Electronic Campus* became one of the nation's leading distance learning programs, greatly **increasing student access** to education anytime, anywhere.

TODAY: The *Electronic Campus* partners with colleges and universities to give students access to more than 30,000 online courses and 1,800 online degrees in all 16 SREB states. All member states have the opportunity to opt into the SREB Electronic Campus Regional Reciprocity Agreement (SECRRRA).

With a grant from the Edna McConnell Clark Foundation, SREB launched *Making Middle Grades Work* — **the nation's first large-scale effort** to engage state, district and school leaders in partnerships with teachers, students, parents and the community to raise student achievement in the critical middle grades.

TODAY: *MMGW* provides research, assessments and other services to more than 500 middle grades schools in 23 states — including 11 SREB states — to better prepare students to succeed in high school.

2000s

Recognizing that public schools need strong leaders, SREB created a program in 2000 to prepare **school principals** to lead school improvement aggressively in curriculum, instruction and student achievement.

TODAY: The SREB Learning-Centered Leadership Program works with universities, state agencies and schools to improve leadership preparation and certification programs. It has helped prepare more than 2,600 aspiring school leaders in 35 states and has large training programs in both Tennessee and Florida. It provides face-to-face and online training, research, benchmark reports on leadership reform, technical assistance and other services. SREB also formed a partnership with the National Board for Professional Teaching Standards (NBPTS) to field-test and pilot a new national assessment for the certification of highly accomplished principals.

In 2000, SREB began providing direct **support to low-performing schools** across the region and country.

TODAY: SREB has supported improvement efforts at more than 1,000 middle grades and high schools through on-site school improvement coaching, content-specific professional development, job-embedded content coaching and leadership professional development. Schools use the support to jump-start efforts and transition into state networks.

SREB created the Distance Learning Policy Laboratory to overcome policy barriers facing distance learners. It also developed the Adult Learning Campaign to improve adult education and launched a special website to assist educators.

TODAY: SREB continues to encourage state policies and actions that widen **access to education**. In addition to its distance learning work with specific states, SREB has made numerous recommendations to help state education leaders and policy-makers assist adults in returning to their studies.

In an ambitious move, in 2002 the SREB Commission on Education Goals (including state leaders from all 16 member states) created the *Challenge to Lead* Goals for Education, a landmark set of 12 goals that called for SREB states not just to reach national averages in education but “to lead the nation in educational progress” at every level, from pre-K to college and beyond.

TODAY: The SREB Education Policies team monitors the region’s education progress regularly and in great detail. SREB tracked and reported each SREB state’s progress on each of the 12 goals from 2002 to 2012. In 10 years, the region took the **lead nationally** in state-funded public prekindergarten for 4-year-olds and in raising student achievement in several subjects and grade levels.

High Schools That Work continued to expand and facilitate school improvement. In 2007, it launched *Technology Centers That Work*, which helps the centers work closely with their local high schools to improve academic instruction and prepare more students for college and career training.

TODAY: *HSTW* has earned national recognition for effectiveness in helping schools raise student achievement. About 1,200 high schools in 30 states now use the program. *HSTW* also provides thousands of school assessments in SREB states and others each year, and it conducts workshops and training for nearly 10,000 educators. *TCTW* has grown to nearly 200 sites in 19 states.

SREB formed special commissions to focus state leaders’ attention on two critical education issues in the region related to the *Challenge to Lead* goals:

- In 2007-2008, the SREB Committee to Improve High School Graduation Rates and Achievement, led by Governor Sonny Perdue of Georgia (and SREB chair), tackled the need to improve high school **graduation rates** while also raising student achievement. It developed a major report with 10 key recommendations states can follow to ensure more students earn a diploma and are ready for college and careers.
- In 2008-2009, Governor Tim Kaine of Virginia (and SREB chair) led a committee to determine the policies needed to make **adolescent literacy** a major priority in every state. The SREB Committee to Improve Reading and Writing in Middle and High Schools report provides specific solutions to guide SREB state leaders in the years ahead so students are better prepared for further study.

Recognizing that the 21st-century workplace requires most Americans to have some form of education beyond high school, SREB accelerated its work to assist states in increasing high school students’ **college and career readiness**. With support from the Bill & Melinda Gates Foundation, SREB launched an initia-

tive in 2008 with six member states to establish statewide readiness standards and help students meet them. SREB created and implemented a model action agenda that identifies the key steps all SREB states should take to improve students' readiness.

TODAY: With additional support from the Gates Foundation, SREB works closely with states to implement statewide college- and career-readiness initiatives that strengthen students' transition to postsecondary education through practices that promote greater disciplinary literacy and deeper learning.

Among its efforts, SREB is working with educators in a number of states to develop transitional courses to prepare academically unprepared high school juniors and seniors for success in college and/or career training after graduation. This is a key action strategy to **reduce remediation** and get more students ready to complete postsecondary study.

As a national recession ensued, SREB worked to boost **college completion** rates to support states' economic and workforce needs. The Board chairmanship of Governor Joe Manchin of West Virginia in 2009-2010 focused on completion.

TODAY: SREB brings together statewide education agency leaders, legislators and other policy-makers to define the statewide policies needed to increase the percentage of a state's population with postsecondary credentials. These convenings have generated targeted reports that outline the essential elements of state policy for college completion in several areas, such as outcomes-based funding, transfer and dual enrollment. The work is supported by the Bill & Melinda Gates Foundation and Lumina Foundation.

2010s

In 2011, the *SREB Fact Book on Higher Education* expanded to include data for all 50 states.

TODAY: The historic archive of information is updated regularly and available online 24/7, and SREB continues to publish the *Fact Book* every other year.

Recognizing that students' academic success often derails in the first year of high school, SREB carried the need for deeper learning into **the critical middle grades**. The SREB Middle Grades Commission, led by Governor Beverly Perdue of North Carolina (and SREB chair), issued a major 2011 report with

a comprehensive roadmap for change. It calls for SREB states to improve student achievement in the middle grades through hands-on projects, STEM learning and other efforts, so that students are better prepared for rigorous high school courses and high school dropout rates will fall.

SREB created the innovative *Preparation for Tomorrow* initiative to deepen learning in **career/technical education** and boost students' success after high school. SREB teamed with states to build course sequences that form a career pathway in real-world, high-demand areas (such as clean energy technology and informatics). The goal is to combine a rigorous academic core with job-ready technical skills so that all students graduate from high school prepared for as many options as possible — both in postsecondary education and the workplace.

TODAY: After field-testing and other launch steps, plans call for these four-course sequences to be available to schools across the country.

In addition to SREB's many programs and initiatives, a multifaceted grant from the Bill & Melinda Gates Foundation includes these efforts and others:

Benchmarking State Implementation of the **Common Core State Standards** (CCSS) — Today, SREB is tracking indicators of how and to what extent more than a dozen states are implementing the Common Core State Standards. The multi-year study includes a series of meetings plus regional and state-level reports to help states learn from one another.

Educator Effectiveness — SREB is working with states to create systems of feedback, evaluation and support in which **teachers continue to improve** their instruction so students learn at the higher levels demanded by the CCSS.

Literacy Design Collaborative and Math Design Collaborative — SREB is helping implement these two **revolutionary frameworks** to help teachers teach the more rigorous standards of the CCSS. SREB is helping Arkansas implement the frameworks statewide. SREB created a first-of-its-kind event, the Common Core State Standards Networking Conference, to help educators from many states learn how to use these tools to advance students' mastery of deeper literacy and math skills across all subjects.

SREB updated the region's education goals for changing times. The long economic downturn, shifts in national policy, swings in population, better data and a critical need for attention to emerging issues demanded a refocusing of states' efforts in the years ahead. In 2012, SREB reframed the education goals from 2002 into the ***Challenge to Lead 2020*** Goals for Education — organized concisely by a student's age or point in the education pipeline.

TODAY: These six goals focus state leaders' attention on key areas that have been central to SREB's work since the mid-1980s: improving the full educational career, from pre-K through college and beyond; helping students make the critical transitions from one education level to the next; and closing achievement gaps among groups of students.

The goals set outcome measures, or targets, for student achievement at each level. And they lay out the essential policies that will bring results. SREB is monitoring and will report to all 16 member states regularly on their progress on these goals.

Through these and many other initiatives, SREB continues to assist states as they develop the standards, goals, policies and programs that improve the quality of public education across the region. SREB's commitment remains strong to provide state leaders with the information and services that assist them in making informed decisions for educational progress and leadership in the years ahead.

Southern Regional Education Board Chairs

Louisiana Governor Bobby Jindal, 2012-2013	Mississippi Governor William F. Winter, 1982-1983
Virginia Governor Robert F. McDonnell, 2011-2012	Maryland Governor Harry Hughes, 1981-1982
North Carolina Governor Beverly Perdue, 2010-2011	Florida Governor D. Robert Graham, 1979-1981
West Virginia Governor Joe Manchin III, 2009-2010	West Virginia Governor John D. Rockefeller IV, 1978-1979
Virginia Governor Timothy M. Kaine, 2008-2009	North Carolina Governor James B. Hunt Jr., 1977-1978
Georgia Governor Sonny Perdue, 2006-2008	Virginia Governor Mills E. Godwin Jr., 1976-1977, 1968-1969
Louisiana Governor Kathleen Babineaux Blanco, 2004-2006	Arkansas Governor David Pryor, 1975-1976
Arkansas Governor Mike Huckabee, 2004	North Carolina Governor James E. Holshouser Jr., 1974-1975
Mississippi Governor Ronnie Musgrove, 2002-2004	South Carolina Governor John C. West, 1973-1974
Georgia Governor Roy E. Barnes, 2000-2002	Virginia Governor Linwood Holton, 1972-1973
West Virginia Governor Cecil H. Underwood, 1998-2000, 1958-1960	Georgia Governor Jimmy Carter, 1971-1972
Kentucky Governor Paul E. Patton, 1997-1998	North Carolina Governor Robert W. Scott, 1970-1971
Maryland Governor Parris N. Glendening, 1995-1997	Tennessee Governor Buford Ellington, 1969-1970, 1960-1961
Florida Governor Lawton Chiles, 1993-1995	South Carolina Governor Robert E. McNair, 1967-1968
Georgia Governor Zell Miller, 1992-1993	West Virginia Governor Hulett C. Smith, 1966-1967
West Virginia Governor Gaston Caperton, 1991-1992	Georgia Governor Carl E. Sanders, 1965-1966
Tennessee Governor Ned McWherter, 1990-1992	Virginia Governor Albertis S. Harrison Jr., 1963-1965
Oklahoma Governor Henry Bellmon, 1989-1990	North Carolina Governor Terry Sanford, 1961-1963
Mississippi Governor Ray Mabus, 1988-1989	North Carolina Governor Luther H. Hodges, 1957-1958
North Carolina Governor James G. Martin, 1987-1988	Florida Governor LeRoy Collins, 1955-1957
Georgia Governor Joe Frank Harris, 1986-1987	Tennessee Governor Frank G. Clement, 1954-1955
Kentucky Governor Martha Layne Collins, 1985-1986	Kentucky Governor Lawrence W. Wetherby, 1952-1954
South Carolina Governor Richard W. Riley, 1984-1985	Tennessee Governor Gordon Browning, 1951-1952
Tennessee Governor Lamar Alexander, 1983-1984	Florida Governor Millard F. Caldwell, 1949-1951



SREB

Southern Regional Education Board
592 10th St. N.W.
Atlanta, GA 30318-5776
(404) 875-9211

SREB.org

(13E04)



**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Baccalaureate Degree Approval Process in the State University System
and Florida College System

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Building on information provided at the September 2013 committee meeting, the Chancellor of the Florida College System will provide additional information about the academic program approval process used to create new baccalaureate programs.

Supporting Documentation Included: None

Facilitators / Presenters: Randall W. Hanna, Chancellor,
Florida College System

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Academic and Student Affairs Committee
November 20, 2013**

SUBJECT: Student Affairs Reports and Updates

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Governor Carlo Fassi, President of the Florida Student Association, will update the Committee on recent Association activities and plans for 2013-14.

In addition, Dr. Kevin Bailey, Chair of the State University System (SUS) Council for Student Affairs, will provide an update on current student affairs issues on SUS campuses.

Supporting Documentation Included:

None

Facilitators / Presenters:

Governor Fassi
Dr. Kevin Bailey, Chair, SUS Council for
Student Affairs



STATE
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SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
Ballroom, Graham Center
Florida International University
Miami, Florida
November 20, 2013
1:15 p.m.

Or Upon Adjournment of Previous Meetings

1. **Call to Order:** *Chair Dean Colson*
2. **Chancellor Search Committee Report:** *Governor Mori Hosseini*651
Action:
A. [Search Committee Recommendation, New Chancellor](#)
3. **Concluding Remarks and Adjournment:** *Chair Colson*

(As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
November 20, 2013

SUBJECT: Chancellor Search Committee Recommendation, New Chancellor

PROPOSED BOARD ACTION

Consider the Chancellor Search Committee Recommendation for the new Chancellor.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chancellor Search Committee conducted interviews with four candidates on November 12, 2013. While the Committee felt that all of the candidates were qualified for the position, the Committee recommended that the Board appoint Marshall M. Criser, III as the next Chancellor of the State University System of Florida Board of Governors.

Mr. Criser is the current president of AT&T Florida. He was nominated by former Representative William "Bill" Proctor. He received letters of support from Workforce Florida Inc. and The Scripps Research Institute. Mr. Criser has served on the Higher Education Coordinating Council as the Speaker's appointee since 2010 and was recently elected its Chair. He is a member of The Scripps Research Institute Board of Trustees in California and is Vice Chair of University of Florida Board of Trustees.

The Board will consider the recommendation for the new Chancellor.

Supporting Documentation Included:

1. Letter of application and resume
2. Letter of nomination
3. Letter of support from Workforce Florida, Inc.
4. Letter of support from The Scripps Research Institute

Facilitators/Presenters: Chair Dean Colson
Governor Mori Hosseini



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Chancellor Search Applicant Overview

Name: Marshall Criser III ☒ Applied ☒ Nominated

Address: [REDACTED], Coral Gables, FL 33156

Contact Info: [REDACTED]

Provided: ☒ Cover Letter ☒ Resume/CV Other: (previously nominated by Bill Proctor)

Executive-Level Experience: ☒ Education ☒ Government ☒ Business ☐ Non-Profit

Involvement In: ☒ Higher Education Environment ☒ Political Environment

Employment/Leadership Highlights:

- State President, AT&T Florida
- Vice President, Regulatory & External Affairs, Bellsouth
- Vice President, Strategic Planning, Bellsouth International

Educational Background:

- University of Florida, Bachelor of Science - Business Administration
- INSEAD - Advanced Management Programme

Other:

- Florida Higher Education Coordinating Council (Co-Chair)
- Florida Council of 100 (Chair; K-14 Committee Chair)
- UF Board of Trustees (Vice Chair; Education Policy Chair)
- Scripps Research Institute (La Jolla) Board of Trustees
- Florida Research Consortium (Member, Past Chair)

October 28, 2013

Marshall M. Criser III

Coral Gables, FL 33156

Dear Governor Hosseini,

I am writing to communicate my desire to serve as the next Chancellor of Florida's State University System.

I have a demonstrated passion and commitment to education policy and to the state of Florida. Through my professional and volunteer activities, I have worked closely with Florida elected and appointed officials and have had the privilege to observe and learn from former Chancellors spanning three decades of higher education transformation in our state. I have also worked closely with the professional leaders of Florida's public and private universities, state colleges, and workforce development organizations to identify and leverage opportunities to create a more cohesive environment to educate Florida's students.

As a leader in Florida's business community, I have led and contributed to the development of education policy and practice in Florida. From my engagement with the Florida Research Consortium (FRC) in 2003, I worked with the state universities and leaders of technology incubator initiatives to develop the award criteria for the Florida Centers of Excellence initiative. Subsequently, as Chair of the FRC, I continued to build on collaboration among Florida's research universities and proprietary research institutes to advocate for public policy to leverage research as an economic development tool.

I continued my efforts to develop Florida's education policy during my term as Chair of the Florida Chamber of Commerce. During this time, I worked with the Chamber's executive leadership and business members to develop and communicate the Florida Chamber's Six Pillars for enhancing and sustaining Florida's economy. I continue to serve as the Chamber Board's champion for the Talent Pillar. More recently, I co-chaired the Florida Council of 100's pre-K through 14 Education Committee. Working with the Council's Higher Education Committee and the Florida Chamber of Commerce, we developed recommendations to strengthen Florida's education policy and published the report, *Closing the Talent Gap*. Subsequent public policy initiatives from this report address funding, performance and accountability, leveraging technology, and the underlying economic value a cohesive and effective education policy brings to the state.

In 2009, I was appointed to the Florida Board of Governor's Chancellor Search Committee and worked to select Chancellor Brogan. In this capacity, I further developed an appreciation for the continuing collaboration among the Board of Governors and the State University System (SUS) institutions in meeting the needs of Florida's residents and students, as well as the SUS role in economic development. Most recently, I have served as a Board of Governors' appointee to the Board of Trustees of the University of Florida, where I serve as Vice-Chair, Co-Chair of the

Higher Education Coordinating Council by appointment of House Speakers Will Weatherford and Dean Cannon, and a member of the Board of Governors Access and Attainment Commission. In each role, I have worked with administrators, faculty and students from Florida's public and private universities, the state college system, the Department of Education, workforce development agencies, and Florida's employers to develop and advocate policy recommendations related to higher education and its critical role in educating and preparing Floridians for careers and a lifetime of learning.

I also believe that my professional experience and talents are an asset to my ability to serve as Chancellor. In the past, I have led the strategic planning for a multi-national holding company and its operating divisions in several global regions. I am experienced in working in a matrix organization structure and have a history of leadership by collaboration and example. Currently, as President of AT&T's Florida operations, I have led the transition from a highly regulated business to a market-driven business that is successfully implementing the service and technology expectations of our customers. This transformation required developing and communicating a public policy vision that reformed Florida statutes to both recognize and benefit from a competitive market. As a result of these efforts, we launched two new IP-based service platforms that reflect customer expectations for choice in the marketplace. I believe that our state, and higher education nationally, is in the midst of a similar transformation and that I have the leadership experience and insight to ensure that Florida is a leader in this endeavor.

Looking forward, I believe that the SUS is well positioned to continue its progress of focusing efforts on a defined mission for the system and member institutions, as well as building performance and accountability standards in order to reinforce the engagement of key elected and community stakeholders. Through these initiatives, the SUS will demonstrate the value that Florida's investment in higher education brings to its students, families and employers now and in the future.

I am excited about the opportunities and challenges facing higher education and recognize that Florida's position as the nation's second largest system brings the responsibility to be a model for integrity and academic achievement. It also provides an opportunity to leverage our twelve institutions, our commitment to online education and our partners in higher education.

I appreciate your consideration of my application. I have attached further information related to my employment history and leadership in business and policy organizations. Please contact me should you need additional information or materials to help the search committee in its decision.

Sincerely,

A handwritten signature in dark ink, appearing to read "Marshall M. Criser III", written in a cursive style.

Marshall M. Criser III

MARSHALL M. CRISER III

[REDACTED]
Coral Gables, FL 33156

EDUCATION, RESEARCH AND COMMUNITY LEADERSHIP

Florida Council of 100; *Chairman (2012-Present); Co-Chair, Pre-K through 14 Education Committee* 2005 – Present

I was a principle participant in the development of the Florida Council of 100's *Closing the Talent Gap* report, which was created in collaboration with the Florida Chamber of Commerce and required me to garner support for specific education and business policy initiatives among members of the state executive and legislative branches.

The Scripps Research Institute (La Jolla) Board of Trustees; *Board Member; Audit Committee* 2013 – Present

I was nominated by the Scripps Funding Corporation to represent Florida on the parent institute board. TSRI continues to represent the flagship opportunity to leverage national research activity as a source of learning, economic development and job growth.

University of Florida Board of Trustees; *Vice-Chairman (2012-2013); Chairman, Education Policy* 2010 – Present

As an appointee of the Board of Governors, I have chaired or participated in each of the Board's standing committees and actively participated in the development of the University's work plan for 2012 and 2013, leveraging the University's strengths toward the collaborative success of the State University System. During my tenure, I have worked closely with members of the legislature to identify critical elements of accountability and performance currently embodied in Florida Statutes.

Higher Education Coordinating Council; *Co-Chairman (2010-2013)* 2010 – Present

Throughout my tenure, I have worked with representatives from Florida's public and private universities, state colleges, and workforce development community to identify areas of conflict or leverage among the sectors, resulting in subsequent legislation to address performance funding and institutional collaboration.

Florida Chamber of Commerce; *Chairman (2008-2009); Policy Council; Board Member, Talent Pillar* 2005 – Present

As Chairman, I worked with the Florida Council of 100 and Enterprise Florida to present comprehensive testimony for growing Florida's economy to the Florida Senate and House of Representatives. This was the first time a unified presentation had been made by these business leadership organizations. During this period, I also worked closely with the professional leadership of the Chamber and the Florida Chamber Foundation to develop and articulate what is now commonly referred to as the Pillars for Florida's economy. I remain the Board's champion for the Talent Pillar.

Enterprise Florida; *Chair, Audit Committee; Executive Committee*

2005 – Present

I have been actively engaged in refocusing Florida's economic and workforce development efforts consistent with legislation passed in 2011. These initiatives have strengthened Enterprise Florida's position as a national and international recruiter of businesses looking to relocate and grow in Florida.

Florida TaxWatch; *Chairman (2010-2012)*

2005 – Present

I worked with professional leadership to develop the Government Cost Containment Task Force, a collaborative effort among executive and legislative agencies, business leaders, and community stakeholders to encourage government efficiency and effectiveness.

Florida State Fair Authority; *Secretary; Strategic Planning Committee*

2010 – Present

I have actively identified new avenues to leverage resources in support of the State Fair's mission of providing development opportunities for Florida's youth.

Miami Dade College Foundation; *Board Member*

2007 – Present

I have engaged in finding financial and community support for Miami Dade College's eight campuses and 21 outreach centers to promote workforce development and academic achievement among South Florida's youth.

Florida Research Consortium; *Past Chairman, Board Member*

2003 – Present

I joined the Consortium to implement the inaugural Centers of Excellence statute by developing competitive criteria for awarding grants to research universities. This effort includes working closely with the Universities' Research Vice Presidents, innovation center leadership and private capital managers to recommend guidelines.

PROFESSIONAL EXPERIENCE

AT&T Florida; *State President, Florida, Puerto Rico and U.S. Virgin Islands*

Miami, FL

2005 – Present

As AT&T's State President, I lead AT&T operations for the corporation's third-largest geographic market, which includes Florida, Puerto Rico and the U.S. Virgin Islands. My responsibilities include developing and implementing strategies to achieve business objectives, meeting customer expectations for service, and building stakeholder relations at the state and municipal level. Under my leadership in Florida, AT&T successfully reformed public policy and launched two new IP-based businesses in Florida. This effort required extensive communication and coordination with key elected stakeholders at the state and local level, development and presentation of testimony before legislative committees, and building consensus with stakeholders for the successful passage of legislation.

**BellSouth; Vice President of Regulatory and External Affairs
1998 – 2005**

Tallahassee, FL

As the Vice President of Regulatory and External Affairs for BellSouth, I managed all executive and regulatory agency matters in Florida. In this role, I developed strategies to achieve the company's policy objectives and represented the corporation in matters involving the Florida Public Service Commission and the Cabinet and relevant legislative offices. I also led initiatives to build consensus with consumer and competitor stakeholders. Under my leadership, BellSouth achieved regulatory approvals, implemented customer and competitor support functions, and launched operations to enter the long distance business.

**BellSouth International; Vice President of Strategic Planning
1994 – 1998**

Atlanta, GA

As Vice President of Strategic Planning for BellSouth International, I developed and managed the corporation's strategic plan in Latin America, Europe, Israel and China. This position required careful understanding of and sensitivity to language, cultural and legal differences between the regions, individual countries and the United States. Under my leadership, BellSouth International successfully integrated the business functions of nine Latin American operating companies while addressing individual and distinct ownership structures, regulatory environments and market conditions.

**BellSouth; Director of Regulatory Affairs, Florida
1989 – 1994**

Tallahassee, FL

As Director of Regulatory Affairs, I worked with key staff at the Florida Public Service Commission and the Office of Public Counsel to represent the company's policy and business interests.

**BellSouth D.C.; Director of National State Agency Relations
1987 – 1989**

Washington, D.C.

As Director of National State Agencies, I worked directly with national associations, including the National Governors Association, the National Conference of State Legislatures and the National Association of Regulatory Utility Commissions, to develop and advocate public policy in support of a competitive marketplace.

**BellSouth; Public Policy Manager
1984 – 1987**

Atlanta, GA

As Public Policy Manager, I oversaw public policy development after the AT&T divestiture of BellSouth in 1984.

**Southern Bell; Manager
1980 – 1984**

Jacksonville, FL

As Manager, I served the company in various roles, including Internal Auditor and Comptroller Manager.

EDUCATION

**University of Florida
Bachelor of Science, Business Administration
Major: Finance**

**Gainesville, FL
June 1980**

**INSEAD
Advanced Management Programme**

**Fontainebleau, France
Summer 1994**



STATE
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of FLORIDA
Board of Governors

Chancellor Search
Applicant Overview

Name: Marshall Criser (NOMINATION) ☐ Applied ☒ Nominated

Address: _____

Contact Info: NOMINATED BY REP. BILL PROCTOR

Provided: ☐ Cover Letter ☐ Resume/CV Other: _____

Executive-Level Experience: ☒ Education ☐ Government ☒ Business ☐ Non-Profit

Involvement In: ☒ Higher Education Environment ☒ Political Environment

Employment/Leadership Highlights:

< THIS INFORMATION WILL BE PROVIDED IF THE CANDIDATE CHOOSES TO PURSUE THE POSITION >

Educational Background:

< THIS INFORMATION WILL BE PROVIDED IF THE CANDIDATE CHOOSES TO PURSUE THE POSITION >

Other:

< THIS INFORMATION WILL BE PROVIDED IF THE CANDIDATE CHOOSES TO PURSUE THE POSITION >

October 11, 2013

Mr. Mori Hosseini, Chairman
Chancellor, Search Committee
State University System

Dear Mr. Hosseini:

The purpose of this communication is to nominate Mr. Marshall Criser for the position of Chancellor of the State University System.

The challenges confronting the State University System of Florida and, indeed, higher education in general, call for cooperative initiatives on the part of the business community, the academic community, and the legislative branch of government. Thus, the leader of the State University System must possess experience in and knowledge of these sectors. In this regard, Mr. Marshall Criser is ideally qualified to serve as Chancellor.

Because Mr. Criser's leadership in the business community is well known, I will focus my comments on his knowledge of and contributions to higher education and his effectiveness in working with the legislature.

Mr. Mori Hosseini

October 11, 2013

Page two

Mr. Criser's record of service to education in Florida and to the State University System is clearly evident in the many voluntary boards and commissions on which he has served, not the least of which are the Board of Trustees of the University of Florida, the Higher Education Coordinating Council, and the Higher Education Access and Attainment Commission of the Board of Governors of the State University System. It is of particular significance that while serving in these capacities he has worked diligently to promote the business community's involvement with education at all levels.

Mr. Criser has demonstrated an understanding of the political process and he has proven his effectiveness in working with the legislature. During my years in the legislature, I met with Mr. Criser on a number of occasions, and I quickly recognized that he has an extraordinary understanding of the complex challenges currently confronting all of higher education, and in this regard, he recognizes the absolute necessity of establishing positive and firm relations between higher education, the business community, and the political structure. It is my judgment that he is exceptionally well qualified to achieve and exploit such relations.

His commitment to the State University System, his stature in the business community, and I can assure you on a personal basis of his ability to work effectively with the legislature prepare him as few chancellors have been prepared to serve in such an important role. Florida is fortunate that in these times a person of Mr. Criser's experience and capabilities is willing to serve when an individual with his qualifications is sorely needed.

Mr. Mori Hosseini

October 11, 2013

Page three

Be assured I will be most grateful for your consideration of this recommendation which I submit without qualification.

With kind regards, I am

Cordially,

William L. Proctor

Chancellor

WLP/dmb



*Dwayne E. Ingram, Chairman
Chris Hart IV, President*

November 1, 2013

Mr. Mori Hosseini
Chairman, Search Committee
Board of Governors
325 W. Gaines Street
Tallahassee, FL 32399

Dear Mr. Hosseini and committee members,

It is with great honor that I am pleased to provide my highest recommendation for Marshall Criser, III for the position of Chancellor of the State University System of Florida.

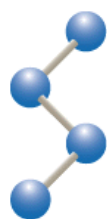
I have had the privilege of knowing Marshall for many years since I moved here to Florida in 1999. We first met at a state business leaders meeting not long after that. During the time we have known each other, we have held similar positions, Marshall as the State President at AT&T when I was the Senior State Executive for IBM. Additionally, since 2005, we have served on many boards together. We first served together on the board of the Florida Chamber of Commerce, where he later became Chairman. Since that time, I have had the honor of serving with him on the boards of Florida TaxWatch and the Council of 100, both of which he also served as Chairman, as well as on the board of Enterprise Florida. Additionally, he has been of significant help to me in my capacity as Chairman of the Board of Workforce Florida. He has always taken time to help in any way I asked and is a strong, dedicated professional leader!

Marshall has always had a strong passion for the education system and would be a fantastic leader for you! In my private sector role as a management consultant, I am often asked to evaluate leaders. With Marshall, that is easy. He has strong moral character, tremendous leadership skills and has the "presence" you need in this type of a role. He leads passionately, effectively, and by example. He walks the walk! I've seen it so many times in the many roles he has held across the state. He is so very well respected by his peers who know they can always count on him and his genuine style of leadership. He has strong credentials and the reputation you want in the Chancellors role.

Please don't hesitate to call me for any further details at (813) 495-5299. I would be happy to talk with you one on one. I have the highest regard for Marshall! I proactively volunteered to him to write this letter on his behalf and I hope you make him your next Chancellor.

Thank you!

Dwayne Ingram
Chairman of the Board
Workforce Florida



T H E
S C R I P P S
R E S E A R C H
I N S T I T U T E

Michael A. Marletta, Ph.D.

President and CEO

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3 November 2013

Search Committee

Chancellor for the Florida State University System

Florida Board of Governors State University System

325 West Gaines Street, Suite 1614

Tallahassee, FL 32399-0400

Dear Members of the Search Committee:

It is my great pleasure to write a letter of support for **Mr. Marshall M. Criser III**, a candidate for the Florida University System Chancellor. I believe Mr. Criser will prove to be an inspired choice. Higher education stands at the cusp of a new reality. This is especially true of the research universities and the increasingly difficult quest for dollars to support the research engine. Future leadership will have to be innovative, not afraid of risk and willing to lead with new ideas.

I believe Marshall Criser will be that kind of leader. His extensive experience in the communications business brings knowledge and problem-solving insight that will be essential in higher education. He is not a newcomer with respect to his interest in education. Board service and other advisory roles has been a common theme throughout his adult life. His combination of work experience and sincere interest in education is exactly the right blend to lead the Florida System.

I have come to know Marshall since he was appointed to the Scripps Board of Trustees. He deeply impressed me at our first meeting. That impression has held true, as he has accepted his role of the Board with energy and enthusiasm.

In summary, I support Mr. Criser fully and without reservation. He is exactly the type of leader needed to lead higher education into this century with the goal to preserve what is good and to make all parts better. I welcome the chance to work with him to cement bonds between Scripps and Florida universities as we work to make the State of Florida a destination for science and biotechnology.

Sincerely,

Michael A. Marletta



AGENDA
Strategic Planning Committee
Ballroom, Graham Center
Florida International University
Miami, Florida
November 20, 2013
2:15 p.m. – 3:45 p.m.

or
Upon Adjournment of Previous Meetings

Vice Chair: Ms. Patricia Frost
Members: Chopra, Colson, Lautenbach, Morton, Webster

- 1. Call to Order and Opening Remarks** **Governor Patricia Frost**
- 2. Approval of Committee Meeting Minutes:** **Governor Frost**
Minutes, [September 12, 2013](#)
Minutes, [September 27, 2013](#)
- 3. Initial State University System Educational Sites Inventory** **Dr. Jan Ignash**
*Interim Chancellor and
Chief Academic Officer,
Board of Governors*
- 4. Further Consideration of Strategic Plan Alignment** **Dr. Ignash**
- 5. Programs of Strategic Emphasis Update** **Dr. R.E. LeMon**
*Associate Vice Chancellor,
Academic and Student Affairs,
Board of Governors*

6. **University of South Florida Regional Institution
Missions**

Dr. Judy Genshaft
*President,
University of South Florida*

7. **Preeminent State Research University
Benchmark Plans**

Dr. Bernie Machen,
*President,
University of Florida*
Dr. Eric Barron,
*President,
Florida State University*

8. **Florida Center for Cybersecurity Report**

Dr. Genshaft

9. **Closing Remarks and Adjournment**

Governor Frost

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Approval of Minutes for Meetings held September 12, 2013, and
September 27, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes for meeting held September 12, 2013 at the University of South Florida, and meeting held September 27, 2013 via telephone conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes for the meeting held September 12, 2013 at the University of South Florida, and the meeting held on September 27, 2013 via telephone conference call.

Supporting Documentation Included: Minutes: September 12, 2013 and
September 27, 2013

Facilitators/Presenters: Governor Patricia Frost

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

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

1. Call to Order and Opening Remarks

Governor Dean Colson convened the meeting of the Strategic Planning Committee at 11:33 a.m. on September 12, 2013 with the following members present: Dr. Manoj Chopra, Ed Morton, Ned Lautenbach, Patricia Frost (participating by phone), and Elizabeth Webster. Governor Colson indicated that, since Governor Rood was out of the country and Governor Frost was participating by telephone, he would chair the meeting. A quorum was established.

Governor Colson provided a brief update on the Online Institute at the University of Florida. He said that the legislation creating the initiative specified the creation of an Advisory Board to give advice to the University of Florida and to make recommendations to the Board of Governors, and that Governor Rood is chairing the Advisory Board. Governor Colson said that the Advisory Board had already had several lengthy discussions with the University of Florida about its plan, and that the Advisory Board will meet again on September 16 to review the final plan before transmitting it to the Board of Governors for discussion by the Strategic Planning Committee on September 27. Governor Colson said that the Strategic Planning Committee would immediately transmit it to the Board of Governors with a recommendation for action. He indicated that the University of Florida is statutorily required to begin offering classes for this initiative in January.

2. Approval of Minutes from Committee Meetings held June 10, 2013 and June 18-19, 2013

Vice Chair Patricia Frost moved that the Committee approve the minutes of the meetings held on June 10, 2013 and on June 18-19, 2013, as presented. Mr. Lautenbach seconded the motion, and the members of the committee concurred.

3. Further Consideration of University Work Plans

Governor Colson said that, at its June 18-19, 2013 meeting, the Committee considered for approval those portions of 2013 University Work Plans associated with the 2013-2014 academic year as well as out-year portions of University Work Plans. In addition, staff had been directed to prepare a list of issues that appear to be impacting multiple institutions across the State University System. Staff was further directed to identify issues that had been raised for each institution during the course of presentations and dialogue. Governor Colson asked Vice Chancellor Ignash to make a presentation to the Committee on these topics.

Vice Chancellor Jan Ignash's presentation identified six issues that appeared to be impacting all or nearly all SUS institutions: (1) improving retention and graduation rates, (2) increasing STEM production, (3) reducing student debt, (4) attention to academic program duplication, (5) identification of unique academic programs and research foci, and (6) attention to excess hours to degree. With regard to institution-specific issues, Vice Chancellor Ignash indicated that these had been provided in the Committee's packet of materials.

4. Strategic Plan Alignment

Governor Colson indicated that the Board's annual reporting structure, its annual University Work Plans, and its 2012-2025 Strategic Plan are known collectively as the "Three Great Books," and that, from the outset, these documents were conceived of as "living documents" that, from time to time, would require revisiting, in particular, periodic review of the State University System's progress on the Strategic Plan goals in order to determine whether the goals remain achievable. Governor Colson asked Vice Chancellor Ignash to provide the Board with an overview of the components of the Strategic Plan Alignment.

Vice Chancellor Ignash began by reviewing the interworking of the Board's "Three Great Books" and the extent to which they guide oversight and accountability. She reiterated that, from time to time, the Board would need to revisit these tools for purposes of alignment one with another, as well as to ensure that university strategic plans were aligned with the Board's goals. Dr. Ignash noted that a key component of Strategic Plan Alignment would be updating the Board's Programs of Strategic Emphasis. She noted the methodology used to establish and further update the Programs of Strategic Emphasis, and indicated that she expected to bring a revised list forward for approval in November 2013.

Dr. Ignash next presented a table of key metrics contained in the Board's Strategic Plan. The table contained 2025 Strategic Plan goals for each of the metrics, 2020 targets indicating where the System would have to be in 2020 on each metric in order to be on a trajectory to meet the 2025 goals, 2020 projections based on University Work Plan goals for each metric, and an indication of a gap or absence of a gap based on university projections. Based on this information it was possible to ascertain that some measures would likely be met or nearly so, while it appeared that others, such as STEM graduate degree production and total research and development expenditures would not be met. Governor Colson noted that STEM graduate production and research and development expenditures would be the most difficult goals to achieve due to resources.

With regard to the goal for baccalaureate degree production, Governor Tripp queried as to whether the Florida College System had been taken into account, and Vice Chancellor Ignash said that staff's projection was for the State University System only. There followed a substantial discussion among Board members and university presidents regarding the role of the Florida College System, program duplication, and the extent to which the notification of intent process stipulated in legislation is providing for the most timely and meaningful dialogue between State University System institutions and institutions of the Florida College System.

5. Request to Close Florida Atlantic University Treasure Coast Campus

Governor indicated that Florida Atlantic University (FAU) was requesting to close its Treasure Coast Campus in Port St. Lucie due to declining state support and increased competition for a limited pool of students in the area. He noted that state funding per student has declined over the past several years and that Indian River State College has continued to expand its baccalaureate program offerings at the Treasure Coast Campus location, offering a lower cost option for many degree programs that FAU had been offering.

Governor Colson noted that the FAU Board of Trustees determined in June 2012 that the programs offered at the Treasure Coast Campus could be more efficiently and effectively delivered at the Harbor Branch Oceanographic Institute in Ft. Pierce, the Jupiter campus, the main campus in Boca Raton, or by offering the programs online. The relocation of the academic programs and the teach-out plan for existing students was approved by the Southern Association of Colleges and Schools on March 28, 2013. In the 2013-2014 General Appropriations Act, the Florida Legislature passed the transfer of the Port St. Lucie facilities from FAU to Indian River State College and Governor Scott signed it into law on May 20, 2013. At its June 11, 2013 meeting the FAU Board of Trustees approved the transfer of the Port St. Lucie property to Indian River State College.

A motion was made by Mr. Lautenbach to approved Florida Atlantic University's request to close its Treasure Coast Campus. The motion was seconded by Ms. Frost, and the motion passed unanimously.

6. Adjournment and Closing Comments

Having no further business, the meeting was adjourned at 12:27 p.m.

Governor Patricia Frost
Vice Chair

Dr. R.E. LeMon
Associate Vice Chancellor

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
STRATEGIC PLANNING COMMITTEE
CONFERENCE CALL
SEPTEMBER 27, 2013

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

1. Call to Order and Opening Remarks

Chair John D. Rood convened the meeting of the Strategic Planning Committee by telephone conference call from Tallahassee at 10:02 a.m. on September 27, 2013, with the following members present and answering roll call: Vice Chair Patricia Frost, Dr. Manoj Chopra, Dean Colson, and Ed Morton. A quorum was established. Committee member Elizabeth Webster joined the call at 10:09 a.m., and committee member Ned Lautenbach joined the call at 10:19 a.m. Other Board members in attendance were Dick Beard, Carlo Fassi, Mori Hosseini, Tom Kuntz, Alan Levine, Wendy Link, and Norman Tripp.

Chair Rood made opening remarks. He began by giving special thanks to the Legislature and Governor Scott for their support of this initiative, and, in particular, Speaker Weatherford and his staff for embracing online learning and looking at different ways to make this initiative a real game-changer. He also thanked members of the Advisory Board: Carlos Alfonso, Ernie Friend, and Dr. John Watret, indicating that the plan is much better due to their involvement.

Chair Rood indicated that the UF Online business plan was innovative, had high standards, and focused on affordability and accessibility. He said that the University of Florida looked at best practices throughout the country and really worked at making this a transformational approach to how high quality online education is provided. Throughout the process, the Advisory Board encouraged UF to look for opportunities for public-private partnerships to look for the best, most-experienced groups in the field to ensure success with this initiative.

On September 16, 2013 the Advisory Board recommended the Board of Governors approve the plan as submitted. Today, the Strategic Planning Committee will take the Advisory Board's recommendation into consideration, discuss the plan, and make a recommendation to the Board of Governors. He announced that the Board would meet immediately after the Strategic Planning Committee adjourns.

Governor Rood thanked the UF team, indicating it was amazing what the university had been able to do in a short time.

2. Comprehensive Business Plan for UF Online

Provost Joe Glover thanked the Board of Governors, the Legislature, and the Governor for their confidence in UF to develop the first completely online baccalaureate degrees in the United States. He also thanked the UF staff and the Advisory Board.

He said that UF is looking forward to the opportunity to offer access to state-of-the-art, fully online baccalaureate programs. Tuition for Florida residents will be 75% of regular resident tuition. Dr. Glover mentioned that UF had hired Betty Phillips, provost at Arizona State University, as Executive Director of UF Online. She has tremendous experience in developing the online program at Arizona State and will begin at UF in January.

Dr. Glover indicated that in 10 years, UF's aspirational goal for UF Online is to enroll 24,000 students, generating 310,000 student credit hours and approximately \$76 million in revenue. UF believes this is an achievable goal. Dr. Glover mentioned that UF generated about \$75 million last year in online revenue for professional and graduate programs that are already online. He emphasized that UF is fully committed to maintaining the quality of its educational programs and will not compromise on the rigor of its baccalaureate degree programs. He stated that UF Online students will receive the same diploma upon graduation as residential students. Consequently, UF will continue to accept only those students who can accomplish and fully benefit from these degree programs. He asked that Associate Provost Andy McCollough provide additional details about the business plan that the Advisory Board has reviewed and approved.

Dr. McCollough reiterated appreciation for the assistance of the Advisory Board in fully developing this business plan, which he believes is consistent with legislative intent as well as compatible with a Research I university.

He indicated that the student population will be First Time in College, Transfer, in-state, and out-of-state students. They will meet the same standards as residential students. He said that UF is obtaining the services of national marketing firms and will be talking to student enrollees in the state, region, country, and internationally. Dr. McCollough stated that UF has already organized its enrollment management processes and has in place a contact center, which will be a dedicated hub of online student information so that all applicants will go to a single place for admissions, registration, and financial aid information on a personalized basis.

Dr. McCollough said that UF faculty will have full content responsibility for the curriculum, both in terms of the origin and delivery of the curriculum and of the oversight of the quality of that curriculum. For January 2014, the five programs mentioned in the business plan will be ready for delivery. Since the plan went into print, UF has been able to accelerate two other programs – psychology and biology - to also be offered online in January. The curriculum to be delivered online over the next several years will be responsive to workforce needs and/or student demand. The plan is to increase the number of programs by five each year for the next six or seven years.

UF Online will have 42 courses available in January when it opens for business. The major challenge will be how to deal with courses that have an emphasis on face-to-face instruction, such as in labs. Dr. McCollough said that UF has a solution for in-state students, who will be able to use labs in IFAS locations throughout the state, as well as access to a summer lab-intensive term on campus, and the university will find appropriate solutions for lab needs for out-of-state and international students.

He indicated that the educational experience of a student is not only what takes place in the classroom, but also what takes place in “co-curricular activities.” The Division of Student Affairs has developed ideas for online co-curricular activities, such as creating an expansive online orientation, as well as sections on career resources, health, wellness, and recreation. UF Online will be emphasizing student engagement. Dr. McCollough stated that it has been proven that success for the online students is, at least in part, determined by the extent to which they feel engaged.

He said that the standards for academic integrity will be the same as those for residential students. There are entrepreneurial firms that provide various approaches that help overcome the challenges inherent in teaching from a distance.

He indicated that tuition charged in-state students will be 75% of the tuition charged for residential students, while tuition charged to out-of-state students will be market rate, set by reviewing tuition charged by peer institutions.

Dr. McCollough stated that revenues are projected to be \$76 million in the tenth year, with a net margin of over \$14 million and a cumulative fund balance of \$43 million.

He said that UF will emphasize program and student evaluation. UF has access to analytics through the course management system and is enrolled in Quality Matters, an evaluative system that is national in scope. UF is also setting up a requirement for three-year review and refreshment of each course. Every student will review every course each term for curriculum and the efficacy of the platform itself. The university will not maintain curriculum for which there is no demand by students or the workforce.

Dr. McCollough said that the university will be establishing a research center, dedicated to discovery and application, to look for new and better ways to deliver online learning and new and better understandings of the process of learning and teaching online. It is the intent to establish best practices and, as articulated to the Task Force for Postsecondary Online Education, to share all of these outputs and result of this research with partner universities and colleges throughout the state. He stated that the university has suggested to the task force the creation of a research advisory board populated by these partner institutions.

He mentioned that UF is close to signing a contract with a private partner that is one of the most important providers of educational services in the world.

Governor Beard asked how many employees will be dedicated to UF Online when the projected enrollment reaches 24,000. Dr. McCollough estimated a dedicated staff of 250, including faculty, teaching assistants, administrative personnel, enrollment management staff, and evaluative personnel engaged in quality assurance. He said that resources already available on campus will be leveraged, and support staff and faculty will need to be added to support an additional 24,000 students. Governor Beard indicated that some type of facilities will be needed to house an additional 250 employees at UF. He said that the Board is trying to determine the impact that online learning will have on facilities throughout the system, because all universities have online capabilities and will be growing that capability over the years. He requested that UF get a handle on how efficient online learning is for facilities, so the Board can be prepared to fund them over the next ten years and, second, so the Board can determine what will be required systemwide. Dr. McCollough indicated that seeking efficiencies in facilities usage is on-target for UF, and the university would be glad to share its findings.

Governor Kuntz asked about the cost of delivery to the projected online students versus the cost of delivery to a residential student. Dr. McCollough indicated that, generally, the cost of online programs is more in the beginning than residential programs, but savings or efficiencies are reached when online education reaches scale. It will be necessary to engage in appropriate marketing and strategies that will help reach scale. He said that, while there will be efficiencies, UF will need to maintain the excellence of the educational experience. Governor Kuntz indicated that it may be helpful to model how this approach would save money; if the university could show savings, it would more likely to get support from the Legislature. Provost Glover pointed out that there are huge savings for students who stay at home, both in tuition and in living at home. Governor Kuntz suggested showing both the cost to the student and the cost to the institution. Chair Rood mentioned that there is the cost of the production and delivery of materials, and there is a big savings in not having to build classrooms. He said that those savings should be included in the analysis.

Governor Tripp asked if the Advisory Board would continue to exist. He asked if the Board had a process in place for an independent evaluation to ensure that UF Online is going in the right direction, as far as the system is concerned. Chair Rood responded that the independent Advisory Board will continue, and the Strategic Planning Committee will continue to be engaged, as well. He said that there are still a lot of questions, a lot of numbers will continue to change, and there will be a lot of revisions to the plan. He indicated that it would be appropriate to discuss bringing an independent group in when there is hard data available in a few months.

Governor Alan Levine suggested that the Board discuss at a future meeting potentially advocating on a national level separating the metrics for online programs from those of residential programs. Any university that gets heavily involved in online education takes a risk and will get penalized in rankings because metrics for online programs are different from metrics for residential programs. At this point, though, all metrics are combined.

Governor Morton had a number of concerns, which he said were not relevant to the very good start of the business plan:

- (1) The elasticity of the UF brand tested against some of the better universities in the United States that have begun this type of initiative.
 - This financial feasibility study is predicated on disproportionate numbers of out of state students and the significant tuition charged to them.
- (2) The vulnerability of etextbooks, which is also built into the feasibility study.
 - The ability to share textbooks will be a challenge going forward.
- (3) The integration of online courses offered by other universities into our online menu.
 - There is an op ed piece in Washington Journal today that has to do with 170 medical schools sharing digital content so that cost can be reduced significantly.
- (4) The cannibalization of students going to UF, at least potentially.
- (5) He hopes the savings from these kinds of programs would reduce the overall cost of education so we can figure out how to spend the surplus.

- (6) He did not see metrics that were parallel to the Board of Governors and asked if UF were going to track metrics on job probability or employment probability, average starting salary, or the cost of the program?
- (7) UF needs to be sensitive to the challenges of picking programs going into initial course offerings. He has read about the difficulty of employment for students who have only undergraduate degrees in psychology and biology. The university should not lose focus on the fact that the purpose behind this initiative is to match the provision of educational programs with the needs of the workforce.

Dr. McCollough indicated that in the appendix of the UF business plan, performance metric #11 focuses on employment and wages earned. He agrees that if part of the rationale for offering a major is workforce need, UF needs to develop related performance measures and benchmarks. The university will continue working with the Advisory Board to perfect measures and benchmarks. In response to the question of offering biology and psychology, Dr. McCollough stated that UF turned to these two majors because they are in high demand on campus by students. Part of the reason is because the majors are responsive to needs in the health professions.

Chancellor Brogan stated that the Board had two parts to the original motion that led to all of this work. One part resulted in the creation of the UF Online initiative and UF's commitment to create a research and development arm for online education. The other part of that motion was the creation of the Task Force on Postsecondary Online Education in Florida, which is actively working to determine ways in which online educational opportunities, including back-of-the-house services, can be better coordinated to ensure access, affordability and quality.

Governor Frost moved to approve the comprehensive business plan for UF Online. Governor Lautenbach seconded the motion. The motion carried unanimously.

3. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:58 a.m.

Patricia Frost, Vice Chair

Dr. Nancy C. McKee
Associate Vice Chancellor

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: State University System of Florida Educational Sites Inventory Database

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In November 2011, the Board of Governors amended Regulation 8.009, Educational Sites to update the site typology and processes for creating, terminating, and reclassifying educational sites. Board staff was then directed to create an updated inventory of existing educational sites for the purpose of grandfathering pre-existing sites and to serve as a starting point from which to manage educational sites in the future. Regulation 8.009 can be accessed online at <http://flbog.edu/about/regulations/regulations.php>.

Working with university contacts, a draft inventory has been compiled that identifies all existing Type I, II, and III Additional Campuses, and all Special Purpose Centers as defined in the regulation. These are the pre-existing sites that fall within the categories requiring Board of Governors authorization. A comprehensive educational site inventory (database) is being developed that will include these sites and Instructional Sites and Special Purpose Sites which require only university level approval. Sites that require Board of Governors approval will be entered into the inventory database by board staff and the universities will disaggregate and upload information for those that only require university approval. Each will be assigned a unique site code in the database. This database will be linked to other databases that collect information on instruction, students, faculty, facilities, etc.

Supporting Documentation Included: Educational Site Inventory List

Facilitators/Presenters: Jan Ignash

**BOARD OF GOVERNORS
EDUCATIONAL SITES REQUIRING BOARD APPROVAL**

Pursuant to Board Reg. 8.009

(All Existing Sites)

DRAFT

Additional Campus Locations

Type I Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 FTE

Type II Campus is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 FTE

Type III is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 FTE

University	Site #	Site name	Street Address	City	County	Site Type per 8.009	FTE
USF	0004	ST.PETERSBURG	140 SEVENTH AVE S.	ST. PETERSBURG	PINE	Type I	2,335
FIU	0002	BISCAYNE BAY	3000 NE 151ST STREET	NORTH MIAMI	DADE	Type I	2,834
FAU	0009/0010	FAU DAVIE	3233 COLLEGE AVENUE	DAVIE	BROW	Type II	1,495
UCF	0015	ROSEN COL HOSPI	9907 UNIVERSAL BLVD	ORLANDO	ORAN	Type II	1,545
FAMU	0011	CRESTVIEW	153 WOODRUFF AVENUE	CRESTVIEW	OKAL	Type III	17
FAMU	0002	INNOVATION PARK	2525 POTSDAMER ST	TALLAHASSEE	LEON	Type III	76
FAMU	0010	LAW SCHOOL	201 BEGGS AVE	ORLANDO	ORAN	Type III	599
FAU	0005	FAU FT LAUD DTN	111 EAST LAS OLAS BLVD.	FORT LAUDERDALE	BROW	Type III	345
FAU	0008	FAU JUPITER	5353 PARKSIDE DRIVE	JUPITER, FL.	PALM	Type III	623
FIU	0004	THE PINES CTR	17195 SHERIDAN ST	FORT LAUDERDALE	BROW	Type III	412
FSU	0010	P. C. CAMPUS	4750 COLLEGIATE DR.	PANAMA CITY	BAY	Type III	619
FSU	0030	REP.OF PANAMA	CITY OF KNOWLEDGE	PANAMA CITY	NOT IN US	Type III	296
FSU	0018	SW CAMPUS	DIRAC DRIVE & LEVY A	TALLAHASSEE	LEON	Type III	565
UCF	0003	UCF COCOA	1519 CLEARLAKE RD.	COCOA	BREV	Type III	362
UCF	0006	UCF DAYTONA BEACH	1200 W. INTL SPDWY BLVD	DAYTONA BCH	VOLU	Type III	294
UCF	0013	UCF PALM BAY	250 COMMUNITY COLLEGE PKWY, BLDG.3	PALM BAY	BREV	Type III	168
UCF	0016	HEALTH SCIENCE CAMPUS AT LAKE NONA	EAST CAMPUS DR.	LAKE NONA	ORAN	Type III	179
UCF	0018	UCF SANFORD/LAKE MARY	100 WELDON BLVD.	SANFORD	SEMI	Type III	203
UCF	0019	UCF SOUTH LAKE	1250 N HANCOCK RD.	CLERMONT	SUMT	Type III	150
UCF	0020	UCF Ocala	3001 S.W. COLLEGE RD.	OCALA	MARI	Type III	78
UCF	0023	UCF VALENCIA OSCEOLA	1800 DENN JOHN LN,BLDG 3,STE 319	KISSIMMEE	OSCEOLA	Type III	104
UCF	0024	UCF VALENCIA WEST	1800 S KIRKMAN RD,BLDG 11,STE 104	ORLANDO	ORAN	Type III	408
UCF	0025	UCF LEESBURG	9501 U.S. HIGHWAY 441	LEESBURG	LAKE	Type III	33
USF	0003	SARASOTA	8350 N. TAMiami TR.	SARASOTA	MANA	Type III	703
UWF	0008	NRTWST FL ST CO	1170 MARTIN LUTHER K	FORT WALTON	OKAL	Type III	84

Special Purpose Centers

A Special Purpose Center is a unit of a university, apart from the the main campus, that provides certain special, clearly defined programs or services such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution.

University	Site #	Site name	Street Address	City	County	Site Type per 8.009	FTE
FAMU	0005	FAMU VINEYARDS	6505 MAHAN DRIVE	TALLAHASSEE	LEON	Special Purpose Center	-
FAMU	0006	CHALLENGER LEARNING CENTER	200 S. DUVAL ST.	TALLAHASSEE	LEON	Special Purpose Center	-
FAU	0004	PINE JOG CENTER	6301 SUMMIT BLVD.	WEST PALM BEACH	PALM	Special Purpose Center	7
FAU	0007	FAU DANIA BCH	101 N. BEACH RD.	DANIA	BROW	Special Purpose Center	34
FAU	0014	GUMBO LIMBO	1801 N. OCEAN AVE	BOCA RATON	PALM	Special Purpose Center	-
FAU	0016	FAU AT WESTGATE	2542 HIAWATHA AVE	WEST PALM BEACH	PALM	Special Purpose Center	-
FAU	0018	FAU HARBOR BRAN	5600 US 1 NORTH	FORT PIERCE	ST L	Special Purpose Center	15
FGCU	0002	HARVEY KAPNICK	4940 BAYSHORE DRIVE	NAPLES	COLL	Special Purpose Center	252
FGCU	0004	VESTER MARINE S	5164 BONITA BEACH RO	BONITA SPRINGS	LEE	Special Purpose Center	-
FGCU	0006	GULF COAST CENT	5820 BUCKINGHAM ROAD	FORT MYERS	LEE	Special Purpose Center	-
FIU	0006	FIU WOLFSONIAN	1001 WASHINGTON AVE	MIAMI BEACH	DADE	Special Purpose Center	1
FIU	0017	JEWISH MUSEUM	301 WASHINGTON AVE	MIAMI BEACH	DADE	Special Purpose Center	-
FSU	0002	FSU MARINE LAB	3618 COASTAL HIGHWAY	ST. TERESA	FRAN	Special Purpose Center	-
FSU	0005	MISSION RD.STA	2606 MISSION ROAD	TALLAHASSEE	LEON	Special Purpose Center	-
FSU	0007	RESERVATION	3226 FLASTACOWA RD	TALLAHASSEE	LEON	Special Purpose Center	-
FSU	0009	RINGLING CTR.	BAY SHORE & TAMiami	SARASOTA	SARA	Special Purpose Center	23
FSU	0026	COLLIER COUNTY	1441 HERITAGE BOULEV	IMMOKALEE	COLL	Special Purpose Center	-
FSU	0036	LONDON CENTER	GREAT RUSSELL STREET	LONDON	NOT IN US	Special Purpose Center	92
FSU	0035	FLORENCE CENTER	BORGIO SS. APOSTOLI	FLORENCE, ITALY	NOT IN US	Special Purpose Center	43
FSU	0037	VALENCIA CENTER	2 Calle Blanqueras	VALENCIA, SPAIN	NOT IN US	Special Purpose Center	87
UCF	0002	UCF SO ORLANDO	7300 LK ELLENOR DR	ORLANDO	ORAN	Special Purpose Center	41
UCF	0007	FLA SOLAR EN #1	700 SNAPPER RD.	PORT CANAV	BREV	Special Purpose Center	-
UCF	0008	FLA SOLAR EN #2	800 GREENSBORO RD	COCOA	BREV	Special Purpose Center	-
UCF	0010	FLA SOLAR EN #3	CLEARLAKE RD.	COCOA	BREV	Special Purpose Center	-
UCF	0011	EXECUTIVE DEVELOPMENT CTR	36 W. PINE ST.	ORLANDO	ORAN	Special Purpose Center	84
UCF	0017	CENTER FOR EMERGING MEDIA	500 WEST LIVINGSTON	ORLANDO	ORAN	Special Purpose Center	114
UF	0005	TREEO CENTER	3900 SW 63RD BLVD	GAINESVILLE	ALAC	Special Purpose Center	-
UF	0106	BEEF TEACHING U	3301 SW 23RD TERRACE	GAINESVILLE	ALAC	Special Purpose Center	-
UF	0107	AUSTIN CARY MEM	10625 NE WALDO ROAD	GAINESVILLE	ALAC	Special Purpose Center	-
UF	0108	BEEF UNIT MONTE	9800 N CR 225	GAINESVILLE	ALAC	Special Purpose Center	-
UF	0109	DAIRY UNIT/AGRO	CR-237	HAGUE	ALAC	Special Purpose Center	-
UF	0112	FISHERIES & AQU	7922 NW 71ST STREET	GAINESVILLE	ALAC	Special Purpose Center	2
UF	0116	ECHELON PARK	US 441 NORTH	ALACHUA	ALAC	Special Purpose Center	-
UF	0601	FT LAUDERDALE R	3205 COLLEGE AVENUE	FT. LAUDERDALE	BROW	Special Purpose Center	10
UF	1101	SOUTHWEST FLORI	2685 HIGHWAY 29 N	IMMOKALEE	COLL	Special Purpose Center	3
UF	1304	TROPICAL REC HO	18905 SW 280 STREET	HOMESTEAD	DADE	Special Purpose Center	5
UF	2001	NORTH FLORIDA R	155 RESEARCH ROAD	QUINCY	GADS	Special Purpose Center	-
UF	2501	RANGE CATTLE RE	3401 EXPERIMENT STAT	ONA	HARD	Special Purpose Center	1

Board of Governors Committees and Meeting - Strategic Planning Committee

UF	2903	TROPICAL AQUACU	1408 24TH STREET SE	RUSKIN	HILL	Special Purpose Center	-
UF	2904	GULF COAST REC	14625 COUNTY ROAD 67	WIMAUMA	HILL	Special Purpose Center	7
UF	2905	UF/IFAS PLANT C	1200 NORTH PARK ROAD	PLANT CITY	HILL	Special Purpose Center	14
UF	3101	FL MEDICAL ENTO	200 9TH STREET SE	VERO BEACH	INDI	Special Purpose Center	-
UF	3201	NORTH FLORIDA R	3925 HWY 71	MARIANNA	JACK	Special Purpose Center	-
UF	3801	OBSERVATORY	4551 NE 110 AV	BRONSON	LEVY	Special Purpose Center	-
UF	3802	SEAHORSE KEY MA	SEAHORSE KEY	CEDAR KEY	LEVY	Special Purpose Center	-
UF	4001	4H CAMP CHERRY	3861 NE CHERRY LAKE	MADISON	MADI	Special Purpose Center	-
UF	4201	EQUINE SCIENCES	2655 NW 100TH ST	OCALA	MARI	Special Purpose Center	-
UF	4202	PLANT SCIENCE R	2556 W HIGHWAY 318	CITRA	MARI	Special Purpose Center	-
UF	4601	GRADUATE ENG &	1350 N POQUITO RD	SHALIMAR	OKAL	Special Purpose Center	18
UF	4602	4H CAMP TIMPOOC	4750 TIMPOOCHEE LANE	NICEVILLE	OKAL	Special Purpose Center	-
UF	4801	MID FLORIDA REC	2725 BINION ROAD	APOPKA	ORAN	Special Purpose Center	3
UF	5001	EVERGLADES REC	3200 EAST PALM BEACH	BELLE GLADE	PALM	Special Purpose Center	1
UF	5301	CITRUS REC LAKE	700 EXPERIMENT STATI	LAKE ALFRED	POLK	Special Purpose Center	10
UF	5402	ORDWAY MELROSE	ORDWAY/SWISHER BIOLO	MELROSE	PUTN	Special Purpose Center	-
UF	5501	HASTINGS REC	595 E ST JOHNS AVENU	HASTINGS	ST J	Special Purpose Center	-
UF	5601	INDIAN RIVER RE	2199 SOUTH ROCK ROAD	FT. PIERCE	ST L	Special Purpose Center	9
UF	5701	WEST FLORIDA RE	4253 EXPERIMENT ROAD	JAY	SANT	Special Purpose Center	3
UF	6101	NORTH FLORIDA R	7580 COUNTY ROAD 136	LIVE OAK	SUWA	Special Purpose Center	-
UF	6201	BKI BIOREFINERY	1 BUCKEYE DRIVE	PERRY	TAYL	Special Purpose Center	-
UF	111	HORSE TEACHING	1934 SW 63RD AVENUE	GAINESVILLE	ALAC	Special Purpose Center	3
UF	120	BOSTON FARM/SAN	14202 NW 294TH AVE	ALACHUA	ALAC	Special Purpose Center	-
UF	1001	CAMP BLANDING	SR-230	STARKE	CLAY	Special Purpose Center	-
UF	1501	OBSERVATORY	CR-349	OLD TOWN	DIXI	Special Purpose Center	-
UF	1602	UF-HSC JACKSONVILLE	655 W. 8TH ST	JACKSONVILLE	DUVA	Special Purpose Center	256
UF	1801	WHITNEY LABORAT	9505 OCEANSHORE BLVD	ST. AUGUSTINE	FLAG	Special Purpose Center	1
UNF	0002	MOCA	333 NORTH LAURA STREET	JACKSONVILLE	DUVA	Special Purpose Center	5
USF	0045	CHINSEGUT	RT 2, BOX 216	BROOKSVILLE	HERN	Special Purpose Center	-
UWF	0006	ARCADIA MILL	5709 MILL POND LANE	MILTON,FL	SANT	Special Purpose Center	-
UWF	0007	HIST. PENSACOLA	120 EAST CHURCH STRE	PENSACOLA	ESCA	Special Purpose Center	1
FPU	0047	F. I. P. R. I.	1855 WEST MAIN ST	BARTOW	POLK	Special Purpose Center	-

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Further Consideration of Strategic Plan Alignment

PROPOSED COMMITTEE ACTION

For discussion

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Committee's September 2013 meeting began a dialogue with regard to Strategic Plan Alignment, one component of which was to review key metrics to determine the likelihood of whether Strategic Plan goals would be met on those particular metrics. Staff calculated projections on key measures, compared them with targets, and determined the gap or absence of a gap between where the State University System would have to be in order to be "on pace" to reach Strategic Plan year 2025 goals.

Of the eleven metrics under consideration, it was determined that four were sufficiently below their targets to warrant further discussion relative to whether the 2025 goals should be maintained or lowered. These were:

- Baccalaureate degree production
- Total R&D expenditures
- Graduate degree production
- STEM graduate degree production

Staff has made year 2025 projections based on historical data and is prepared to make recommendations with regard to whether year 2025 goals should be maintained or lowered.

Supporting documentation included: Staff Recommendations

Facilitators/Presenters: Governor Patricia Frost, Jan Ignash

2025 Strategic Plan Goals: Options for Target Gaps

2012-2025 Strategic Plan Metric	2025 Strategic Plan Goal	2025 Historical Projection	2025 Gap
Baccalaureate Degree Production	90,000	82,770	-8%
Total R&D Expenditures	\$3.25B	\$2.8B	-14%
Graduate Degree Production	40,000	31,880	-20%
STEM Graduate Production	14,000	7,840	-44%

Baccalaureate Degree Production (-8% year 2025 target gap)

Option One: Maintain the 90,000 goal for baccalaureate degree production in year 2025.

Option Two: Lower the 90,000 goal for annual baccalaureate degree production in year 2025.

Staff Recommendation: Further consideration should be given to Option One--maintaining the 90,000 goal for baccalaureate degree production in year 2025. Staff's rationale for this recommendation is as follows:

Based on historical growth trends, the State University System is projected to produce about 83,000 degrees annually by 2025. The difference between the historical growth trend and the 2025 goal is a modest 7,000 degrees. The 2025 Strategic Plan goal of 90,000 baccalaureates was predicated on attaining a 70% six-year graduation rate, and the State University System is currently on target to meet that rate by the year 2025. The universities continue to demonstrate gained efficiencies in degree production each year. Performance-based funding's focus on academic progress and graduation will also have a positive impact on degree production. In addition, the State University System has increased enrollments 12% between 2006-2011. If this trend continues, it will translate into more degrees. Florida Polytechnic University should be producing degrees by 2020, and UF's Florida Online should also have an impact by 2025. Indications are that several branch campuses and regional institutions will increase enrollments and, therefore, degree production. Taking these factors together, it is possible that the State University System will meet its year 2025 productivity goal of 90,000 baccalaureates. Staff recommends that the gap is not significant enough to warrant reducing the goal at this time.

Total R&D Expenditures (-14% year 2025 target gap)

Option One: Maintain the 2025 total R&D expenditures goal at \$3.25B

Option Two: Lower the 2025 total R&D expenditures goal from \$3.25B

Staff Recommendation: Staff recommends further consideration of Option Two – lowering the 2025 total R&D expenditures goal from \$3.25B. Staff’s rationale for this recommendation is as follows:

At the time when 2012-2025 Strategic Plan goals were being established, \$1.68B in research and development expenditures was reported by the universities. This means that the system Strategic Plan goal for 2025 (\$3.25B) was to nearly double R&D expenditures by the year 2025, an average change of \$100M yearly through the life of the Strategic Plan. This goal may have been too aggressive to begin with. Adding to the challenge of increasing research expenditures at the pace necessary to meet the 2025 goal have been the long-term effects of the Great Recession and the effects of federal sequestration which the System is only beginning to feel. The 2025 goal can be maintained, but it is unlikely that it will be met. Consequently, staff recommends the second option – adjusting the 2025 goal downward based on historical trends in SUS federal and private R&D dollars. At annual growth rates of \$100M, \$75M, and \$50M the 2025 projections would be \$3.07B, \$2.75B, and \$2.42B, respectively. Based on past performance and the current fiscal climate, staff recommends the \$2.75B goal with the understanding that this goal should be revisited if the current fiscal climate continues.

Graduate Degree Production (-20% year 2025 target gap)

Option One: Maintain the 40,000 goal for annual graduate degree production in year 2025.

Option Two: Maintain the 40,000 goal for annual graduate degree production in year 2025, but estimate additional costs needed to “lift up” degree production.

Option Three: Lower the 40,000 goal for annual graduate degree production in year 2025.

Staff Recommendation: Staff recommends further consideration of Option Two-- maintaining the 40,000 goal for annual graduate degree production in year 2025, but estimating additional costs needed to “lift up” degree production. Staff’s rationale for this recommendation is as follows:

Although graduate STEM degree production will be addressed more fully in the next recommendation, to some extent graduate degree production and STEM graduate degree production need to be considered at the same time here. Based on projections

from historical data, graduate degree production, including STEM degree production, will be about 8,000 degrees short of the 2025 Strategic Plan goal. Based on that same historical data, STEM degree production will be about 6,000 degrees short of the 2025 Strategic Plan goal. Therefore, the System will be about 2,000 degrees short of non-STEM degrees by the year 2025.

Using the SUS Expenditure Analysis staff has calculated the average cost of a non-STEM graduate (master's and specialist level) degree to be \$19,459 (\$486.48 per credit hour X an average 40 credit hours). This dollar figure, multiplied by the projected gap in non-STEM graduate degree production (a gap of 2,000: 8,000 total gap less the 6,000 STEM degree gap), provides an approximation of the dollars needed to reach the 2025 goal of graduate degree production less STEM degrees. Staff estimates that an additional \$39M would be needed to reach the 2025 goal in graduate degree production less STEM. Spread over the remaining life of the 2012-2025 Strategic Plan, this would constitute a yearly investment of approximately \$3.25M.

STEM Graduate Degree Production (-44% year 2025 target gap)

Option One: Maintain the 14,000 goal for annual STEM graduate degree production in year 2025.

Option Two: Maintain the 2025 STEM graduate degree production goal at 14,000, but estimate additional costs needed to "lift up" production.

Option Three: Lower the 2025 STEM graduate degree production goal.

Staff Recommendation: Staff recommends further consideration of Option Two — maintaining the 2025 STEM graduate production goal at 14,000, but estimating additional costs needed to "lift up" production. Staff's rationale for this recommendation is as follows:

STEM production in graduate education, especially in specific workforce areas, is critical in order for Florida to realize a 21st Century economy. While the 2020 target gap is significant at -44%, staff recommend that the 2025 goal should be maintained and, rather, that this gap should be quantified in terms of the number of additional dollars it would require to reach this goal. To that end, using the SUS Expenditure Analysis staff has calculated the cost of a STEM graduate (master's level) degree to be \$25,547 (\$638.67 per credit hour X an average 40 credit hours). This dollar figure, multiplied by the projected gap in STEM degree production (a gap of about 6,000), provides an approximation of the dollars needed to reach the 2025 goal. Staff estimates that an additional \$153M would be needed to reach the 2025 goal in STEM degree production. Spread over the remaining life of the 2012-2025 Strategic Plan, this would constitute a yearly investment of approximately \$12.75M.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Programs of Strategic Emphasis Update

PROPOSED COMMITTEE ACTION

Approval of the updated categories and program list for Programs of Strategic Emphasis to be included by reference in the State University System Strategic Plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As part of the Strategic Plan Alignment project, the Board of Governors' staff was directed to update the categories and list of academic programs of strategic emphasis. Following a similar methodology with the one used in 2008, staff reviewed reports and data produced by the key economic and workforce development organizations in the state and also reviewed related national reports. Based upon these sources, the categories associated with the programs of strategic emphasis have been updated and degree programs offered by the state universities have been reclassified in alignment with the new categories.

Provided for review are the methodology that was used for updating the Programs of Strategic Emphasis and a copy of the current State University System (SUS) Academic Program Inventory with the programs assigned to the updated categories.

If approved, the updated Programs of Strategic Emphasis will go into effect for the 2014-2015 academic year.

Supporting Documentation Included: Methodology for Updating Programs of Strategic Emphasis

Facilitators/Presenters: R.E. LeMon

Methodology for Updating Programs of Strategic Emphasis In the State University System of Florida, Board of Governors 2012 – 2025 Strategic Plan

November, 2013

An essential component of the 2012-2025 Strategic Plan Alignment initiative is the need to update the current State University System list of Programs of Strategic Emphasis. The Programs of Strategic Emphasis exist as one of several tools for aligning the degree production goals of the State University System with the economic and workforce needs of Florida. In addition, the Programs of Strategic Emphasis are critical to update, because they are to become a component in Performance-based Funding.

As in past revisions to the Programs of Strategic Emphasis categories and list, a meta-analysis of the current reports and data of key economic and workforce councils in Florida was conducted. These “key councils” include Enterprise Florida, Inc., Workforce Florida, Inc., the Council of 100, the Florida Chamber of Commerce, and the Agency for Workforce Innovation. Other organizations whose reports and data informed this process include the Florida Hospital Association, the Florida Center for Nursing, the Florida High-Tech Corridor, the Florida Department of Education, and the U.S. Department of Labor (USDOL).

Additionally, a number of national level reports were reviewed and their recommendations were incorporated into the analysis. Some of these reports included the Federal Science, Technology, Engineering, and Mathematics Education: 5 Year Strategic Plan; Help Wanted: Projections of Jobs and Education Requirements Through 2018; Council on Foreign Relations: US Education Reform and National Security; and An Economy that Works: Job Creation and America’s Future.

The methodology used to reevaluate assumptions and forecasts that provide the framework for targeting degree programs is relatively simple.

- 1) Identify the recommendations of Florida’s leading economic and workforce councils (key councils) and national reports (Appendix B).
- 2) Merge and evaluate the areas of interest and emphasis from the key councils to determine appropriate broad program categories that are in alignment (Table 1).
- 3) Identify specific academic programs and program clusters by CIP code* that should be included in the broad program categories (Appendix A).

** CIP is the Classification of Instructional Programs code required for reporting degrees and enrollments to the National Center for Educational Statistics and used by the Board of Governors to inventory approved degree programs in the State University System (SUS). The standardized CIP code allows for comparative data to be collected and analyzed at both the state and national level.*

It became apparent that the current broad program categories should be revised and perhaps renamed to better demonstrate alignment with recommendations found in the key council reports and data. The proposed changes to the categories are shown in Table 1, and the rationale for making changes is provided for each category in Appendix A.

TABLE 1: Current and Proposed Categories:

<u>CURRENT</u>	<u>PROPOSED</u>
<ol style="list-style-type: none"> 1. Critical Needs – Education 2. Critical Needs – Health Professions 3. Economic Development – Regional Workforce Demand 4. Economic Development – Globalization 5. Science, Technology Engineering, and Math (STEM) 6. Critical Needs – Security and Emergency Services 	<ol style="list-style-type: none"> 1. Critical Workforce - Education 2. Critical Workforce - Health 3. Critical Workforce – Gap Analysis 4. Economic Development – Global Competitiveness 5. Economic Development - STEM

The academic degree programs associated with the proposed new categories are identified in Appendix A and the list of all affected CIP codes in the State University System Academic Program Inventory is provided in Appendix C. An expanded list of all available programs for those targeted at the two and four digit CIP code level can be accessed online at <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>. It should be noted that not all of the CIP codes found in the online expanded list represent programs currently offered within the State University System. This allows for new degree programs to be appropriately categorized when they are added to the State University Academic Program Inventory.

APPENDIX A: Proposed Programs of Strategic Emphasis for the State University System of Florida, Board of Governors 2012 – 2025 Strategic Plan

A Few Words about CIPs

The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring periodically since that time as new programs emerged and existing program curriculums evolved.

The CIP taxonomy is organized on three levels:

1. The two-digit series, representing the most general groupings of related educational programs (e.g., 14. Engineering)
2. The four-digit series, representing intermediate groupings of educational programs that have comparable content and objectives (e.g. 14.08 Civil Engineering)
3. The six-digit series, representing specific instructional programs with very similar content and objectives (e.g., 14.0803 Structural Engineering as a subset of Civil)

Postsecondary educational institutions use six-digit CIP codes when completing the IPEDS Completions Survey required for participation in federal financial aid programs. Six-digit codes are the most detailed program classifications within the CIP and represent the basic unit of analysis used by NCES and institutions in tracking and reporting program completions and fields of study data.

Source: NCES, *Integrated Postsecondary Education Data System (IPEDS)*, online manual: <http://nces.ed.gov/ipeds/cipcode/default.aspx?v=55>

Proposed Categories for Programs of Strategic Emphasis with Associated CIP

1. Critical Workforce – Education (*title change*)

Critical Needs: Education is a category in the present version of the Strategic Plan that is largely based upon the Florida State Board of Education list of critical teacher shortage areas which is published annually. This list can change from year to year, but typically remains the same with only one or two additions/deletions. It is also important to consider the critical shortage list within the broader context of the workforce demand for teachers in all specialties, and, for this reason, all teacher education programs were included in the original targeted list associated with the SUS 2005-2013 strategic plan.

It is proposed that this category be renamed ***Critical Workforce - Education*** and that the updated program list should include all the programs related to teacher preparation and student counseling at the K-12 level. This will allow for targeting academic programs at the 4 digit CIP code level and eliminate any need for annual updates to the category due to changes in the state board list or in programmatic reorganizations at the universities.

EDUCATION CIP CODES:

- 13.01 Education, General (all)
- 13.0301 Curriculum and Instruction
- 13.10 Special Education and Teaching (all)
- 13.11 Student Counseling and Personnel Services (all)

- 13.12 Teacher Education and Professional Development, Specific Levels and Methods (all)
- 13.13 Teacher Education and Professional Development, Specific Subject Areas (all)
- 13.14 Teaching English or French as a Second or Foreign Language (all)

2. Critical Workforce - Healthcare *(title change)*

Critical Needs: Health Professions is a category in the current version of the strategic plan based primarily upon workforce projections by The Florida Hospital Association and the Florida Department of Economic Opportunity. These organizations have identified the healthcare professions that exist as critical shortage areas in Florida. In addition, a shortage of nursing faculty is frequently cited as a critical need occupation because of the direct impact on registered nurse education programs.

There are a number of health-related technology and data management programs that have emerged in recent years as high-demand and high-wage occupations. In addition, there is a growing consensus that Florida will need to expand its healthcare workforce in all related occupations as the provisions of the Affordable Care Act are implemented and the state experiences a demographic transition as the Baby Boom Generation retires.

It is proposed that this category be renamed **Critical Workforce: Healthcare** and that it should include all health related degree programs (not just healthcare practitioners) under the 51 CIP Code along with selected programs that may exist under other two-digit CIP families.

HEALTHCARE CIP CODES:

- 51 Health Professions and Related Programs (all)
- 30.1101 Gerontology

3. Critical Workforce – Gap Analysis *(title change and substantive revision)*

Economic Development: Regional Workforce Demand is a category in the current version of the strategic plan whereby universities were expected to engage sufficiently with local industries and employers to identify academic programs in high demand. If determined to be warranted, these programs would then be incorporated into a list of academic programs targeted by this category. The programs currently included in this category vary by university, and are not necessarily aligned with projected statewide workforce needs.

It is proposed that this category be replaced with **Critical Workforce – Gap Analysis** and that it include degree programs leading to the occupational categories identified as projected to be critically under-supplied in the Higher Education Access and Educational Attainment Commission's gap analysis of labor market projections and related degree production. Consequently, the academic programs included in this category will correspond to Florida's high need, high wage occupational areas identified through the gap analysis. Universities will still be expected to work with local industries and employers to identify academic programs needed to support local or regional economic development and workforce needs.

This category would only include academic programs identified in the Gap Analysis that are not included in another category of Programs of Strategic Emphasis (e.g, industrial engineering would be captured under STEM, so it is not necessary to include it under Gap Analysis).

GAP ANALYSIS CIP CODES:

- 09.0101 Speech Communication and Rhetoric.
- 09.0900 Public Relations, Advertising, and Applied Communication.
- 09.0902 Public Relations/Image Management
- 50.0409 Graphic Design
- 52.0301 Accounting
- 52.0801 Finance, General
- 52.0803 Banking and Financial Support Services
- 52.1001 Human Resources Management/Personnel Administration, General
- 52.1304 Actuarial Science
- 52.1701 Insurance
- 09.0100 Communication, General
- 50.0401 Design and Visual Communications, General
- 50.0404 Industrial and Product Design
- 52.0304 Accounting and Finance
- 52.0305 Accounting and Business/Management

4. Economic Development - Global Competitiveness (title change)

Economic Development: Globalization is a category in the current version of the strategic plan that represents more of an over-arching concept found in the various reports reviewed, rather than a specific industry or occupational area. Degree programs that assist in making the SUS globally competitive can be found throughout the system across many disciplines, especially within the sciences, engineering, and information technology programs. However, there are programs that directly support globalization through program graduates and focused research. Some of these programs have an international focus, such as international affairs, international business, international construction, international law, etc. Area studies and foreign language programs that focus on critical trade partners or foreign competitors would also fall under the broad umbrella of increasing globalization.

It is proposed that this category be renamed *Economic Development: Global Competitiveness* to more clearly define its intent and that it continue to include only programs for which a strong case has been made for enhancing Florida's global competitiveness.

GLOBAL COMPETITIVENESS CIP CODES:

- 05.0103 Asian Studies/Civilization
- 05.0105 Russian, Central European, East European and Eurasian Studies
- 05.0107 Latin American Studies

- 05.0108 Near and Middle Eastern Studies
- 05.0124 French Studies
- 05.0126 Italian Studies
- 05.0134 Latin American and Caribbean Studies
- 05.0201 African-American/Black Studies
- 13.0701 International and Comparative Education
- 16.0101 Foreign Languages and Literatures, General
- 16.0102 Linguistics
- 16.0399 East Asian Languages, Literatures, and Linguistics, Other
- 16.0400 Slavic Languages, Literatures, and Linguistics, General
- 16.0402 Russian Language and Literature
- 16.0501 German Language and Literature
- 16.0901 French Language and Literature
- 16.0902 Italian Language and Literature
- 16.0904 Portuguese Language and Literature
- 16.0905 Spanish Language and Literature
- 22.0210 International Business, Trade, and Tax Law
- 30.2001 International/Global Studies
- 45.0901 International Relations and Affairs
- 52.1101 International Business/Trade/Commerce
- 52.1502 International Real Estate - CIP assigned by BOG staff (does not exist in NCES)

5. Economic Development – STEM (title change)

Science, Technology, Engineering, and Math (STEM) is a category in the current version of the strategic plan and it is proposed that it be retained and renamed ***Economic Development – STEM*** to emphasize the importance of these programs to Florida's economy. The broad category of STEM encompasses programs associated with the six subcategories listed below.

- Mechanical science and manufacturing
- Natural science and technology
- Medical science and technology
- Computer science and technology
- Design and construction
- Electronic media and simulation

Many of the STEM academic programs can be targeted at the two-digit CIP level and others can be targeted at the four-digit level. However, there are STEM related degrees embedded in disciplines that are not generally associated with science, technology, engineering, and math. These have also been included in the list of STEM CIP codes.

STEM CIP CODES:

- 01.00 Agriculture, General (FAMU Ag Science Programs)
- 01.09 Animal Sciences
- 01.10 Food Science and Technology
- 01.11 Plant Sciences

- 01.12 Soil Sciences
- 03 Natural Resources and Conservation (all)
- 11 Computer and Information Sciences and Support Services (all)
- 14 Engineering (all)
- 15 Engineering Technologies and Engineering-Related Fields (all)
- 26 Biological and Biomedical Sciences (all)
- 27 Mathematics and Statistics (all)
- 30.01 Biological and Physical Sciences
- 30.06 Systems Science and Theory
- 30.08 Mathematics and Computer Science
- 30.10 Biopsychology
- 30.15 Science, Technology and Society
- 30.16 Accounting and Computer Science
- 30.17 Behavioral Sciences
- 30.18 Natural Sciences
- 30.19 Nutrition Sciences
- 30.25 Cognitive Science
- 30.30 Computational Science
- 30.31 Human Computer Interaction
- 30.32 Marine Sciences
- 30.33 Sustainability Studies
- 40 Physical Sciences (all)
- 04.0201 Architecture
- 04.0401 Environmental Design/ Architecture
- 04.0601 Landscape Architecture
- 09.0702 Digital Communication and Media/Multimedia
- 13.0501 Educational/Instructional Technology
- 31.0505 Kinesiology and Exercise Science
- 42.2706 Physiological Psychology/Psychobiology
- 43.0106 Forensic Science and Technology
- 43.0111 Criminalistics and Criminal Science
- 43.0116 Cyber/Computer Forensics and Counterterrorism
- 45.0702 Geographic Information Science and Cartography
- 50.0102 Digital Media
- 52.1201 Management Information Systems, General
- 52.1301 Management Science

If any SUS institution would like to add additional programs, not included in the STEM list, an argument can be made for their addition. This is most likely to happen with new and emerging disciplines at the time a new degree program is implemented.

6. Critical Needs – Security and Emergency Services (deleted)

Critical Need: Security and Emergency Services is a category in the current version of the strategic plan intended to address the needs of homeland security and disaster preparedness, which were identified in two key council reports as important emerging areas of interest. However, the current editions of these reports are no longer emphasizing a critical need in Florida for these types of programs. While they certainly remain important, it does not appear that continuing to include them as a Program of Strategic Emphasis is warranted. It is proposed that this category be eliminated and that the science and technology related programs currently in this category be included in the STEM category.

APPENDIX B: Summary of Key Council Reports and Data

State-Level Reports and Data

Enterprise Florida Industry Sectors & Roadmap to Florida Futures (2012)	eFlorida (Enterprise Florida) Qualified Targeted Industries for Incentives (2011)	Progress-Energy/Duke Energy report (No Date.)
Headquarters and Other Manufacturing Information Technology Life Sciences Financial/Professional Services Aviation and Aerospace Defense/Homeland Security Clean Tech	Biomass and biofuels processing Energy equipment manufacturing Energy storage technologies Photovoltaic Environmental Consulting Biotechnology Pharmaceuticals Medical devices	Aviation and Aerospace Clean Energy Financial and Professional Services Homeland Security and Defense Industries Information Technology Life Sciences Manufacturing
Florida Strategic Plan for Economic Development (No Date)	Laboratory and surgical instruments Diagnostic testing	
STEM Market-relevant technical skills Trade and transportation systems Telecommunications Future supply and quality of water Energy sources and systems	Modeling, simulation and training Optics and photonics Digital media Software Electronics Telecommunications Aviation	Florida High Tech Corridor Council (2013)
Department of Economic Opportunity: State of Florida Job Creation Plan (2011)	Aircraft and aircraft parts manufacturing Maintenance repair and overhaul of aircrafts Navigation instrument manufacturing Flight simulator training	Agritechnology Aviation and Aerospace Digital Media/Interactive Entertainment Financial Services Information Technology Life Sciences/Biotechnology Microelectronics/Nanotechnology Modeling, Simulation and Training Optics and Photonics Sustainable Energy
Global competitiveness Military bases Sports, film, and entertainment production	Aerospace Space vehicles and guided missile manufacturing Satellite communications Space technologies Launch operations	Florida High Tech Corridor Council 2010-2011 Annual Report
Roadmap to Florida's Future - 2010-2015 Strategic Plan for Economic Development	Equipment Optical instruments Navigation aids Ammunition Electronics	Aviation & Aerospace Information Technology Life Sciences and Medical Technologies Materials Modeling Simulation and Training Optics and Photonics Sustainable Energy
STEM Global Logistics Creative Industries Broadband Water Energy Innovation - R&D Transportation Trade and Tourism Global Commerce Nanotechnology Strategy Multidisciplinary Research	Transportation Military vehicles Shipbuilding and repair Technology Computer systems design	Florida Center for Nursing: RN and LPN Supply and Demand Forecasts, 2010-2025
		Registered Nurses Licensed Nurse Practitioners

	Simulation and training	Florida Hospital Association; Florida Hospitals' Workforce Challenges: 2012 Workforce Survey Highlights (2012)
Closing the Talent Gap: What Florida Needs from its Talent Supply Chain; Florida Council of 100 in partnership with Florida Chamber of Commerce (2010)	Financial services Banking Insurance Securities and investments	Registered Nurse Stepdown & Telemetry Nurses ARNP Emergency Nurses Pediatric CCU Nurses Operating Room Nurses Medical/Surgical Nurses
Science and Technology Research and Development STEM	Professional services Corporate headquarters Engineering Legal Accounting Consulting Emerging technologies Global logistics Marine sciences Materials Science Nanotechnology	Occupational Therapists Speech Pathologists Physical Therapists Certified Surgical Technicians Medical Records Coder Medical Technologists Pharmacy Technician Cardiovascular Technician
Florida Department of Education - Critical Shortage Areas (2013)	Manufacturing Food and Beverage Automotive and marine Plastics and rubber Machine tooling	
English for Speakers of Other Languages (ESOL) Middle and High School Science Foreign Languages Education English/Language Arts Middle and High School Reading Exceptional Education Middle and High School Math	State University System - Gap Analysis (2013) Public Relations Specialists Computer Network Architects Computer System Analysts Computer Programmers Software Developers - Applications Software Developers - Systems Software Graphic Designers Industrial Engineers Kindergarten Teachers Middle School Teachers Medical and Clinical Laboratory Technologists Accountants and Auditors Financial Analysts Credit Counselors Training and Development Specialists Operations Research Analysts Insurance Underwriters	

National/ Federal Level Reports ad Data

Helios Education Foundation: Theory of Change – Postsecondary Education Success (2012)	US Department of Commerce, Economics and Statistics Administration (2011)	Council on Foreign Relations: US Education Reform and National Security (2012)
STEM	STEM - Computer and Mathematics - Engineering and Surveying - Physical and Life Science - STEM Management Occupations	Defense and Aerospace Industries Science and Engineering Cyber Security Information Security Foreign Languages STEM Management Computer Engineering
Federal Science, Technology, Engineering, and Mathematics (STEM) Education: 5 year Strategic Plan (2013)		
STEM Teachers	An Economy that Works: Job Creation and America's Future; McKinsey & Company (2011)	
Help Wanted: Projections of Jobs and Education Requirements through 2018; Georgetown Center on Education and the Workforce (2010)	Healthcare Business Services Leisure and Hospitality Construction Manufacturing Retail	
Management occupations Business operations specialists Financial specialists Computer and mathematical science occupations Architects and technicians Engineers and technicians Life and physical scientists Social scientists and technicians Legal occupations Education occupations Healthcare practitioners and technical occupations	Nutritionists Welders Nurse's Aides Computer Specialists Engineers Management Scientists Computer Engineers	

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Discussion of USF Regional Institution Missions

PROPOSED COMMITTEE ACTION

For information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

In the context of University Work Plan presentations in June 2013, the University of South Florida was directed to return to the Board of Governors in order to address the issues of mission-setting at its regional institutions—USF St. Petersburg and USF Sarasota-Manatee. University of South Florida representatives will provide information with regard to how missions are established, and the extent to which mission-setting is a dialogue between the USF Tampa campus, the USF Board of Trustees, and the regional institutions.

Supporting Documentation Included: July 19, 2013 letter from President Genshaft to Chair Colson

Facilitators/Presenters: President Judy Genshaft



UNIVERSITY OF SOUTH FLORIDA

Office of the President

July 19, 2013

Dean Colson Esq., Chair
Florida Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-0400

Dear Chair Colson:

Thank you for allowing the University of South Florida (USF) to host the recent meeting of the Florida Board of Governors (BOG). I thought some follow up on the discussions that took place during the BOG's Strategic Planning Committee meeting regarding USF St. Petersburg and USF Sarasota-Manatee, and their relationship to USF's main, doctoral degree granting research campus, would be helpful.

There was significant discussion during the meeting in which USF St. Petersburg (USFSP) and USF Sarasota-Manatee (USFSM) were referred to as "branch campuses" of USF. The 2001 legislative changes really put the former regional campuses at USF in a different category and with all the new BOG members we thought it would be helpful to review that change which placed the USF system in a unique situation-Pursuant to the enactment of Sections 1004.33 and 1004.34, Florida Statutes, by the Florida Legislature in 2002, these institutions are each "operated and maintained as a separate organizational and budget entity" of USF with "all legislative appropriations (made to those respective institutions)...set forth as separate line items in the annual General Appropriations Act." Further, those sections of statute mandated that USF seek separate SACS accreditation for each of those campuses, which was granted by SACS to USFSP in 2006 and to USFSM in 2011. While USFSP and USFSM are accredited to award degrees at the bachelor's and master's level, the USF main campus in Tampa is accredited also to award degrees at the doctorate level, including the M.D.

Separate SACS accreditation requires that those newly designated separate "institutions" within the USF System umbrella exercise control over their own academic degree programs and related academic and student support services, as well as over their budgeting and financial functions, free of interference from the "main" campus. It also leads to the three USF institutions being classified separately and differently by the Carnegie Foundation for the Advancement of Teaching, listed separately in the *U.S. News and World Report* annual rankings, and reporting data separately to the USDOE's IPEDS data warehouse.

As you can see, the relationship of USFSP and USFSM to the "main" USF campus is absolutely unique within the SUS. Although some other state universities operate "branch" campuses, all other "branch" campuses in the SUS operate under the accreditation of their main campus and receive funding as a component of their main campuses' annual lump-sum appropriation to be disbursed as its Board of Trustees deems appropriate. Conversely, the USF System is governed by one Board of Trustees but it consists of three separately-accredited and separately-funded institutions in accordance with state law and further regulated by SACS standards as prescribed in the *Principles of Accreditation*.

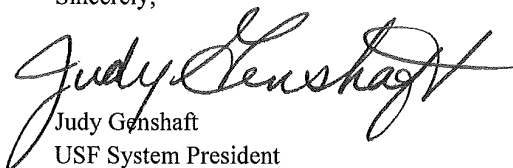
I can assure you, however, that the USF System takes meticulous care to plan strategically for the mission and needs of each USF System institution so as to avoid unnecessary duplication where possible and to facilitate student access and success. We have worked to ensure that local and regional workforce and access needs are met while advancing the national and global impact of the "USF" brand. However, based on the questions and concerns raised at the most recent review of Work Plans by the BOG's Strategic Planning Committee, the USF BOT has committed to revisit the mission and vision statements of the USF institutions to ensure alignment with our internal priorities and with regional, statewide and local needs. The arrival of our new Regional Chancellor, Dr. Sofia Wisniewska, at USFSP on July 1 presents an excellent opportunity for such review.

While we feel the USF System is organized for great and efficient success, one unfortunate side effect of this organizational model is that it does not comport well with the traditional IPEDS method of calculating graduation rates – an issue that did not escape the attention of your committee. However, this does not mean that students at USF's regional institutions are not graduating. As you know, the traditional method of calculation looks only at students who enter an institution as first-time-in-college (FTIC) students attending fulltime and tracks them through graduation at that institution only. By this simplistic calculation method, only 32% of USFSP's latest FTIC cohort graduated from USFSP in six years or less. However, this does not take into account the additional 17% of that cohort who graduated from USF in Tampa (nor the additional 5% who graduated from another SUS institution) during that same time period. If USFSP were merely allowed to count in its graduation rate those FTICs who began at that institution and graduated from USF in Tampa, its six-year graduation rate (49%) would be higher than that of all other SUS institutions except UF, NCF, FSU, UCF and USF Tampa. And it is worth further noting that because those additional 17% began as FTICs at USFSP, USF Tampa gets no credit for graduating those students in its graduation rate under the IPEDS calculation either.

This is why USF, and many other SUS institutions, are such enthusiastic proponents of the newly launched national initiative to modernize graduation rate calculations under the Student Achievement Measure (SAM) Project, which was unveiled on June 24 and supported by most major higher education organizations including the AAU. Despite this, we still firmly believe there is room for improvement in the graduation rates of all USF System students and we remain focused on that goal.

The USF BOT is especially proud of USF's position as a Top 50 national research university while providing access to and educating a very broad socioeconomic spectrum of students. The USF System of three separately-accredited institutions working together to provide students opportunities and promote research and economic development in the Tampa Bay Region and beyond is something our community remains extremely proud of. I look forward to working with you and your board in the future to ensure alignment of all missions and visions across the SUS and within the USF System to ensure that the future needs of our state are met. If I can be of any further assistance to you, please do not hesitate to contact me.

Sincerely,



Judy Genshaft
USF System President

Enclosures

cc. Members, Florida Board of Governors
Frank Brogan, Chancellor, State University System of Florida
Members, USF Board of Trustees

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Preeminent State Research University Benchmark Plans

PROPOSED COMMITTEE ACTION

Approval of preeminent state research university benchmark plans.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Chapter 2013-27, Laws of Florida, included the creation of the preeminent state research universities program. On June 10, 2013, the Board designated the University of Florida and Florida State University as the only universities meeting the requirements for the designation of preeminent state research university; the University of Florida met all twelve standards specified in the legislation, and Florida State University met eleven.

The legislation required each designated university to submit to the Board for approval a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval of each university's plan, the legislation requires the Board to award the university funds provided in the General Appropriations Act for this purpose. The 2013-2014 GAA included, within each university's lump sum appropriation, \$15 million designated for this purpose in legislative work papers. Upon the university's meeting the benchmark plan goals annually, the Board shall award an amount specified in the GAA throughout the 5-year period.

Supporting Documentation Included:

1. University of Florida's Preeminence Benchmark Plans
2. Florida State University's Preeminence Benchmark Plans

Facilitators/Presenters: President Bernie Machen; President Eric Barron

University of Florida Preeminence Plan November 2013

Background. In 2013, the Legislature and Governor Scott approved SB 1076. Through benchmarks specified in the bill, it designated the University of Florida as the state's highest achieving preeminent university. By virtue of this achievement, UF was awarded several opportunities in the bill. These included the opportunity to create a high quality fully online four-year baccalaureate degree program (subsequently named UF Online), the authority to require up to twelve credits of a signature core course experience for undergraduate students, and support for UF's Preeminence Plan to rise among the ranks of the nation's top public research universities. The benefits associated with the Preeminence Plan include:

- Increased State of Florida, SUS and University of Florida prominence nationally and globally
- Accelerated innovation and economic development

Quality Indicators. There is a dizzying array of national and global rankings. Each of them uses a different mathematical formula to collapse the achievement levels in various areas into a single number called the rank. In fact, universities should seek excellence in all of the areas that are important to students, citizens, state and nation. Consequently, UF has chosen to focus its attention and efforts on 29 metrics that are used in most ranking methods. Each of these metrics measures an area in which the university strives for excellence. Many of these metrics are critical to UF's mission and identity as one of the nation's premier public research universities, as embodied in the quality criteria of the AAU.

The University of Florida is the state's sole member of the Association of American Universities (AAU), "the nation's association of leading comprehensive research universities distinguished by the breadth and quality of their programs of research and graduate education. Membership in the association is by invitation."¹ In the first stage of membership assessment, AAU uses a set of quantitative quality indicators. Phase I indicators are used as "primary indicators of institutional breadth and quality in research and education." Phase II indicators are used "to provide additional important calibrations of institutional research and education programs."

¹ http://www.aau.edu/about/membership_information.aspx?id=1110

Phase I indicators

- Competitively funded federal research support
- Faculty holding membership in the National Academies (NAS, NAE, IOM)
- Faculty holding specified recognized faculty awards, fellowships, and memberships
- Citations (providing a measure of both research volume and quality)

Phase II indicators

- USDA, state, and industrial research funding
- Doctoral education
- Number of postdoctoral appointees
- Undergraduate education – does the institution meet its commitment to undergraduate education?

UF assembled the following list of 29 metrics to serve as benchmarks after considering the AAU quality indicators above, additional metrics that are important to the UFBOT, the BOG, the Legislature, and the Governor, and metrics used in other ranking systems such as U.S. News & World Report.

Metric	Current UF Rank	UF Metric	Target Ranks				
			2014	2015	2016	2017	2018
Student Admissions							
Freshmen in top 10% high school class	12	78%	12	11	10	10	10
Freshmen acceptance rate	7	43%	Remain in top 10				
Median undergraduate SAT 2009	10	1250	Remain in top 10				
Student Success							
Graduation and retention rank	8	38	Remain in top 10				
Average freshmen retention rate	5	96%	Remain in top 10				
Predicted six-year graduation rate	5	85%	Remain in top 10				
Actual six-year graduation rate	11	84%	11	10	10	10	10
Doctorates granted 2010	4	771	Remain in top 10				
Total number undergraduate STEM degrees	7	2,501	Remain in top 10				
Total number graduate and professional STEM degrees	1	2,346	Remain in top 10				
Total number undergraduate minority degrees	1	2,329	Remain in top 10				
Total number graduate and professional minority degrees	1	786	Remain in top 10				
Faculty							
Student to faculty ratio	16	21:1	16	16	15	14	13
Faculty resources rank	13	115	No change anticipated				
Percent of faculty who are full time	2	98%	Remain in top 10				
National Academy members 2010	16	23	16	15	15	14	13
Faculty awards 2010	11	22	11	11	10	10	9
Postdoctoral appointees 2009	9	597	Remain in top 10				
Value							
Average student debt 2011	2		Remain in top 5				
Princeton Reviews' Best Value Colleges Rank	4	-	Remain in top 5				
Smart Money College Rank	2	-	Remain in top 5				
Kiplinger Best Public College Value	3	3	Remain in top 5				
Research & Technology Transfer							
Total US patents granted 2011	4	86	Remain in top 5				
Total licenses granted 2011	2	131	Remain in top 5				
Total start up companies 2011	4	12	Remain in top 5				
Total research expenditures 2010 (x1,000)	9		Remain in top 10				
Total federal research expenditures 2010 (x1,000)	13		13	12	12	11	10
Total research expenditures S&E excluding medical (x1,000)	8		Remain in top 10				
Total research expenditures S&E including medical (x1,000)	9		Remain in top 10				

Data in this table dates from January 2013, the most recent comparative data available. The first column describes the benchmarks². The column marked "Current UF rank" ranks UF among the top 16 public AAU universities. Note the ones highlighted in green. In these 22 metrics, UF already ranks in the top 10 and, in many cases, among the top 5. UF commits to remaining in the top 5 or top 10 in each case.

There are seven metrics in which UF does not currently rank among the top 10. These are highlighted in yellow.

² UF will continue to use these benchmarks provided comparative data remains publicly available and consistently formulated.

The first metric measures the percent of UF's entering freshman class that ranks among the top 10% of its high school graduating class. UF currently ranks 12th among the 16, with 78%. UF commits to improving this measure, while also continuing to maintain access for students from low-income first-generation families.

The second metric measures the six-year graduation rate of FTICs. UF is proud of its graduation rate, which is the best in the SUS and among the best in the nation. As shown in the table, the 84% graduation rate ranked UF 11th among the 16. Since creating this table, the UF six-year graduation rate has risen to 85%, but we do not yet have national data to determine a new ranking. Recently, UF has also placed increased emphasis on improving the four-year graduation rate. In the past four years, that rate improved from 59% to 67%.

The remaining metrics are all about investment in faculty. The \$15 million annual investment will help improve these metrics, although it alone will not suffice to push UF into the top ten in the next two metrics.

UF's student to faculty ratio is 21:1. As noted, this ranks UF 16th among comparator AAU public universities. The universities ranking ahead of UF typically have student to faculty ratios of 18:1, 16:1 and even 15:1. The ratio reflects the fact that UF serves a large undergraduate population with a limited budget to employ faculty.

The Faculty Resources metric is based on the average spending per student as drawn from IPEDS categories of instruction, research, student services, and related educational expenditures.

The metrics "National Academy members" and "Faculty Awards" measure the awards and honors earned by the UF faculty. In these categories, we rank 16th and 11th, respectively.

Finally, "Total federal research expenditures 2010" reflects the faculty's success in winning federal contracts and grants. These are an important subcategory of grants and contracts because they are peer-reviewed and reflect indirectly peers' assessment of the quality of UF faculty research efforts.

Solution: Strategic Faculty Hires UF will be able to address the percentage of freshman emanating from the top 10% of their high school graduating class through improved recruiting efforts. We also expect to continue improving the six-year graduation rate through advising and policy.

Because the remaining metrics center on the quality of the faculty, UF has chosen to invest the entire \$15 million allocated by the Legislature into hiring new faculty in targeted research areas. Through strategic hiring, we expect to maximize the return on investment in terms of research, grants, faculty recognition, scholarly productivity, tech transfer and university reputation. In addition, the President has committed an additional \$15 million per year to the Preeminence Plan to support additional hires, laboratory renovations and startup, graduate students and postdocs, etc. This will be backstopped by an \$800 million University of Florida Foundation Preeminence Campaign in support of the university's push for excellence.

Strategic Investment of the \$15 million. The deans and directors of the university were invited to submit proposals for investment. The invitation emphasized the importance of interdisciplinary research, the opportunity to tackle problems of national and global significance, the opportunity to build on UF's current strengths, and research areas likely to receive future federal grant support. They submitted 52 proposals that were reviewed over the course of several weeks by UF's Senior Vice Presidents and the Vice President for Research. They recommended 22 areas of investment to the President. After consultation with a committee of Distinguished Professors, President Machen selected 16 areas for the first wave of investment totaling \$13.325 million. (A call to deans and directors has been issued for a second wave of investment.) Many of these areas build on existing strengths. For example, the allocation to Neuroscience and the Brain expands the work being done by the McKnight Brain Institute and anticipates substantial federal investment over the next twenty years. As a second example, UF launched the Southeast Center for Integrated Metabolomics in September with a five-year \$9 million grant from the National Institutes of Health. The \$900,000 investment in metabolomics indicated below will build on the faculty's current success in this research area.

- Big data: \$3.8 million
- Law: \$250,000
- Cyber-security: \$330,000
- Drug Discovery and Development: \$900,000
- Food Security, Safety and Distribution Systems: \$1.45 million
- Historical and Environmental Archaeology: \$150,000
- Latin American Development: \$300,000
- Materials Innovation: \$260,000
- Mathematical Modeling of Diseases: \$300,000
- Metabolomics: \$900,000
- Mucosal Immunology: \$500,000

- Neuroscience and the Brain: \$2.2 million
- Global Health Initiative: \$500,000
- Optimizing Early Childhood Interventions: \$575,000
- Plant Genomics: \$710,000
- STEM Translational Communication Research: \$200,000

The “Big Data” initiative merits special mention by virtue of the size of the investment. Information technology is providing remarkable opportunities to create, collect, compute, and communicate huge quantities of data. Future research in a host of fields will depend on the ability to leverage access to massive and complex data sets. The future of health care includes predicting disease and designing personalized treatments from a person’s genetic code. The management and predictions of crop performance will employ the analysis of high resolution satellite images and distributed sensors. The design of next generation aircraft and automotive transportation is increasingly dependent on computer simulations and is becoming autonomous in its function. In order to meet these challenges and create a campus-wide presence that is identifiable both internally and externally, the university will create the Informatics Institute. Its purpose will be to facilitate leading edge informatics research in all sectors of the campus.

To support this Big Data initiative through an investment in infrastructure, UF and industrial partners created the state’s most powerful supercomputer, dubbed the HiPerGator. It has a peak speed of 150 trillion calculations per second. As one illustrative example to illustrate its capabilities, it reduced the time needed to identify safe drugs from a months-long calculation to a single eight-hour work day.

All of these hiring authorizations have been distributed to the appropriate deans and directors. The campus has chosen to emphasize hiring faculty with accomplished track records to accelerate the Preeminence Plan.

Further Steps. The 75 to 100 new faculty made possible by the \$15 million will strengthen many of UF’s research areas and provide that extra “push” needed to raise the level of visibility and research accomplishments over the next five to ten years. During that time, it is also appropriate to “fine tune” the research missions and scholarly productivity of these units. The university administration has begun using the resources provided by Academic Analytics to assess the scholarly productivity of research units and doctoral programs and over the course of the next year will address areas for improvement.

In Conclusion. The University of Florida is grateful to Governor Scott, the Legislature, and the Board of Governors for their support of this program to further strengthen the university. These investments will enhance the visibility of UF, the SUS, and the State of Florida. We fully expect that the state will realize substantial return in terms of economic development over the next five years as the full benefits of the investment unfold.

Five Year Benchmarks to Top 25 for Florida State University

Comparison: Public Research Tier 1 Universities

Metric	Current FSU Rank	FSU Metric	Top 25 Target	Current Rank	FSU Target Ranks					
					2014	2015	2016	2017	2018	2019
Student Selectivity (12.5% weight)										
Freshman Acceptance Rate	19	54%		19	Remain in Top 20					
Top 10% High School Class	29	41%	48%	29	29	28	27	26	25	25
Top 25% High School Class	28	80%	86%	28	28	27	27	26	25	25
Verbal SAT	13	602		13	Remain in Top 15					
Math SAT	33	600	614	33	33	32	31	30	29	29
Graduation and Retention (22.5% weight)										
Average Freshman Retention	17	91%		17	Move to Top 15					
Average 6-year Graduation Rate	28	75%	79	28	28	27	27	26	25	25
Graduation Rate Performance (7.5% weight)										
Predicted vs. Actual 6-year Graduation Rate	3	11		3	Remain in Top 10					
Faculty Resources (20% weight)										
Faculty Compensation*	27	\$108K	\$113K	27	27	27	27	27	27	27
% Faculty with Terminal Degrees	26	92%	93%	26	26	26	25	25	25	25
% Faculty Full-time	43	90.9%	94.5%	43	43	42	41	38	36	34
Student/faculty Ratio	70	(26:1)	(17:1)	70	70	69	65	60	55	50
Class size less than 20	54	34%	42%	54	54	50	45	40	35	30
Class size more than 50	14	14%		14	Remain in Top 15					
Academic Reputation (22.5% weight)										
Peer Assessment	44	3.0	3.5	44	44	44	44	43	43	43
High School Counselors	47	3.6	3.9	47	47	47	47	46	46	46
Financial Resources (10% weight)										
Resources per Student	70	\$17K	\$38K	70	70	69	69	68	68	68
Alumni Giving (5% weight)										
% Giving	9	18.4%		9	Remain in Top 10					

*Salary figure combines all professorial faculty ranks. FSU is competitive at the Assistant Professor level but falls behind at the Associate Professor level and substantially so at the Full Professor level.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Strategic Planning Committee
November 20, 2013**

SUBJECT: Florida Center for Cybersecurity

PROPOSED COMMITTEE ACTION

Approval of the report and plan for the creation of a Florida Center for Cybersecurity at the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 2, Chapter 2013-040, Laws of Florida

BACKGROUND INFORMATION

Proviso language in the General Appropriations Act of 2013 requires that:

The Board of Governors shall submit a report no later than December 1, 2013, to the Legislature and the Governor that provides a plan for the creation of a Florida Center for Cybersecurity to be principally located at, and under the leadership of, the University of South Florida. The goals of the Florida Center for Cybersecurity shall be: to position Florida as the leading state in cybersecurity and its related workforce; to create new jobs in the cybersecurity industry in the state; to educate students to excel in cybersecurity professions in the state; to enhance the capabilities of the existing cybersecurity workforce in the state; to work with the business community statewide to identify and remedy any cybersecurity vulnerabilities; and to attract financial services, healthcare, defense industry and other companies to relocate to, or startup within, the state. The report shall include any proposed capital and operational startup costs as well as a budget to support the ongoing operations of the proposed Florida Center for Cybersecurity.

The University of South Florida has taken the lead in drafting the report and plan for the new center, working with board staff. If funded by the 2014 Legislature, USF may seek approval of the Florida Center for Cybersecurity as a State of Florida Center under Board Regulation 10.015.

Supporting Documentation Included: 1. Executive Summary
2. Report

Facilitators/Presenters: Ralph Wilcox, Provost, USF



What?

Right now, Florida faces a tight window of opportunity to capitalize on one of the most in-demand, highest-paying, and rapidly growing fields of our time—cybersecurity. With six-figure starting salaries, this specialized STEM field can keep thousands of Florida graduates working in the state by creating new high-skilled jobs, attracting high-tech companies to open their doors here, and serving as a vital resource to businesses and national defense.

Recognizing this need and opportunity, the 2013 Florida Legislature and Governor Rick Scott asked the Board of Governors to provide a plan to create and fund the *Florida Center for Cybersecurity* (FCC), to be housed under **the leadership of the University of South Florida. The charge: Secure Florida's** place as the national leader in this burgeoning field.

Why?

- Position Florida as the national leader in cybersecurity and its high-skilled workforce through education, community engagement and innovative, interdisciplinary research;
- Create thousands of high-paying jobs **in the state's cybersecurity industry**;
- Serve as a statewide facilitator of cybersecurity education—providing degrees, certificates and training while contributing to Board of Governors priorities and encouraging non-IT students to obtain industry-recognized cybersecurity specializations to enhance employability and wages upon earning their desired degrees;
- **Enhance Florida's cybersecurity** workforce, including reintegrating military veterans by utilizing their unique skills, training and clearance;
- Act as a cybersecurity clearinghouse for statewide business and higher education communities—sharing knowledge, resources and training opportunities to help mitigate cybersecurity threats, and optimizing investment to eliminate unnecessary duplication;
- Attract new financial, healthcare, transportation, utility, and defense entities to Florida.

Where?

Florida is the right place for this endeavor.

It is home to several of the nation's largest companies, which are dependent upon information security. These include Raymond James, Jabil Circuits, Tech Data, Citrix, CSX, World Fuel Services, Florida Blue, Hertz, Amazon and AT&T. The FCC will provide a one-stop-shop for businesses to share information, receive training and recruit home-grown graduates with cybersecurity expertise.

Additionally, the State University System of Florida can provide a strong network of cybersecurity knowledge from Pensacola all the way to Miami. The FCC can serve as a nucleus that unites disparate pockets of excellence into a cohesive statewide network.

Locating the FCC at the University of South Florida in Tampa Bay, which already has a solid foundation in cybersecurity education and research, will **maximize the state's return on investment. Tampa Bay is a center for financial information processing and headquarters of significant technology industries.** It is also home to U.S. CENTCOM and SOCOM at Tampa's MacDill Air Force Base, allowing the FCC to capitalize on security expertise in its backyard and serve the uniquely qualified population of returning veterans.

How much?

The FCC provides a bold, long-term vision with a high-impact, short-term return on investment.

Operating: A phased-in state budget request of \$16.1 million, coupled with repurposed existing university funds and private support, will facilitate awarding thousands of degrees, certificates and certifications beginning in 2014:

- Phase I: \$7.1 million to establish the FCC, which includes recruiting a nationally-recognized leader and technical support team with the requisite clearance, and expanding curricula offerings.
- Phase II: \$5 million to expand and accelerate SUS capacity for education and training of the high-skilled, high-paid cybersecurity workforce.
- Phase III: \$4 million to create satellite nodes of the Florida Cybersecurity Network in selected markets—similar to Florida's Small Business Development Network— in partnership with SUS institutions and other organizations.

Capital: A phased-in investment of \$30 million will provide for a state-of-the-art cybersecurity facility, which will be a shared resource for the entire state. An initial \$10 million of that total will allow for the construction of a sensitive compartmented information facility (SCIF) used to store, analyze and help protect classified information.

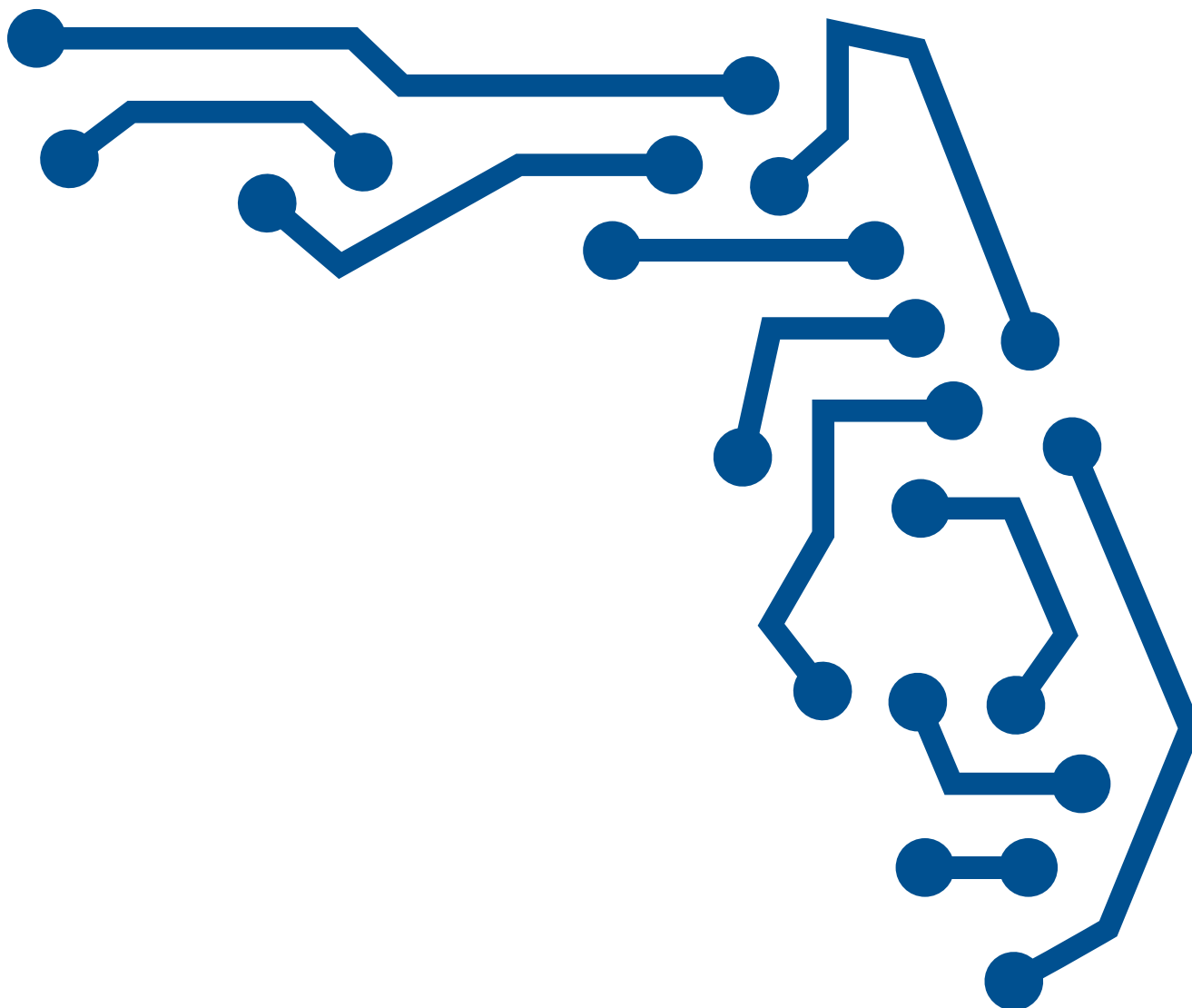
Florida Center for Cybersecurity



Making Florida the Cyber State

**A Board of Governors Report
To be submitted to the Florida Legislature and Governor
December 2013
Executive Summary**





Executive Summary

Right now, Florida faces a narrow window of opportunity to capitalize on one of the most in-demand, high-paying, and rapidly growing fields of our time—cybersecurity. With six-figure starting salaries, this specialized STEM field can keep thousands of Florida graduates working in the state by creating new high-skilled jobs, attracting high-tech companies to open their doors here, and serving as a vital resource to businesses and national defense.

Within the next 12 months, one of a handful of states will emerge as the leader in cybersecurity and become the magnet that attracts the billions of dollars of private-sector and military spending that will be invested in this emerging field. Florida can become this leader.

Recognizing this need and opportunity, the 2013 Florida Legislature requested this report to provide a plan and budget to create the Florida Center for Cybersecurity, to be housed under the leadership of the University of South Florida. The charge: Secure Florida's place as the national leader in this burgeoning field. USF, through collaboration with its sister institutions across the State University System and private partners, can meet the challenge. The plan and proposed investments laid out in this report provide the blueprint for Florida to develop cybersecurity as a central pillar of its economic future.

The demand for cybersecurity professionals over the past five years grew 3.5 times faster than the demand for other IT jobs and about 12 times faster than for all jobs.

– *Computerworld magazine*

The demand is huge. Even when compared with other high-demand IT jobs, demand for cybersecurity jobs is growing more than three times faster. Business leaders say they can't hire skilled cybersecurity workers fast enough, and our nation's military and homeland security agencies are looking for help in navigating the constantly changing world of cybersecurity research.

The question now becomes: how many of the hundreds of billions of dollars of public- and private-sector investment to be targeted at cybersecurity does Florida want to attract?

Across the State University System and at the state's independent colleges and universities, pockets of good work are now being done in this field. These include the first-of-its-kind cybersecurity master's degree just approved by USF's Board of Trustees, a recent local cybersecurity outreach effort by the University of West Florida, a cybersecurity program being promoted by the Florida Institute of Technology, and a cybersecurity-emphasized bachelor's degree at Embry Riddle University, to name a few. These efforts are valuable, and there is plenty of work to go around. But if Florida wants to claim a place of national prominence in this field, it needs a center that draws these disparate pockets into a unified statewide partnership.

The Florida Center for Cybersecurity (FCC) will provide focus, organization, a cohesive workforce development strategy, faculty skills and expertise, and avenues for collaboration among many currently independent state experts.

Executive Summary

The mission:

- Position Florida as the national leader in cybersecurity and its related workforce through education, community engagement and innovative, interdisciplinary research;
- Create hundreds of new high-paying jobs in the state's cybersecurity industry;
- Serve as the statewide facilitator of cybersecurity education—providing degrees, certificates and training while contributing to Board of Governors priorities and encouraging students in non-IT majors to obtain industry-recognized cybersecurity specializations to enhance employability and wages upon earning their desired degrees;
- Enhance Florida's cybersecurity workforce, including reintegrating military veterans by utilizing their specialized skills and training;
- Act as a cybersecurity clearinghouse for statewide business and higher education communities—sharing knowledge, resources and training opportunities to help mitigate cybersecurity threats, and optimizing investment to eliminate unnecessary duplication;
- Attract new financial, healthcare, transportation, utility and defense companies to Florida.

It is a bold, long-term vision with a high-impact, short-term return on investment.

The FCC's budget of \$16.1 million in operating funds will facilitate the awarding of several hundred new high-tech, in-demand degrees, certificates and industry certifications per year, beginning in the spring of 2014. (Annual estimates at USF alone are an additional 550 cybersecurity certificates awarded, 475 undergraduate certificates or concentrations, 270 graduate certificates or concentrations, nearly 900 more bachelor's degrees, 215 master's degrees and 50 more doctoral degrees.)

These graduates will enter the workforce prepared for the six-figure-salary jobs that are waiting for them. In the last five years, the number of cybersecurity-related job postings nationwide grew by more than 70 percent, compared to postings for more general technology jobs that grew by 20 percent and postings for all jobs that grew by 6 percent.

Meanwhile, employers and the state economy will benefit from an infusion of new skills and knowledge, as well as the "multiplier-effect" that a cybersecurity workforce provides. It has been estimated that for every job in IT, another 1.58 jobs will be gained in a particular region.

A new state-of-the-art cybersecurity facility, built with a phased-in investment of \$30 million, will provide a central resource for the entire state, particularly with the inclusion of a sensitive compartmented information facility (SCIF) used to analyze and help protect classified information. With one such facility available for research among institutions and public and private partners, Florida can maximize efficiencies—in much the same way as the Magnet Lab at Florida State University and the research vessels assigned to the Florida Institute of Oceanography.

In short, a presence in the cybersecurity industry will quickly bring Florida's workforce new revenue, new jobs and an unparalleled cybersecurity knowledge base. It will drive the State University System further toward national prominence as a coordinated unit, preparing graduates for the practical, high-paying jobs of today and tomorrow.

The number of job postings for all jobs grew by 6 percent between 2007 and 2012. Postings for computer jobs grew by almost 20 percent. Postings for cybersecurity-related jobs grew by more than 70 percent.

– *Computerworld magazine*

The Legislature and the Governor's Charge

This report has been prepared in response to a mandate by the 2013 Florida Legislature, whose vision for the creation of the Florida Center for Cybersecurity was enacted into law via proviso language in the General Appropriations Act for Fiscal Year 2013-2014 and signed by Gov. Rick Scott. Full text of the Legislature's charge to the Board of Governors is provided below:

The Board of Governors shall submit a report no later than December 1, 2013, to the Legislature and the Governor that provides a plan for the creation of a Florida Center for Cybersecurity to be principally located at, and under the leadership of, the University of South Florida. The goals of the Florida Center for Cybersecurity shall be: to position Florida as the leading state in cybersecurity and its related workforce; to create new jobs in the cybersecurity industry in the state; to educate students to excel in cybersecurity professions in the state; to enhance the capabilities of the existing cybersecurity workforce in the state; to work with the business community statewide to identify and remedy any cybersecurity vulnerabilities; and to attract financial services, healthcare, defense industry and other companies to relocate to, or startup within, the state. The report shall include any proposed capital and operational startup costs as well as a budget to support the ongoing operations of the proposed Florida Center for Cybersecurity.

Chapter 2013-40, Laws of Florida, Page 46.

Florida Center for Cybersecurity

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Need and Purpose

Risks and threats

Cybersecurity is increasingly vital as more and more people are connected by the Internet, businesses rely more heavily on cloud-based and big data services, and government officials face more web-based attacks related to terrorism, espionage or other areas of national security. The danger is growing exponentially as the world becomes more web-dependent. According to one research group, cyberattack incidents reported by federal agencies have grown nearly 800 percent in just the past six years, jumping 13 percent in 2012 alone.¹

Leon Panetta, then U.S. Secretary of Defense, warned in a 2012 speech that the United States could face a “cyber-Pearl Harbor ... An aggressor nation or extremist group could use these kinds of cyber tools to gain control of critical switches. They could derail passenger trains, or even more dangerous, derail passenger trains loaded with lethal chemicals. They could contaminate the water supply in major cities, or shut down the power grid across large parts of the country.”²

Cybercrime costs the United States \$338 billion a year.

- *Robin (Montana) Williams, branch chief of cybersecurity-education awareness at the Department of Homeland Security, as quoted in the Chronicle of Higher Education*

In the private sector, PricewaterhouseCoopers has found that 93 percent of organizations experienced some form of cybersecurity breach in the previous year.

Industry analysts have estimated that cybercrime “costs more than \$10 trillion to society, with billions of dollars being stolen from small, medium, and large-sized enterprises and identities of millions compromised.”³ It’s also estimated that cyber-crime is worth \$400 billion annually.⁴

Still, it’s difficult to understand the full cost of cybercrime due to its ripple effects. Stolen intellectual property, theft of technology data, costs in cybertheft prevention, lost productivity—these cyber-crime side effects

compound the impact of directly measurable dollar losses. Estimates of annual losses range from “a few billion dollars to hundreds of billions.” U.S. Rep. Mike Rogers (R-Alabama), a member of both the House Armed Services and Homeland Security committees, claims that hackers from China alone may cost the U.S. as much as \$2 trillion.⁵

The complexity is increasing not only because more people are connected to the Internet, but also because hackers have developed “backdoor” ways to attack more complex systems. “Attackers deterred by a large company’s defenses often choose to breach the lesser defenses of a small business that has a business relationship with the attacker’s ultimate target, using the smaller company to leapfrog into the larger one,” according to a 2013 Symantec report.⁶

Like a game of Whac-A-Mole, the ingenuity of cyber hackers and the lucrative temptations that drive their creativity cannot be defeated by one-time tech solutions. The game evolves with every new device, program or app. There is even now a black market for attack toolkits, some starting at just \$15.⁷

Meanwhile, not all security threats are intentional, nor do all data breaches come from outside. Employee carelessness poses cybersecurity problems of its own.⁸ Clearly, education and behavioral changes are crucial in our efforts to keep data safe.

As ominous as this world of cyber-threats is, it opens up a huge workforce and research opportunity for the state of Florida.

The National picture

Across the country, elected officials on both sides of the aisle have taken note of the significance of cybersecurity. Following the 9/11 attacks, the administration of former President George W. Bush was among the first to recognize the importance of cybersecurity as an issue of national security, and the emphasis has continued and investment strengthened under the current administration and Congress. The federal Comprehensive National Cybersecurity Initiative (CNCI) called cybersecurity “one of the most serious economic and security challenges we face as a nation.”⁹

In much the same way that Florida has greatly benefited from being a hub of 20th and early 21st century military activity and spending, the state must adapt to ensure it remains the center of 21st century cyber- and high-tech-warfare and federal defense investment. Our nation will inevitably invest trillions in its national cyber-defense over the next 25 years. Should that investment be made in Florida, or should those trillions of dollars in investment and human capital be ceded to other states who choose to invest their limited state funds in becoming America’s leader in cybersecurity? Two of the CNCI’s initiatives directly acknowledge the need to expand the effort beyond the federal government, paving the way for Florida to stake its claim in this growing field through an investment like the FCC:

Initiative #8: Expand cyber education

While billions of dollars are being spent on new technologies to secure the U.S. Government in cyberspace, it is the people with the right knowledge, skills and abilities to implement those technologies who will determine success. However there are not enough cybersecurity experts within the Federal Government or private sector to implement the CNCI, nor is there an adequately established Federal cybersecurity career field. Existing cybersecurity training and personnel development programs, while good, are limited in focus and lack unity of effort. In order to effectively ensure our continued technical advantage and future cybersecurity, we must develop a technologically-skilled and cyber-savvy workforce and an effective pipeline of future employees. It will take a national strategy, similar to the effort to upgrade science and mathematics education in the 1950’s, to meet this challenge.

Initiative #9: Define and develop enduring “leap-ahead” technology, strategies, and programs

*One goal of the CNCI is to develop technologies that provide increases in cybersecurity by orders of magnitude above current systems and which can be deployed within 5 to 10 years. This initiative seeks to develop strategies and programs to enhance the component of the government R&D portfolio that pursues high-risk/high-payoff solutions to critical cybersecurity problems. The Federal Government has begun to outline Grand Challenges for the research community to help solve these difficult problems that require ‘out of the box’ thinking. In dealing with the private sector, the government is identifying and communicating common needs that should drive mutual investment in key research areas.*¹⁰

The Cybersecurity Enhancement Act of 2010 (HR 4061), which passed with unusually strong bipartisan support, authorized “hundreds of millions of dollars for cybersecurity research and education.” This appropriation included funding for the National Science Foundation “to increase the size and skills of the cybersecurity workforce” and aimed to increase “research and development, standards development and coordination, and public outreach” in cybersecurity. While two-thirds of the appropriation covered 2010-2014, another \$320 million was designated for continued action after 2014.

U.S. Chief Information Officer Steven VanRoekel said more than \$13 billion has been recommended for cybersecurity. The Pentagon said in its spending plan that “Defense initiatives include creating teams of cybersecurity specialists to carry out defensive and offensive operations and constructing a new joint programs center for U.S. Cyber Command.” Moreover, Pentagon spending on cybersecurity is forecasted to jump from \$3.9 billion to \$4.7 billion in fiscal year 2014.¹²

Need and Purpose

The importance of establishing the FCC is summed up by Symantec's Francis deSouza: "We should see a building of the education foundation that will support the U.S. as a world leader in information security. . . . And we should see more focused research in a collaborative effort between the public and private sectors."

Workforce development

As Floridians and statewide organizations conduct more of their day-to-day business online, transmitting or storing confidential or sensitive information electronically, the need for network and information security has increased exponentially. Today, professionals with experience in cybersecurity are among the most sought after employees in the state.

Over the past two years, the number of jobs requiring a Certified Information Systems Security Professional (CISSP) certification has jumped from 19,000 to more than 29,000.

– *Computerworld magazine*

How sought after? In the last five years, the number of job postings for all jobs grew by 6 percent. Postings for technology jobs grew by almost 20 percent. Postings for cybersecurity-related jobs grew by more than 70 percent, according to a Computerworld report.¹⁴ According to the federal CNCI, "There are 30,000 specialists needed today, but only about 2,000 have necessary skills." Industry analysts estimate the market for cybersecurity services could exceed \$120 billion globally by 2017.

According to the U.S. Department of Labor (Career One Stop www.careerinfonet.org) demand for Information

Security Analysts in Florida will increase 19 percent between 2010 and 2020, serving the fourth-largest statewide market need behind California, Virginia, and Texas.

Simply look to local help-wanted ads. In just one year, according to one workforce analysis in Tampa Bay, job postings from IT companies like IBM, Lockheed Martin and JPMorgan Chase increased from 734 positions to 1,230 (a 68 percent annual increase).¹⁵ The report noted that Hillsborough and Pinellas counties expect an average growth rate for IT jobs of 15.8 percent through 2019, higher than the expected 13.6 percent rise of all employment in the same period. The report singles out cybersecurity as a rapidly expanding field.¹⁶

Moreover, growth in high-expertise jobs has a "multiplier" effect that benefits local economies. That same report notes that IT jobs as a whole accounted for nearly 56,000 jobs in Hillsborough/Pinellas in 2012, with a "labor income" contribution to the area's economy of \$4.7 billion annually and a multiplier effect of an additional 88,000 jobs. "Expressed in terms of a multiplier, for every job in IT, another 1.58 jobs will be gained in the region," the report indicates.

Not only are cybersecurity jobs in incredibly high demand, they are also very high paying. The 2012 median salary for Information Security Analysts in Florida was \$74,200 (rising to \$117,800 at the 90th percentile). High demand and high salaries are replicated for those in related occupations in Florida: Network and Computer Systems Administrators (\$72,600/\$113,800); Computer Systems Analysts (\$83,800/\$128,200); Computer and Information Systems Managers (\$120,500/\$187,200); Computer Network Support Specialists (\$50,500/\$90,700); and, Computer Occupations, All Other (\$73,900/\$103,700).

Specifically, Payscale.com lists the annual salary range for graduates with a bachelor's degree in cybersecurity at \$54,000 to \$82,000, depending on occupation, while a master's degree in cybersecurity yields an annual salary range of \$53,249 to \$98,477. Perhaps more importantly, Payscale.com reports that graduates with selected professional certifications in cybersecurity—one of the immediate and most prioritized return-on-investment strategies of the FCC—realize significant supplements to annual salary:

Certified Information Systems Security Professional (CISSP)	\$109,464 to \$154,178 ¹⁷
Certified Ethical Hacker (CEH)	\$100,000
SANS/CIAC Certified Forensic Analyst	\$85,000
Microsoft Certified Professional	\$70,000
CompTIA Security+	\$69,919
Cisco Certified Network Associate (CCNA)	\$67,407

Military veterans

According to a 2013 report by online job-search engine Monster.com, the number of U.S. military veterans rejoining the civilian population in each of the next four years will be substantial: 300,000. The hardest hit veterans in the current unemployment figures belong to the age range of 20-24, at 19.1 percent as of April 2013, compared to a national average of non-veterans in that age group of 6.9 percent.¹⁸

However, military veterans are uniquely qualified for the cybersecurity field because of their training, and often, their security clearances.¹⁹ The FCC's programs will provide skills that will not only capitalize on veterans' strengths but will also provide nearly immediate access to the kinds of jobs that will enable them to remain in the state and contribute toward its economic growth.

USF and Tampa Bay

The University of South Florida is a top-tier global research university dedicated to student success. It is home to the USF Institute for Secure and Innovative Computing (40.1540), which has been preparing graduates to meet cybersecurity workforce needs for many years—with still booming demand. The campus is located in Tampa Bay, one of the largest and fastest-growing metropolitan areas in the U.S, with a population of more than 4.3 million people. It's at the western end of the I-4 High-Tech Corridor and near MacDill Air Force Base. Home to both U.S. Central Command (CENTCOM) and U.S. Special Operations Command (SOCOM), the region is a hotbed for national defense operations as well as for healthcare, technology and financial services.

USF has been designated as one of the top four veteran-friendly universities in the nation. With the number of enrolled veterans growing each year, 10,000 active duty service men and women working at MacDill Air Force Base (excluding CENTCOM and SOCOM), and 1,200 retiring from the base annually and seeking to reintegrate into the civilian workforce, the supply of prospective cybersecurity students and employees with the requisite security clearance represents a significant pool of talent that will be attractive to new businesses looking to relocate to Florida.

Need and Purpose

USF also has a highly successful track record in drawing research funding (\$413 million in FY 2013) and is ranked 10th in the world among universities granted U.S. patents.²⁰ In addition, USF is home to the National Academy of Inventors, enhancing its researchers' impact and visibility.

USF has demonstrated a commitment to interdisciplinary collaboration. Because cybersecurity touches nearly every area of information use and every facet of life—from national security and politics to business and personal privacy—this field is among the most interdisciplinary of any. There are substantial and useful intersections in cyber-research with policy, law, compliance, psychology, criminology and forensics. Locating the FCC at USF will enable the center to tap into an existing, robust group of well-credentialed research and teaching faculty in a wide range of disciplines.

“Not a day goes by that you don’t hear about the latest data breach, identity theft or other malicious cyber-attacks. It’s becoming more prevalent, impacting individuals, as well as businesses of all sizes... USF has a proven track-record of working on classified cybersecurity projects, and engaging with the Department of Defense, as well as an outstanding faculty with the knowledge base and research background to offer bachelor’s and master’s degrees in cybersecurity along with certificates and certifications.”

– Bob Dutkowsky, CEO of Tech Data Corporation, Florida’s second- largest Fortune 500 headquartered company

With an appropriate level of investment by the state and repurposing of some existing USF resources, USF could undertake a bold expansion of existing degree and certificate programs (in business, engineering and the iSchool) along with the design and delivery of new marketable tracks/certificates to enhance career opportunities for high-enrollment degree programs, including criminology (cybercrime) and psychology (cyber-behavior). In addition, USF could radically increase the number of professional certifications awarded to both USF graduates and current employees in partnership with the private sector.

USF also has strong private-sector support. The Tampa Bay Partnership, an eight-county²¹ coalition led by local CEOs to promote regional economic development, is among many active professional groups nurturing the financial and industrial base of the area around USF. The region is home to 26,000 retail establishments; 27,000 finance, insurance, and real estate offices; 110,000 service providers; 16,000 construction companies; 5,600 manufacturing concerns; 7,000 wholesale trade offices; and 3,000 government establishments—

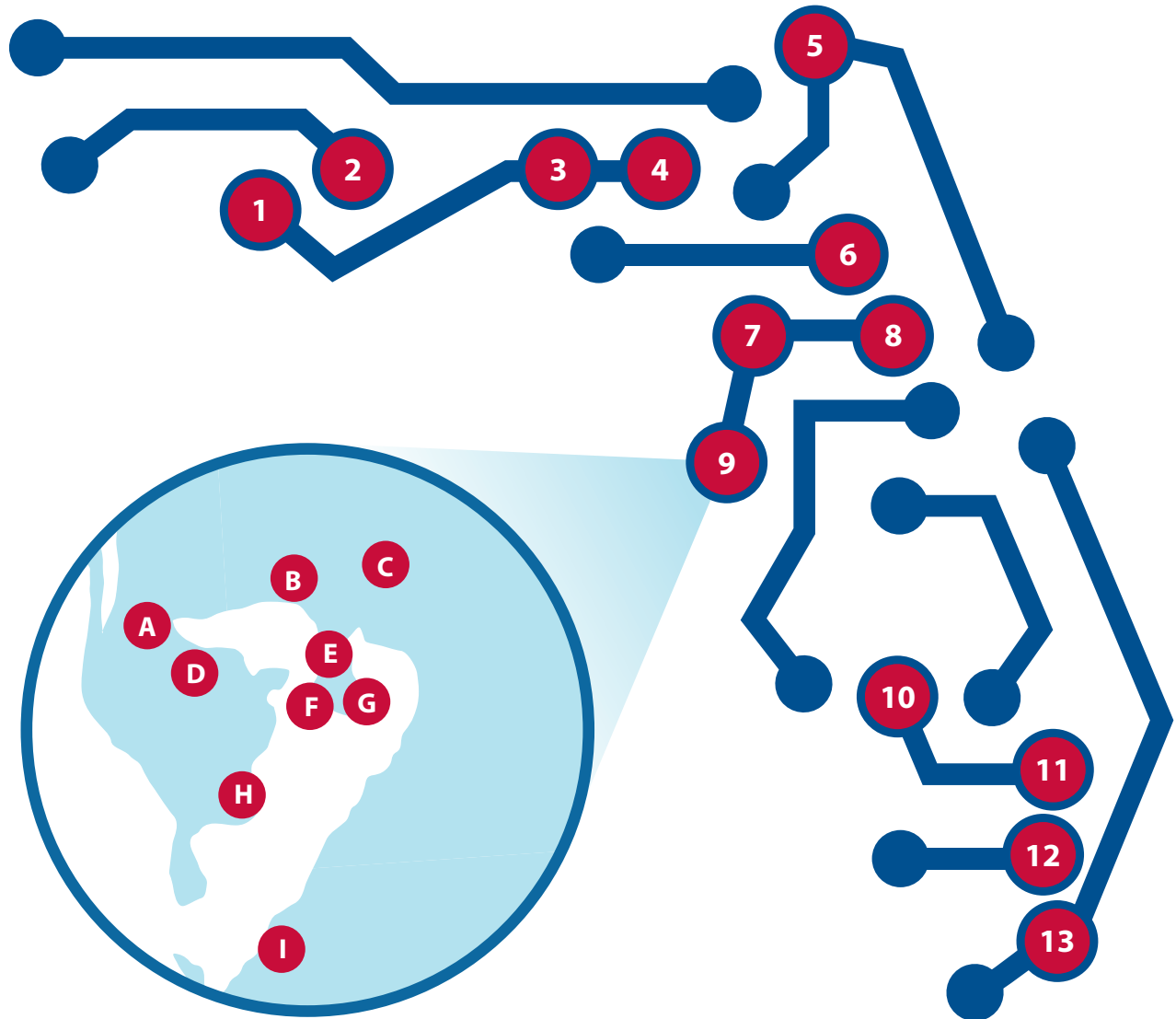
with a combined industry workforce of just under two million people.²² The Partnership estimates that 45 percent of the current population is in the prime employment years of 18 to 54,²³ a strong workforce pipeline in need of the high-paying jobs that IT positions provide.

Tampa Bay is home to several major health care employers, such as the James A. Haley Veterans’ Administration Hospital, All Children’s Hospital, Tampa General Hospital, and Moffitt Cancer Center, and has four top employers on the Fortune 500 list²⁴: World Fuel Services, Publix Supermarkets, Tech Data and Jabil Circuit. Many of these businesses and employers will increasingly need help keeping data and financial records secure as potential cyberattacks become more complex and difficult to fend off.

USF has a history of collaboration not only with the business community, but across the State University System. For example, the Florida Institute of Oceanography (FIO), which is housed at USF, has been continually lauded as one of Florida's best examples of partnership and cooperation. FIO's mission—to provide a diverse and collaborative statewide research and education forum, to leverage intellectual resources within the State University System, to strengthen networks and work together to benefit the general public and policymakers—closely mirrors the FCC's goals. It is USF's hope that its sister institutions in the State University System will see great benefit from the resources, knowledge and connections the FCC will provide and opt into the collaboration provided by the FCC, much like the shared experiences and successes of the FIO.

This is a prime time for collaboration in the State University System, as further evidenced by another system initiative, the Sunshine State Education and Research Computing Alliance (SSERCA). This joint effort among USF, the University of Florida, Florida State University, the University of Central Florida, Florida International University and the private University of Miami, aims to build a statewide infrastructure to support collaborative research in the world of big data— another technological world that would benefit from a strong cybersecurity knowledge base. These kinds of partnerships are good uses of state resources.

A Statewide Network



TAMPA BAY

- A Tech Data
- B Tampa International Airport
- C University of South Florida
- D Jabil
- E Macdill Air Force Base
- F US SOCOM
- G United States Central Command
- H USF St. Petersburg
- I USF Sarasota-Manatee

AROUND THE STATE

- 1 University of West Florida
- 2 Eglin Air Force Base
- 3 Florida A&M University
- 4 Florida State University
- 5 University of North Florida
- 6 University of Florida
- 7 Florida Polytechnic
- 8 University of Central Florida
- 9 University of South Florida/Tampa Bay
- 10 Florida Gulf Coast University
- 11 Florida Atlantic University
- 12 Florida International University
- 13 United States Southern Command

Vision

The Florida Center for Cybersecurity at USF will be a national model in cybersecurity, cyber-intelligence and digital forensics to create a safe and secure information infrastructure for business and national security.

Mission

Guided by the goals the Legislature and Governor enumerated in the proviso language that commissioned this report, the FCC will pursue a bold vision and university-led mission to establish Florida as the nation's leader in cybersecurity in the following ways:

- Position Florida as the national leader in cybersecurity and its related workforce through education, community engagement and innovative, interdisciplinary research;
- Create thousands of new high-paying jobs in the state's cybersecurity industry;
- Serve as the statewide facilitator of cybersecurity education—providing degrees, certificates and training while contributing to Board of Governors priorities and encouraging students in non-IT majors to obtain industry-recognized cybersecurity specializations to enhance employability and wages upon earning their desired degrees;
- Enhance Florida's cybersecurity workforce, including reintegrating military veterans by utilizing their specialized skills and training;
- Act as a cybersecurity clearinghouse for statewide business and higher education communities—sharing knowledge, resources and training opportunities to help mitigate cybersecurity threats, and optimizing investment to eliminate unnecessary duplication;
- Attract new financial, healthcare, transportation, utility, and defense entities to Florida.

Position Florida as a national leader in cybersecurity and its related workforce

Florida can become the leading state in education, research and job production in cybersecurity. To do so, the FCC must dramatically increase the number of cybersecurity degree and certificate graduates and become nationally known for cutting-edge research and global connections. It will also achieve this goal by pursuing an aggressive agenda to encourage non-IT students to seek industry-recognized certifications in cyber professions and specialties that increase employability and wage earning potential within their desired fields of study.

The FCC will provide Floridians with a central location and e-portal to coordinate cybersecurity education and training, research and statewide outreach. It will serve students, parents and employers through an online cybersecurity platform by identifying career pathways; existing programs offered in K-12, state colleges, state and private universities; and available professional certifications. It will also offer employers a cyber-marketplace to post vacancies, identify qualified employees and provide curriculum feedback to ensure Florida's institutions are teaching the skills they need in future employees.

In addition, the FCC will work with external partners to obtain data or research sponsorships, foster interdisciplinary collaboration among researchers, and recruit postdoctoral students to enhance research productivity. It will serve as a valued resource for the entire State University System and for the state's independent higher education institutions, leveraging, promoting and branding Florida's many strengths to claim a place of national prominence.

Mission

Create new jobs in Florida's cybersecurity industry

Education and outreach to Florida businesses and citizens will support job creation for hundreds of highly paid cybersecurity specialists—particularly as awareness of threats increases and as a well-trained workforce grows to meet needs. In addition, the center itself, along with employment generated by increased research funding, will boost the state's workforce.

USF awards more than 10,000 degrees each year, a quarter of which are in STEM fields. The projected addition to workforce development in cybersecurity, as estimated by USF, includes increasing the number of new professional cybersecurity certifications to be awarded annually (550, each with earning potentials of approximately \$100,000) by USF Innovative Education through online and face-to-face courses, beginning in spring of 2014. (See Appendix A for curriculum details.)

Educate students to excel in Florida's cybersecurity professions

The FCC will ensure students have a speedy and productive pathway to a high-paying career through high-quality education, shaped around the rapidly changing needs of business and industry. Beginning in fall 2014, USF will offer a multidisciplinary master's degree in Cybersecurity with four degree concentrations: Cyber Fundamentals (CF), Cyber Intelligence (CI), Cybercrime (CC), and Information Assurance (IA). (For more specifics and courses, see Appendix A.)

USF's program will be interdisciplinary at its core, making it easy to conduct advanced cybersecurity research. Additionally, students enrolled in programs across the university can benefit from a cybersecurity specialization through certificates offered through the FCC. For example, a criminology student may pursue a specialization in cyber-crime; a psychology student may delve into the behavioral aspect of cyber-criminal profiling—thus graduating with the FCC's assistance with an industry-recognized, highly-employable certification as a cyber-professional within their major of choice.

A nationally recognized website that ranks education programs found that while the number of students graduating with degrees in cybersecurity-related programs tripled nationally between 2006 and 2010 (from about 1,200 in 2006 to close to 3,600 in 2010), the number of Florida graduates from similar programs remained stagnant—at the same very low level of just over 60 in 2010.²⁵ The initial rates of degree completion goals in the FCC's plans would increase Florida's figure by 17 percent in the first year, and by 33 percent including certificate completions.

Enhance the capabilities of Florida's existing cybersecurity workforce

Continuing education for retooling and retraining the cybersecurity workforce will be essential given the rapidly changing nature of the field. The FCC will offer specialized training and certifications to existing cybersecurity workers, ensuring that Florida's workforce remains on the cutting-edge. Reintegrating military veterans into this field will be mutually beneficial, as the state's cybersecurity workforce will benefit from their unique skills, training and clearance.

Work with the business community statewide to identify and remedy cybersecurity vulnerabilities

The FCC will act as a collaborative cybersecurity repository for statewide business and higher education communities—coordinating existing resources, sharing knowledge, offering professional compliance and risk-assessment services and helping to mitigate cybersecurity threats. The FCC will also offer consumer and corporate education programs. As one example, the FCC plans to offer "Cybersecurity for CEOs" training sessions, providing the business community with a clearer understanding of cybersecurity threats and defenses—an idea generated directly from state business leaders who provided feedback for the FCC's direction.

Mission

Attract financial services, healthcare, defense industry and other companies to relocate to or start up within the state

The FCC will work closely with Enterprise Florida/Workforce Florida to respond to needs of existing companies, those that are new to Florida and those that are considering locating to Florida. Having a ready supply of highly trained security specialists will attract cybersecurity companies to Florida, in addition to retaining companies who may be thinking of leaving the state due to insufficient talent. Additionally, the research performed at the center and resulting commercialization will entice industries to take advantage of Florida's expertise. The patents, licenses, software and hardware that will inevitably be discovered and developed through this research will lead to "home-grown" Florida start-up companies that can lead the industry.

Board of Governors' Priorities

The FCC's mission is grounded in education and workforce development, applied research and innovation and statewide engagement. They are guided by the Board of Governors' goals for the State University System, identified in the System's 2012-2025 Strategic Plan:²⁶

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY
TEACHING & LEARNING	STRENGTHEN QUALITY & REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES	INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY	INCREASE THE NUMBER OF DEGREES AWARDED IN STEM AND OTHER AREAS OF STRATEGIC EMPHASIS
SCHOLARSHIP, RESEARCH & INNOVATION	STRENGTHEN QUALITY & REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION	INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY	INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY
COMMUNITY & BUSINESS ENGAGEMENT	STRENGTHEN QUALITY & RECOGNITION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT	INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT	INCREASE COMMUNITY AND BUSINESS WORKFORCE

(p. 13 of the Board of Governors Strategic Plan)

Teaching and Learning

In its 2012-2025 Strategic Plan, one of the three pressing needs identified by the Board of Governors is "high skilled, high demand graduates for the state's workforce." The FCC will produce hundreds of degrees in a particularly high-demand STEM area, a Board of Governors Area of Strategic Emphasis, and through collaboration with other universities and external partners, will maximize productivity and efficiency.

Importantly, the FCC will also help align higher education with the state's critical workforce needs. According to the Board of Governors' Access and Attainment Commission's gap analysis, the top occupation in which there is a projected annual under-supply, exceeding 2,000 projected positions, is in STEM field. Specifically, this critical gap exists in computer occupations, including computer systems analysts, computer programmers and computer network architects—all clearly aligned with cybersecurity.

Scholarship, Research and Innovation

USF has a long and successful record of securing federal and industry funding to support university-based applied and basic research on behalf of the defense, health and business sectors. With the requisite clearances in place, top secret and classified research continues at USF. As host to the FCC, USF will track and, to the extent necessary, coordinate statewide research activities related to cybersecurity by bringing the combined assets of the state's research community (including

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universities and groups like Draper and SRI) together to strengthen Florida's competitive position and perhaps more importantly brand Florida as a state cohesively attaining national cybersecurity preeminence.

Federal and private levels of investment in Cybersecurity R&D are expected to continue to grow for years to come. The FCC effort will include building statewide collaborations around any Florida organization – public or private – that is willing to partner. Some prime candidates to begin the statewide collaborative effort include the Institute of Secure and Innovative Computing (USF), the Center for Security and Assurance in Information Technology (FSU), and the Center for Cryptology and Information Technology (FAU).

Future FCC facilities, including a sensitive compartmented information facility (SCIF) used to analyze and help protect classified information, can serve as a shared resource for the State University System. This facility is essential when performing sensitive, high-security-clearance research, as with many projects now coming by way of federal grants through the National Security Administration, National Science Foundation, National Institutes of Health, and Department of Defense. Such a facility built at USF, which already has the highest level of clearance, represents the first phase of capital needs envisioned to provide for shared-use by Florida's research community in much the same way as the Magnet Lab at FSU and the research vessels assigned to the Florida Institute of Oceanography

Community and Business Engagement

Conferences will bring together researchers and students from a range of institutions and think-tanks to counter threats of cybercrime. Internships through the center will provide students with real-world, hands-on experiences and help students begin shaping their professional networks. The FCC will work with school boards and teachers in grades 5-12 to raise students' understanding of security risks in social media and online activities.

USF is already developing strong ties to statewide and national organizations to advance Florida's cybersecurity reputation, including Workforce Florida, the Florida Department of Law Enforcement, Enterprise Florida, the Florida I-4 High-Tech Corridor Council, local and state chambers of commerce and economic development councils, research firms such as Draper and SRI International, Department of Defense commands, the Maryland Cybersecurity Center, the National Cyber Partnership, and NSA Centers of Academic Excellence.

The National Cyber Partnership (NCP), based in Tampa Bay with USF as a founding partner, is a not-for-profit organization with the following objectives:

- Provide information and various resources to cyber-related industries, educational institutions and government, including the military, and the general public,
- Develop a deep understanding of issues involving both public and private sector benefits from cybersecurity enterprises, R&D, education, training and other related activities, and
- Obtain bi-partisan federal, state and local support for the purposes and goals of NCP.

USF has signed a Memorandum of Understanding with NCP with the intent to enter into a strategic partnership. The partnership is expected to help the FCC achieve national recognition and extend its reach to the entire nation.

USF has also entered into agreements with other private cybersecurity service providers based in Florida, including Crystal Clear Technologies, a company specializing in the development of secure cybersecurity facilities like the SCIF described above; and the International Information Systems Security Certification Consortium, Inc. (ICS2), the provider of the gold-standard in cybersecurity industry certifications, the Certified Information Systems Security Professional certification (CISSP). In the past two years alone, the number of jobs requiring the CISSP jumped from about 19,000 to nearly 30,000, according to Computerworld.

Proposed budget summary

Meaningful and robust achievement of the FCC's goals, as identified by the 2013 Legislature and supported by Gov. Rick Scott, and branding Florida as "the Cyber State," ready and willing to partner with defense and private sector organizations, will require investment in both operating and capital resources.

Trillions of dollars in private sector and national defense funds will be spent on cybersecurity initiatives in the next quarter-century. A small investment of Florida taxpayer funds will help draw those investment dollars to Florida, making for a good state investment, much the same way that this state's economic future was shaped tremendously by the investments locating MacDill AFB, Eglin AFB, NAS Pensacola, NAS Jacksonville, and other major military installations in Florida in the last half-century.

The proposed budget positions Florida as a national leader in the cybersecurity field. Given the high stakes, the fierce competition from other states, and limited state resources, this conservative budget is intended to provide the largest return on investment, brand Florida long-term as the state for cyber business, and make concrete and immediate job gains in the field.

Operating

Recurring operations of the FCC and associated programs will be funded in the following ways:

(1) Reinvestment of recurring USF resources resulting from termination and/or suspension of low-demand, non-strategic degree programs. During 2013, USF terminated 17 degree programs and placed a further 10 programs on inactive status. Further terminations/suspensions are expected in 2014. The (re)allocation of faculty and staff resources to cybersecurity-related programs in business, engineering, information technology and the iSchool is expected to amount to approximately \$2.5 million in repurposed resources following multi-year teachout and program closures.

(2) As host university, USF will provide institutional operating support for the FCC, including, but not limited to: Auditing and Compliance, Business & Finance, Facility Planning & Design, Human Resources, Information Technology, Legal Services, Patents and Licensing, Payroll, Purchasing, Safety and Security, and Sponsored Programs/IRB. The value of cost-sharing to the FCC is to be determined.

(3) A state investment in the Florida Center for Cybersecurity could be most efficiently accomplished in three targeted phases.

■ Phase I: \$7.1 million to establish the FCC at USF, which includes recruiting a nationally-recognized leader and technical support team with the requisite clearance. Attracting world-class talent to Florida (including national and international award winners and members of the National Academy of Sciences and National Academy of Engineering) will be essential for (a) expanding existing and delivering new online degree, certificate, and professional certification programs, in partnership with Florida businesses to rapidly accelerate workforce development, (b) building a coordinated statewide cybersecurity network, (c) coordinating and capitalizing on university-based talent pool to successfully compete for federal and industry funding for cybersecurity research, and (d) promoting cybersecurity education and consumer protection programs for Floridians and Florida companies through public information and workshops.

■ Phase II: \$5 million to expand and accelerate capacity for education and training of the high-skilled, high-paid cybersecurity workforce through increasing access to affordable degree, certificate, and professional certification programs; Extend the seed/matching-grant program for Florida's universities and research entities to yield strategic returns on investment through growing federal and industry R&D expenditures, patents and licensing revenues, startup companies, etc.

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■ Phase III: \$4 million to create satellite nodes of the Florida Cybersecurity Network in selected markets—similar to Florida's Small Business Development Network— in partnership with State University System institutions to ensure that the growing needs of cybersecurity education and training, research, and consulting outreach for Florida companies are met.

(4) Business memberships and contracts associated with corporate access to cybersecurity information, workforce development, consulting, risk assessment and mitigation, business continuity and disaster recovery will reach \$2 million or more annually.

Total USF and corporate contribution to operating funding: \$4.5 million-plus

Total recurring operating funding request from the state: \$16.1 million

Capital

Capital needs will be phased-in over time. The highest and most immediate priority is the construction of a sensitive compartmentalized information facility, or SCIF, that will support classified/top secret research work for the defense, business and industry sectors. Most importantly, it will provide access for faculty and students, with clearance, from across the state to secure research and training facilities, a prerequisite for competitive federal research funding. The first phase, projected (by Crystal Clear Technologies, Inc., based in Clearwater, Florida) at 10,000 GSF and \$10 million, will be essential to assuring Florida's research competitiveness with other states.

While existing classroom and office space can be re-purposed in the short-term to support significantly increased instructional/learning needs, and while recognizing that a growing portion of the curriculum will be delivered online, the eventual need for secure active learning laboratories/classrooms, auditorium and office space, along with secure data storage, increase the new space needs to approximately 40,000 GSF (including the SCIF) of State University System-shared space at a total cost of \$30.3 million.

Total non-recurring capital funding request from the state: \$30.3 M (phased-in) +PO&M

Organization

(Modeled, in part, after the Florida Institute of Oceanography)

As host institution, the USF Board of Trustees will provide fiscal and management oversight of the Florida Center for Cybersecurity. The specific purpose, bylaws, membership (full, partners, affiliates, associates etc.), goals, performance metrics and operating procedures will be established at the point of creation with input from all FCC partners.

The FCC will be most closely guided by its Higher Education Advisory Council and Community Advisory Board.

Higher Education Advisory Council

The FCC Higher Education Advisory Council includes representatives nominated by each institution of the State University System to help shape the FCC's work plan. The Advisory Council includes representatives of the Independent Colleges and Universities of Florida (ICUF), the Florida College System, and independent research groups in Florida (e.g. Draper, SRI).

Chair	TBD, Executive Director, FCC
FAMU	Deidre W. Evans, Associate Professor Computer and Information Sciences
FAU	Spyros Magliveras, Professor, Mathematical Sciences
FGCU	Robert Totterdale, Professor, Information Systems
FIU	Geoff Smith, Associate Professor, Computing and Information Sciences
FPU	Rick Maxey, Director, Government Relations
FSU	Mike Russo, Director, Information Security and Privacy
NCF	Ryan Noble, Chief Information Officer
UCF	Ross Hinkle, Vice Provost
UF	Elias Eldayrie, Vice President and Chief Information Officer
UNF	O. Patrick Kreidl, Associate Professor, Electrical Engineering
USF	Randy Borum, Professor, School of Information
UWF	Pam Northrup, Associate Vice Provost for Academic Innovation
ICUF	TBD
FCS	TBD
Research	TBD
Ex Officio	Sri Sridharan, Managing Director, USF Cybersecurity Initiative

Community Advisory Board

Representing a balance of counsel from senior leadership in business and industry, and the academy, the FCC Community Advisory Board will provide strategic direction for the Center.

Chair	Provost & Executive Vice President, USF (host university), or designee
Community	Banking & Finance (Florida)
Community	Business/Technology (Florida)
Community	Defense (Florida-based)
Community	Healthcare (Florida)
Community	Transportation & Utilities (Florida)
Community	(National)
Academic	(Florida)
Academic	(National)
Academic	(National)
Ex-Officio	Executive Director, FCC

Conclusion

Florida can and should seize the opportunity to become the nation's cyber state. It is an endeavor that will enhance the state's workforce and economy, spur community and business engagement, prepare students and returning veterans for high-demand and high-paying jobs, and attract new companies to Florida. An investment in the Florida Center for Cybersecurity will produce wide-reaching benefits, both in the short-term and for generations to come.

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Appendix

Appendix A: Curriculum plan

The interdisciplinary master's degree and certificate programs offer four degree concentrations: Cyber Fundamentals (CF), Cyber Intelligence (CI), Cybercrime (CC), and Information Assurance (IA). The 30-credit program for the master's degree includes four core courses required for all concentrations, plus individualized courses per concentration:

Core courses

CNT 5004 Data Communications /Network

This course describes the components of IT infrastructures and their interactions. Specific topics include Physical layer & data link layer/ Ethernet, Network layer/ IP & Transport layer/ TCP, Application layer & support services, Routing & subnetting, WAN technologies, Wireless & phone networks, and Network security and managerial issues. The exchange of information between computer applications is called Business Data Communications (DataComm). Datacomm technologies provide the underlying plumbing that enables computer applications to access resources on remote computers. The primary goal of this course is to answer the question "How does the IT infrastructure work?" A big part of it is, "How do computers talk to each other?"

Specific topics include:

Physical layer & data link layer/ Ethernet
 Network layer/ IP & Transport layer/ TCP
 Application layer & support services
 Routing & subnetting
 WAN technologies
 Wireless & phone networks
 Network security & managerial issues

CIS 5362 Cryptography

This course covers Cryptography context (design criteria, generic attacks), Block ciphers, Hash functions, Message authentication codes, Secure channel, Key negotiation, Prime numbers, Diffie-Hellman, RSA, Key negotiation, Key management (Kerberos), PKI, and Storing secrets.

For this class, the syllabus is likely to be built around the following content (based on the TOC in the Schneier Cryptography Engineering book):
 Cryptography context (design criteria, generic attacks)

- Block ciphers
- Hash functions
- Message authentication codes
- Secure channel
- Key negotiation
- Prime numbers
- Diffie-Hellman
- RSA
- Key negotiation
- Key management (Kerberos)
- PKI
- Storing secrets

ISM 6328 Basics of Information Security and Risk Management

The course will include class presentations and extensive hands-on projects on implementing the common IT controls such as access control lists (ACLs), firewalls, network scanning, STIG (Security Technical Implementation Guidelines), identifying software errors and documenting some key IT General Controls. Required reports will help students improve their writing and documentation skills.

A good class combines teaching a trade and thinking about the trade. This class has an approximately 40-60 balance between skills acquisition and conceptual understanding.

Specifically, the course objectives are to:

- introduce the importance of information security and related business concerns
- make students aware of the major categories of information security threats
- make students aware of the common information security controls

Appendix A

- enable students to implement the basic information security controls
- introduce students to the important legal provisions regarding information security
- make students aware of the methodological implications for information security arising from these legal provisions
- provide students with an understanding of the standard methodologies for complying with legal requirements for IT general controls
- provide a basic understanding of IT risk management in organizations

ISM 6930 Decision Processes for Business Continuity and Disaster Recovery

This course covers topics such as disaster recovery and business continuity following extreme events. The course will also present methods for decision making in such scenarios, with an emphasis on risk assessment and management. The course will also discuss the guidelines of the U.S. Department of Commerce, National Institute of Standards and Technology (NIST)'s Computer Security Incident Handling Guide.

Course contents will include:

- NIST incident handling process
- Incident response team
- Communication management with stakeholders during incidents
- Compliance with legal requirements

CF concentration

EEL 6764 Computer Architecture

CIS 6930 (special topics) Computer Networks, Fundamental principles and analysis

CIS 6930 (special topics) Security & Privacy

CI concentration

LIS 5937 Visual Information Analytics

ENC 6261 Analytic Communication

CCJ 6074 Advanced Intelligence Analytic Methods

INR 5365 Core Concepts in Intelligence

DSC 6600 Cyber intelligence

LIS 6758 Information Strategy & Decision Making

CC concentration

CJE 6688 Cybercrime and Criminal Justice

CJE 6623 Digital Evidence Recognition

CJE 6624 Introduction to Digital Evidence

CJE 6625 Network Forensic Criminal

CJE 6626 Digital Forensic Criminal Investigations

IA concentration

ISM 6145 Seminar on Software Testing

ISM 6125 Software Architecture

ISM 6124 Advanced Systems Analysis and Design

ISM 6316 Project Management

ISM 6218 Advanced Database Administration

Appendix A

The FCC will draw from several of USF's colleges and centers, as well as area experts:

Arts and Sciences

Relational Communication
Organizational Communication
Economics
Geosciences

Behavioral and Community Sciences

Communication Sciences and Disorders
Criminology
Louis de la Parte Florida Mental Health Inst.

Business

Information Systems / Decision Sciences
National and Competitive Intelligence

Education

Educational Leadership and Policy Studies
Educational Measurement and Research
Psychological and Social Foundations

Engineering

Chemical and Biomedical Engineering
Civil and Environmental Engineering
Computer Science and Engineering
Industrial and Management Systems
Information Technology

Global Sustainability

Public Health

Environmental and Occupational Health
Epidemiology and Biostatistics
Global Health
Health Policy and Management

Office of Research and Innovation

Center for Urban Transportation

Appendix B

Appendix B: Workforce output projections

USF's projected addition to workforce development in cybersecurity includes increasing the number of new professional cybersecurity certifications to be awarded annually (550, each with earning potentials of approximately \$100,000) by USF Innovative Education through online and face-to-face courses, beginning in spring of 2014.

■ Increasing the number of new professional cybersecurity certifications to be awarded annually (550, each with earning potentials of approximately \$100,000) by USF Innovative Education through online and face-to-face courses, beginning in spring of 2014:

- +100 Certified Information Systems Security Professional (CISSP)
- +50 Systems Security Certification Practitioner (SSCP)
- +50 Certified Authorization Professional (CAP)
- +50 Certified Secure Software Lifecycle Professional (CSSLP)
- +50 Information Systems Security Architecture Professional (CISSP-ISSAP)
- +50 Information Systems Security Engineering Professional (CISSP-ISSEP)
- +50 Information Systems Security Management Professional (CISSP-ISSMP)
- +50 CompTIA Security
- +50 CompTIA Offering – CASP
- +50 Cisco Certified Network Associate (CCNA) Security

■ Increasing the number of new academic certificates/concentrations to be delivered online and face-to-face and to be awarded by USF annually in cybersecurity-related fields, beginning in 2014-15:

- +475 undergraduate certificates/concentrations
- +270 graduate certificates/concentrations

USF's proposed new certificate programs:

Computer Security, Cyberbehavior, Cyberbullying, Cybercrime, Cybersecurity, Cybersecurity Compliance and Risk Management, Cybersecurity in Counseling & Higher Education, Electronic Medical Records Security, Encryption & Information Security, Information Assurance for Healthcare, Information Assurance for Financial Services, Information Assurance for Energy & Utilities, Medical Device Security.

■ Increasing the number of projected additional degrees to be awarded by USF (by 2017-18) in cybersecurity-related fields over the number of degrees awarded in 2011-12:

- +867 baccalaureate degrees
- +215 Master's degrees
- +50 doctoral degrees

Appendix B

USF Interdisciplinary

Master of Science degree in *Cybersecurity* (a new, state-of-the-art program to be implemented in fall of 2014)

Master's (online):	CIP Code	2014-15 (proj)	2017-18
	43.0303	120	300 (+100%)

New :

Graduate Certificate in *Cybersecurity* with concentrations in *Cyber Fundamentals*, *Cyber Intelligence*, *Cybercrime* and *Information Assurance*:

50 annually

College of Engineering

(accredited by ABET)

Computer Science & Engineering, Engineering Management, Industrial & Manufacturing Engineering, and Information Technology.

Baccalaureate:	CIP Codes	2011-12	2017-18
	11.0101/11.1013/11.0401/14.0901/ 14.3501	292	336 (+15%)

Master's:	CIP Codes	2011-12	2017-18
	11.0501/14.0901/14.3501/14.0501/ 13.3502	155	194 (+25%)

Doctoral:	CIP Codes	2011-12	2017-18
	14.0901/14.3051/14.0501	16	24 (+50%)

New:

Baccalaureate Certificate/Concentration in *Computer Security*:

50 annually

Graduate Certificate/Concentration in *Computer Security*:

25 annually

College of Business

(accredited by AACSB)

Accounting, Business Economics, Entrepreneurship in Applied Technologies, Finance, Management Information Systems, Management, and Marketing.

Baccalaureate:	CIP Codes	2011-12	2017-18
	52.0101/52.0201/52.0301/52.0601/ 52.0801/52.1201/52.1401	1,787	2,055 (+15%)

Master's:	CIP Codes	2011-12	2017-18
	52.0101/52.0201/52.0301/52.0701/ 52.0801/52.1201/52.1401	339	424 (+25%)

Doctoral:	CIP Codes	2011-12	2017-18
	52.0201	6	12 (+100%)

New:

Baccalaureate Certificate/Concentrations in *Information Assurance for Healthcare*; *Information Assurance for Financial Services*; and *Information Assurance for Energy & Utilities* :

150 annually

Graduate Certificate/Concentration in *Cybersecurity Compliance and Risk Management*:

50 annually

Appendix B

USF Health

Bioinformatics, Biotechnology, Health Informatics, and Medical Technology.

Baccalaureate:	CIP Codes	2011-12	2017-18
	51.1005	10	50 (+400%)
Master's:	CIP Codes	2011-12	2017-18
	51.2706 (new)/26.1103/26.1201	17	51 (+200%)

New:

Graduate Certificate in <i>Medical Device Security</i> :	10 annually
Graduate Certificate in <i>Electronic Medical Records Security</i> :	10 annually

College of Arts & Sciences

Library/Information Studies (Cyberintelligence, Strategic Intelligence, Visual Analytics & Communication), Health Information Technology, Mathematics, and Psychology.

Baccalaureate:	CIP Codes	2011-12	2017-18
	27.0101/42.0101/11.0103 (new)	1,125	1,294 (+15%)
Master's:	CIP Codes	2011-12	2017-18
	25.0101/27.0101/42.0101/11.0403 (new)	146	183 (+25%)
Doctoral:	CIP Codes	2011-12	2017-18
	27.0101/42.0101	23	46 (+100%)

New:

Baccalaureate Certificate/Concentration in <i>Cyberbehavior</i> (Industrial & Organizational Psychology):	100 annually
Baccalaureate Certificate/Concentration in <i>Encryption and Information Security</i> (Mathematics & Statistics)	50 annually
Graduate Certificate/Concentration in <i>Cyberbehavior</i> (Industrial & Organizational Psychology):	25 annually
Graduate Certificate/Concentration in <i>Encryption and Information Security</i> (Mathematics & Statistics)	25 annually

College of Behavioral & Community Sciences

Criminology, and Criminal Justice Administration.

Baccalaureate:	CIP Codes	2011-12	2017-18
	45.0401	461	507 (+10%)
Master's:	CIP Codes	2011-12	2017-18
	45.0401/43.0103	40	60 (+50%)
Doctoral:	CIP Codes	2011-12	2017-18
	45.0401	5	10 (+100%)

New:

Baccalaureate Certificate/Concentration in <i>Cybercrime</i> :	100 annually
Graduate Certificate/Concentration in <i>Cybercrime</i> :	25 annually

Appendix B

College of Education

(Accredited by NCATE)

New:

Baccalaureate Certificate/Concentration in <i>Cyberbullying</i> :	25 annually
Graduate Certificate/Concentration in <i>Cyberbullying</i> :	25 annually
Graduate Certificate/Concentration in <i>Cybersecurity in Counseling & Higher Education</i> :	25 annually

Appendix C Existing Cybersecurity Education Efforts

Florida Universities

School	Bachelor's	Master's	CS Center/Institute
Embry Riddle University	Cyber Intelligence and Security, Software Engineering with Cybersecurity Emphasis, Bachelor of Science in Technical Management Information Security,	-	Department of Global Security and Intelligence Studies (Daytona, FL)
Florida Atlantic University	-	Information Technology & Management	Center for Cryptology and Information Security
Florida Institute of Technology	-	Information Technology--Cybersecurity	-
Florida International University	-	Management Information Systems, Information Technology, Telecommunications and Networking, Computer Science	-
Florida State University	-	Computer Criminology, Computer Network and System Administration, Computer Science	Center for Security & Assurance in Information Technology
Keiser University	Cyber Forensics/Information Security	Information Security	-
Nova Southeastern University	Computer Information Systems, Computer Science, Information Technology	Information Security, Computer Information Systems, Computer Science, Information Technology, Management Information Systems	Secure and Robust Distributed Systems Laboratory
Rasmussen College	Cyber Security	-	-
University of Central Florida	-	Digital Forensics	-
University of Florida	Computer Science/Engineering	Computer Science/Engineering	-

Research Areas	Scholarships/Grants	Certifications/Minors	NSA Designation	Corporate/Governmental Partnerships
Emphasis is placed on effective communications, quantitative skills, global awareness, social responsibility, ethical and legal grounding, information technology, critical thinking skills, teamwork, computer and network functional skills, broad cyber industry familiarity, and a commitment to lifelong learning.	-	Security and Intelligence Minor, The Security and Intelligence Certificate of Completion, Undergraduate Certificate in Information Assurance	-	FAA, NASA, NIKSUN, IEEE
Cryptology, Cyber Crime, Quantum and Post-quantum Cryptology, Secure Systems, Social Perspectives of Information Security	Funding provided by the National Security Agency and the Department of Homeland Security	Information Security Minor and Certificate (offered in the College of Business)	CAE/R	National Security Agency, Department of Homeland Security
Computer and information security, cryptography, application and operating system security	-	Graduate Certificate in Information Assurance and Cybersecurity (online)	-	-
Cybersecurity test technology program, developing technology to prevent cyberattacks	DoD recently provided funding for cyberspace research	-	-	Department of Defense's Test Resource Management Center
Secure Software, Locking, Intrusion Detection Systems, Honeynets, Computer Forensics, RFID, Securing Cyber-Physical Systems, Security and Privacy in Database and Data Management, Network Security	Scholarship funding offered to graduate students through the National Science Foundation and the Department of Homeland Security	NSTISSI-4011, National Training Standard for Information Systems Security (INFOSEC) Professionals, and CNSSI-4014, Information Assurance Training Standard for Information Systems Security Officers (ISSO)	CAE/IAE, CAE/R	National Security Agency, Department of Homeland Security, National Science Foundation
-	-	-	-	-
Information assurance research, support of security, reliability, availability, and performance of computer and information systems in distributed environments, study of enterprise, grid, wireless, ad-hoc and ubiquitous systems	-	Information Assurance/Security Minor, Graduate Certificate in Information Security Management, Graduate Certificate in Information System Security	CAE/IAE	National Security Agency, Department of Homeland Security
-	-	CompTIA® A+ Essentials, CompTIA® A+ Practical Application, CompTIA® Linux+ Powered by LPI, CompTIA® Network+, CompTIA® Security+, Microsoft® Exchange Server, Microsoft® Windows Workstation, Windows® Applications Development with Microsoft® .NET Framework, Windows® Server Active Directory, Windows® Server Network Infrastructure, CIW® Javascript Specialist, Interconnecting Cisco® Networking Devices	-	-
-	-	Graduate Certificate in Computer Forensics	-	-
-	-	-	-	-

Appendix C Existing Cybersecurity Education Efforts

National Universities

School	Bachelor's	Master's	CS Center/Institute
Carnegie Mellon University (They have a four-pronged Cybersecurity Strategic Initiative focusing on Research, Outreach, Speakers, and Partnership. Education offered through their CyLab)	-	Information Security Technology and Management, Information Technology, Information Networking, Information Technology-Privacy Engineering, Information Security Policy and Management, Information Technology and Information Security, Executive Masters in Information Assurance, Information Technology and Mobility, Information Technology and Software Management	CyLab, Software Engineering Institute, CERT Program (workshops and training focused on improving network security, responding to and analyzing security incidents, and creating and managing computer security incident response teams)
Embry Riddle University	Cyber Intelligence and Security, Software Engineering with Cybersecurity Emphasis, Bachelor of Science in Technical Management Information Security,	-	Department of Global Security and Intelligence Studies (Daytona, FL)
George Mason University	Information Technology with concentration in Information Security and Network Administration	Information Security, Information Security and Assurance, Computer Engineering with concentration in Network and Systems Security, Management of Secure Information Systems	Center for Secure Information Systems
George Washington University	Computer Science	Cybersecurity, Computer Science, Professional Studies in Security and Safety Leadership (with a focus in Strategic Cybersecurity Enforcement), Cybersecurity in Computer Science, Executive MBA in Cybersecurity, Master of Laws in National Security Law	Cyber Security Policy and Research Institute
Iowa State University	Computer Engineering with specialization in Information Assurance	Information Assurance, Engineering in Information Assurance	Information Assurance Center, Power Infrastructure Cybersecurity Laboratory
Massachusetts Institute of Technology	Electrical Engineering and Computer Science	Electrical Engineering and Computer Science	Lincoln Laboratory
Mississippi State University	Computer Science, Software Engineering, Computer Engineering	Computer Science	Center for Computer Security and Research

Research Areas	Scholarships/Grants	Certifications/Minors	NSA Designation	Corporate/Governmental Partnerships
Trustworthy computing platforms and devices, next-generation secure and available networks, mobility, security of cyber-physical systems, secure home computing, survivable distributed systems and outsourced services, privacy protection, threat analysis and modeling, software security, cryptography, usable privacy and security, threat prediction and response, business risk analysis and economic implications	Scholarship funding offered to graduate students through the National Science Foundation and the Department of Homeland Security. US Department of Defense funds the Software Engineering Institute and the CERT Program.	-	CAE/IAE, CAE/R	Raytheon, Honeywell, Facebook, General Motors, Lockheed Martin, Northrop Grumman, InterDigital, Alcatel-Lucent, Core Security Technologies
Emphasis is placed on effective communications, quantitative skills, global awareness, social responsibility, ethical and legal grounding, information technology, critical thinking skills, teamwork, computer and network functional skills, broad cyber industry familiarity, and a commitment to lifelong learning.	-	Security and Intelligence Minor, The Security and Intelligence Certificate of Completion, Undergraduate Certificate in Information Assurance	-	FAA, NASA, NIKSUN, IEEE
Network attack modeling, analysis, and visualization, virtualization for security, protection against malicious code, cyber situational awareness, secure composable systems, privacy in location-based applications, automated intrusion recovery, secure data centers	Information Assurance Scholarship Program funded by the US Department of Defense	Applied Cyber Security Graduate Certificates	CAE/IAE, CAE/R	NSA, National Science Foundation, Air Force Research Laboratory, Air Force Office of Scientific Research, National Institute of Standards and Technology, DCS Corp, Intelligence Advanced Research Projects Activity
Computer network security and information assurance, computer system and network privacy, electronic commerce security, security mechanisms related to intellectual property, e-government security, internet regulatory issues, computer ethics and social impact of technology, information assurance and computer security education and workforce development	Scholarships and grants are funded by the Defense Department, the Department of Homeland Security, and the National Science Foundation (administered over \$8 million in grants since 2002)	Computer Security and Information Assurance Graduate Certificate	CAE/IAE, CAE/R	National Security Agency, Department of Homeland Security, Department of Defense, National Science Foundation
Forensics, intrusion detection, network modeling, wireless communications, information/cyber warfare, artificial intelligence and data mining, foreign policy, identity theft, cryptography. Cyber-physical systems framework for risk modeling and mitigation of cyber-attacks on the power grid that accounts for dynamics of the physical system, as well as the operational aspects of the cyber-based control network.	National Science Foundation funds Iowa State's Scholarship for Service program	Graduate Certificate in Information Assurance	CAE/IAE, CAE/R	National Security Agency, National Science Foundation
Development of prototype components and systems for computer network security	Federally funded (it is a Department of Defense Research and Development Laboratory)	Short Programs Professional Education on Applied Cyber Security, Short Programs Professional Education on Cryptography and Computer Security	-	Maryland Cybersecurity Center, Department of Defense
Artificial Intelligence, Computer Crime and Forensics, Cryptography and Information Security	Scholarships funded through the Department of Defense and the National Science Foundation	Information Assurance Professional Certificate (INFOSEC Professional)	CAE/IAE, CAE/R	National Science Foundation, Army Research Laboratory, Cisco, Dexisive Inc

Appendix C Existing Cybersecurity Education Efforts

National Universities

School	Bachelor's	Master's	CS Center/Institute
Pennsylvania State University	Security and Risk Analysis-Information and Cyber Security (online)	Information Sciences and Technology	Penn State Cyber Security Lab
Syracuse University	-	Cybersecurity Law and Policy Course	Institute for National Security and Counterterrorism
University of Maryland-College Park	Computer Science with a Cybersecurity specialization	Computer Science/Electrical and Computer Engineering, Engineering in Cybersecurity	Maryland Cybersecurity Center
University of Maryland-University College	Cybersecurity, Computer Networks and Security	Cybersecurity, Cybersecurity Policy, Digital Forensics and Cyber Investigation, Information Technology and Information Assurance	-
University of Southern California	-	Computer Science with Specialization in Computer Security, Cyber Security	Center for Computer Systems Security
University of Texas-San Antonio	Infrastructure Assurance, Computer Science with Computer and Information Security concentration	Information Technology (also available with Information Assurance Concentration), MBA Information Assurance concentration, MBA Information Systems concentration, Computer Science with Computer and Information Security concentration	Center for Infrastructure Assurance and Security (which offers cyber security events, training classes, exercises, and competitions), Institute for Cyber Security (conducts basic and applied research in partnership with academia, government and industry), Center for Education and Research in Information and Infrastructure Security (conducts high impact research in information assurance and security and educates the cybersecurity workforce needed now and in the future. The center's research objective is to offer leading edge solutions that will help to solve cybersecurity problems of national scope and importance)
University of Washington	-	Cybersecurity and Leadership (Online), Cyber Security Engineering, Information Management, Information Assurance	Center for Information Assurance and Cybersecurity

Research Areas	Scholarships/Grants	Certifications/Minors	NSA Designation	Corporate/Governmental Partnerships
Malware analysis, systems security in cloud computing, holistic security of smartphone systems, secure lean software, self-protecting data centers, computer-aided human centric cyber situation awareness, resilient and self-healing software systems and networks, malware and software security, wireless network security, understanding and assuring information privacy; identity management, access control, trust computing, enterprise "health care" models, on-the-fly "surgery" techniques, cyber security situational awareness information security economics, policies and security management, and social implications of security.	Professors have been awarded grants by the National Science Foundation to continue their research	Post-baccalaureate Certificate in Information Systems Security (online)	CAE/IAE, CAE/R	National Security Agency, National Science Foundation, Cisco, HP, Department of Homeland Security, Air Force Research Laboratory, Department of Defense
Law, National Security & Counterterrorism, Security Governance, New Frontiers in Science, Cyber, & Technology, Homeland Security	-	Certificate of Advanced Studies in Systems Assurance, Certificate of Advanced Studies in Security Studies	CAE/IAE, CAE/R	US Department of Homeland Security, Department of Defense, Booz Allen Hamilton, RAND Corporation, Dyn-Corp International, National Science Foundation
Wireless and network security, secure software, cyber supply chain security, privacy in social networks, cybersecurity policy, cryptography, attacker behavioral analysis, health care IT, multimedia forensics, the economics of cybersecurity	Grants funded by the National Science Foundation	Graduate Certificate in Engineering in Cybersecurity, Graduate Certificate in Professional Studies in Cybersecurity Leadership	CAE/R	Booz Allen Hamilton, Northrop Grumman, Sourcefire, Lockheed Martin, SAIC, Lincoln Laboratory, Google
-	UMUC hosts an annual gala to raise funds for Cybersecurity student scholarships. Attendants include a broad range of industry leaders and members of the Maryland Commission on Cybersecurity Innovation and Excellence.	Cybersecurity Policy, Cybersecurity Technology, Foundations of Cybersecurity, Homeland Security Management, Information Assurance, Minor in Cybersecurity	CAE/IAE	NSA, Department of Homeland Security, Booz Allen Hamilton, AT&T, Cisco, Dell, Northrop Grumman, Microsoft, Lockheed Martin, Google, SAIC, & more.
Technologies supporting confidentiality, integrity, resiliency, privacy, intrusion detection and response, and survivability of critical infrastructure	-	Minor in Applied Computer Security, Specialization in Cyber Security, Specialization in Digital Forensics	CAE/R	US Department of Homeland Security, National Security Agency
Digital forensics, information security management and strategy, applied network and information systems security, and the economics and psychology of information security, botnet analysis and defense, trustworthy cloud computing, secure information sharing, social computing security, infrastructure assurance, assured data provenance, privacy policies and enforcement.	The ICS was established through a grant provided by the Texas Emerging Technology Fund. Research is also funded by the NSF and the Department of Homeland Security.	Minor in Digital Forensics, Minor in Infrastructure Assurance and Forensics	CAE/IAE	National Security Agency, National Science Foundation, Department of Homeland Security, Texas Emerging Technology Fund, Cisco, The University of Texas System, Symantec, Dell, BAE Systems
Wireless network infrastructure, Internet security, and commercial/industrial applications, systems engineering in information assurance, developing strategies to recruit, hire and retain cybersecurity employees, next generation honeypots	Part of the Scholarship for Service funded by the National Science Foundation	Information Systems Security Certificate, Information Security and Risk Management Certificate, Network Engineering Certificate, Digital Forensics Certificate	CAE/IAE, CAE/R	Microsoft, Boeing, Accuvant, Department of Homeland Security, NSA

Appendix D

Appendix D: Common Definitions in Cybersecurity

Account Harvesting – collecting or “harvesting” of all the authentic account names on a system

Accessibility – the degree to which a computer or information system is available

Advanced Windows Security – system Administration practices that ensure security of Windows operating systems, including permissions, networking, file sharing, and more

Anonymous – a loosely affiliated collective of “hacktivists,” typically motivated socially and politically, who engage in cyberattacks against corporate and government targets through web site disruptions and defacements, often resulting in the theft and release of sensitive or secured documents or personal information

Application – software that performs programmed functions for a user. Applications can support word processing, spreadsheet development, graphic creation, presentation creation and database tasks

Backbone – the backbone is the “skeleton” of the Internet; it is a high-speed fiber optic network of main lines that interconnect around the world at various places or Network Access Points (NAPs)

Backdoor – a backdoor can be created by the exploitation of a vulnerability, such as a programming error or malware, and allows access into a device without proper authentication

Bandwidth – the capacity of a communication channel to pass data during a certain period of time

Biometrics – access controlled by physical characteristics

Bit – the smallest unit measure of information storage, a term derived from “binary digit”

Black Hat (Hacker) – A hacker with malicious intent who accesses computer networks without proper authority, legally or otherwise; slang for computer criminal

Blacklisting – blocking of harmful websites, often done by parents or employees with the aid of software programs that block with specified or selected criteria

Blended Threat – combined cyberattack methods that are used to increase damage during a computer network attack

Botnet – a controlled network of a large number of computers infected with Trojan horse viruses by cybercriminals often used to implement a denial of service attack

Botmaster(s) – a person or group of people in control of a botnet and whose location is usually difficult to determine

Browser – used to view online content, a browser is a software program that can retrieve and display information and store cookies

Buffer Overflow – overloading of a temporary data storage area so data overflows into adjacent buffers and corrupts them

BYOD (Bring Your Own Device) – acronym used to describe a policy that allows personal mobile devices within range of a wireless network, usually a corporate or private network, and that allows those users access

Cache – high-speed storage mechanism for memory or disks; pronounced “cash”

Cryptography – science and practice of securing with algorithms, particularly for third-party communications

Ciphertext – encrypted form of a message being transferred

Client – a machine that uses and requests service from another system machine such as a “server”

Computer Emergency Response Team (CERT) – organization that provides incident response services to cyberattack victims and provides information about known vulnerabilities and threats as well as ways to stay safe online

Confidentiality – ensuring that information or data on a system is not accessed by unauthorized users

Cookie – data exchanged between an HTTP server and browser that is then stored on a client for later server retrieval

Denial of Service (DoS) – prevention of authorized access or halting of system operations or system functions

Digital Forensics – branch of forensic science including the recovery and investigation of digital media, often legal evidence, found in digital devices and digital records

Distributed denial of service (DDoS) – multiple systems, such as a botnet, for which operation and system functions have been halted

Domain Hijacking – an attacker blocks access to the DNS server and replaces information to gain access and take over that domain

Domain Name System (DNS) – the way domain names on the Internet are translated into Internet Protocol addresses; the named form of an Internet address

Doxing – an urban term used to describe searching for personally identifiable information by using online documents

Firewall – a software or hardware component that prevents unauthorized access to or modification of a system

Flooding – providing more information than a system can handle to ultimately cause failure of that system

Grey Hat (Hacker) – hacker operating without malicious intent but is prepared to operate against legal or ethical boundaries

Hacking – accessing computer networks, legally or otherwise; heavily modify the software or hardware of one’s own computer system; slang for computer crime

Appendix D

Hactivism – hacking in the name of social or political protest or to facilitate change for a cause

Hardening – identifying and fixing system vulnerabilities

Honey Pot – a “trap” to detect and thwart a potential cyberattack on a system before exploitation occurs

Identity Management – practices involving the management of identification of individuals and verifying data to grant access with proper permissions

Integrity – assuring that information is accurate and complete

Internet Protocol – method used to send data from one computer to another over the Internet

Intrusion Detection System (IDS) – security management system that gathers and analyzes information on computers or on a network

MAC Address – numerical address that identifies each network device

Malware – software containing malicious code that is usually intended to gain unauthorized access to a computer or system

Man-in-the-Browser – Trojan horse that intercepts and manipulates electronic information over a supposedly secure link

Man-in-the-Middle Attack – similar to the Man-in-the-Browser, but the hacker creates a diversion on the legitimate page that enables him/her to make changes in real time to the information entered by the unsuspecting user

Mobile and Wireless Security – system administration practices that ensure security of mobile and wireless devices, including the cloud, WLAN, and WIFI, and includes encryption methods, authentication, access permissions, and protection

Open source – free licensing and distribution of certain software and applications to promote universal access

Password Cracking – attempt to guess passwords, sometimes with the aid of a cracking program

Password Sniffing – passive wiretapping to gain access to a password on a network

Patch – software update by a vendor intended to fix a known vulnerability

Penetration Testing and Vulnerability Assessment – testing of the external perimeter of a network to determine cyberattacks that could be caused by threats and the exploitation of vulnerabilities

Phishing – attempt to trick an e-mail recipient into disclosing sensitive information by posing as a trusted source

Root – the name of the administrator account on a Linux system

Session Hijacking (Sidejacking) – taking over or duplicating an established session

Sniffing – another name for passive wiretapping

Social Engineering – using social techniques, such as lying, blackmailing or impersonating, to trick another person with the ultimate goal of gaining otherwise unauthorized access to an information system

Spoofing –pretending to be an authorized user to gain access to a system

Steganography –hiding a message or data within a file or program

Threat – potential for violation of security, often by exploitation of a vulnerability

Trojan horse – non-self-replicating malware that gains privileged access to the operating system then exploits the computer and allows unauthorized access to the target computer through a backdoor – all while appearing to perform a non-malicious function

Virus – a hidden, self-replicating program usually containing malicious code that cannot run by itself

Vulnerability – part of a system, device, computer, or network that could be exploited by a threat to execute a cyberattack

White Hat (Hacker) – penetration tester responsible for the security of a system

Worm – a program containing malicious code that can replicate over a network and run by itself

Zombie – a compromised computer that will be later used, unbeknown to the owner, to execute an attack

Appendix E

Appendix E: Selected faculty biographies

College of Business



Manish Agrawal, Ph. D.

Associate Professor

Research Interests: Software quality, offshoring and outsourcing, e-commerce, extreme event response, social media analytics, decision fusion

Manish Agrawal teaches courses in business data communications, computer networks, information systems, the development of web applications and information. An associate professor in the Information Systems Decision Sciences Department, Agrawal was the recipient of USF's university-wide award recognizing teaching excellence in 2006. An expert in the areas of software quality, offshoring and outsourcing, and e-commerce, his research interests include extreme event response, social media analytics, decision fusion, software quality. An avid researcher, his work has been published in numerous academic journals, including Management Science, INFORMS Journal on Computing, Journal of Management Information Systems, IEEE Transactions on Software Engineering, Decision Support Systems and the Journal of Organizational Computing and Electronic Commerce. His research and teaching have been funded by the US National Science Foundation, the US Department of Justice, the Indo-US Science and Technology Forum and Sun Microsystems.



Walter Andrusyszyn

Adjunct Professor

Research Interests: Law and diplomacy, intelligence analysis

Walter Andrusyszyn, an adjunct professor, teaches international business courses at the undergraduate level in the College of Business. Andrusyszyn, who began teaching at the University of South Florida in 2007, has an extensive background in both business and government. Temporarily returning to government in 2009, he served as the deputy permanent representative to the North Atlantic Treaty Organization or NATO and shared responsibility in preparing U.S. President Barack Obama's first visit to Europe. He has also served on the White House's National Security Council and held various positions with the Department of State. Andrusyszyn has private sector experience as a manager for a large American company that began operations in Europe in 2003.



Kaushal Chari, MBA, Ph. D.

Chair & Professor

Professor Kaushal Chari serves as chair of the Information Systems & Decision Sciences Department of the College of Business. He currently teaches a course in distributed systems and participates in numerous university committees and research efforts. Chari's research program covers three broad areas: software engineering, business intelligence and distributed systems. He is interested in applying quantitative as well as intelligent techniques to address problems related to IT systems, software development and business process management. Chari's work has been published in a variety of academic journals, including Management Science, Information Systems Research, INFORMS Journal on Computing, and IEEE Transactions on Software Engineering. Chari served as the associate editor of MIS for Interfaces journal from 2002-2010, and as the vice chair of the INFORMS Information Systems Society from 2007 – 2009.



Michael Fountain, MBA, Ph. D.

Director

Michael Fountain holds three faculty appointments at USF, serving as the John & Beverley Grant Endowed Chair in Entrepreneurship, a professor in the College of Engineering, and a professor in the Department of Psychiatry & Behavioral Medicine. He currently serves as founding director of USF's Center for Entrepreneurship and the director for university-wide interdisciplinary entrepreneurship educational programs. Fountain is an expert in creating, financing, and growing biotechnological, medical device, and life science companies. He has founded or cofounded seven new ventures (three later publicly traded companies) and patented and commercialized numerous innovative medical and diagnostic products (including sustained release anti-cancer drugs, genetically engineered diagnostic products for autoimmune diseases, microencapsulated dermatologic products and vaccine products for prevention of human and animal infectious disease). He was a pioneer in the development and application of the

use of phospholipids in micro- and nano-particle technologies for drug encapsulation. Fountain has been instrumental in the development and deploying of entrepreneurial programs on an international level. He has served as an Entrepreneur-in-Residence with the Ewing Marion Kauffman Foundation overseeing strategy, venture capital and private equity, and life sciences entrepreneurship.



Balaji Padmanabhan, Ph. D.

Chair, Information Systems Decision Sciences

Associate Professor

Balaji Padmanabhan is the Anderson Professor of Global Management and an associate professor in the Information Systems Decision Sciences Department. He has created and taught undergraduate, MBA/MS, and doctoral courses in areas related to business/data analytics, computational thinking, and electronic commerce. Padmanabhan's research addresses data analytics for business applications, algorithms for online news recommender systems, management of data analytics in firms, fraud detection in healthcare, analytics in examining service quality and customer churn, behavioral profiling, and pattern discovery. His work has been published in both computer science and information systems journals and conferences including Management Science, Information Systems Research, MIS Quarterly, and INFORMS Journal on Computing. Padmanabhan's professional service includes work as associate

editor and program committee member of several academic journals and conferences. He has published his research in leading outlets in business and computer science. He also works with several firms on technical, strategic and educational issues related to business and data analytics.

College of Engineering



David Armitage

Former Director, Division of Information Technology, College of Engineering, Lakeland, FL

David Armitage is the former Director, Division of Information Technology, College of Engineering, Lakeland, FL, where he was responsible for overall coordination of activities of division, including course scheduling, credentialing faculty for courses, faculty evaluation and program development. Responsible for coordinating the integration of the unit and its academic programs, current and proposed, into the College of Engineering. His research interests include the use of technology and advanced pedagogies to improve computing knowledge transfer to undergraduates, experimental application of electroencephalography to computing education, and Robotics applications.

Appendix E



José L. Zayas-Castro, MBA, Ph. D.

Professor and Associate Dean for Research

Dr. José L. Zayas-Castro is Professor and Associate Dean for Research, College of Engineering at the University of South Florida (USF) in Tampa. For nine and half years he was Chairperson of the Department of Industrial & Management Systems Engineering at the USF. Dr. Zayas-Castro has a B.S. in IE from UPRM and M.S. in Management & Industrial Engineering, MBA, and Ph.D. from Rensselaer Polytechnic Institute. His interests relate to statistical process control, applied modeling, systems integration, business and R & D strategy, innovation and entrepreneurship, cost analysis, technology transfer, assessment, healthcare systems and healthcare delivery, and innovation in engineering education. Dr. Zayas-Castro recent research has emphasized the re- design of processes and products, re-engineering the service sector, particularly healthcare, and the integration of research and engineering education. Examples are: reengineering and modeling healthcare operational systems in healthcare systems, e.g., hospitals and clinics, healthcare decision making in outpatient and inpatient processes, re-engineering of Graduate Medical Education, decision tools for the classification and diagnostic of prostate cancer, product and process developments in medical devices and bio-medical businesses, and the extension and adaptation of the Learning Factory using small scale technology. Dr. Zayas-Castro participates in various advisory and review committees in the National Science Foundation, and has been associated to more than \$9 million in external funding. Dr. Zayas-Castro has more than 40 publications and over 60 presentations.



Lawrence Hall, Ph. D.

Professor

Research Interests: Distributed machine learning, data mining, pattern recognition and integrating AI into image processing, fuzzy logic in pattern recognition, AI and learning

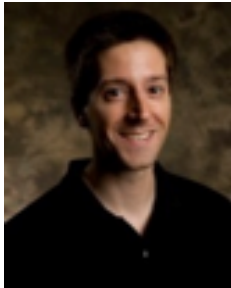
Lawrence Hall is a Professor and Chair of Computer Science and Engineering at University of South Florida. He received his Ph.D. in Computer Science from the Florida State University in 1986 and a B.S. in Applied Mathematics from the Florida Institute of Technology in 1980. He has received funding from the National Science Foundation. He co-edited the 2001 Joint North American Fuzzy Information Processing Society (NAFIPS), IFSA conference proceedings. He was the co-program chair of NAFIPS 2004. He received the IEEE SMC Society Outstanding Contribution Award in 2000. He received an Outstanding Research Achievement Award from the University of South Florida in 2004 and is a past president of NAFIPS. He is currently the president-elect of the SMC Society and the editor-in-chief of the IEEE Transactions on Systems, Man and Cybernetics, Part B. Also, he is associate editor for IEEE Transactions on Fuzzy Systems, International Journal of Intelligent Data Analysis, and International Journal of Approximate Reasoning, and is a Fellow of IEEE.



Rangachar Kasturi, Ph. D.

Douglas W. Hood Professor

Research Interests: Computer Vision, Pattern Recognition, Biometrics, Video Information Processing
Dr. Kasturi is the Douglas W. Hood Professor of Computer Science and Engineering at the University of South Florida. He received his Ph.D. degree from Texas Tech University in 1982. He was a Professor of Computer Science and Engineering and Electrical Engineering at the Pennsylvania State University during 1982-2003. Dr. Kasturi served as the President of the International Association for Pattern Recognition (IAPR) during 2002-04 and as the President of the IEEE Computer Society during 2008. He is a Fellow of the IEEE and a Fellow of IAPR. He was a Fulbright scholar during 1999.



Jay Ligatti, Ph. D.

Associate Professor

Research Interests: Software security and programming languages, software monitoring, language-based security and reliability, security automata, type systems

Jay Ligatti received a Ph.D. in Computer Science from Princeton University (2006) and a B.S. in Computer Science and B.M. in Music Composition from the University of South Carolina (2001). Dr. Ligatti's current research projects include: Theory and practice of security-policy composition, theory and practice of monitoring software at run-time, principled definition and analysis of code injections, and proving the completeness of subtyping relations. Dr. Ligatti teaches Foundations of Software Security, Programming Languages, Advanced Programming Languages, Compilers, and Operating Systems.

College of Arts and Sciences



Jim Andrews, Ph. D.

Director

Research Interests: Interdisciplinary health informatics

Jim Andrews is the Director of the University of South Florida, School of Information, as well as Interim Director of the School of Mass Communications. He works with the faculty from both schools to develop new synergies that will lead to innovative research and education in a dynamic and shifting media and information landscape. His research falls broadly within the interdisciplinary field of health informatics. Specifically, he has interests in clinical research informatics, as well as health-related information behaviors, particularly in the context of cancer genetics. He works collaboratively with researchers from USF Health, within SI and SMC, and also across the county and internationally.



Randy Borum, Ph. D.

Professor

Research Interests: Behavior-based protocols for threat assessment, anti-terrorism training, protective intelligence, psychology of terrorism, performance under stress

Dr. Randy Borum is a Professor and Coordinator of Strategy and Information Analysis in the School of Information at the University of South Florida. He holds a joint appointment the College of Public Health and has previously served on the faculty of the College of Behavioral and Community Sciences. He regularly teaches and consults with law enforcement agencies, the Intelligence Community, and DoD, and has authored/ co-authored more than 140 professional publications. Dr. Borum has been an instructor with the BJA State & Local Anti-Terrorism Training (SLATT) Program since 1999, and worked as a Senior Consultant to the U.S. Secret Service for more than a decade helping to develop, refine and study behavior-based protocols for threat assessment and protective intelligence. He has previously served as a sworn police officer, Forensic Coordinator for a regional state psychiatric facility, and as full-time faculty at He has taught at the FBI Academy, FLETC, JFK Special Warfare Center and School (Ft. Bragg); Joint Special Operations University; CIA; and the US Army Intelligence Center and School (Ft. Huachuca). He was Principal Investigator on the "Psychology of Terrorism" initiative for an agency in the US Intelligence Community. He serves as an advisor to the FBI's Behavioral Analysis Unit-1 (Threat Assessment & National Security), the National Center for the Analysis of Violent Crime (NCAVC), the FLETC Behavioral Science Division, and is listed on the United Nations' Roster of Experts in Terrorism. Dr. Borum is a Past-President of the American Academy of Forensic Psychology, and currently serves as Senior Editor of the Journal of Strategic Security, and on the editorial boards of the American Intelligence Journal; Behavioral Sciences & the Law and Red Team Journal (online).

Appendix E



Chuck Connor

Professor

Research Interests: Volcanic risk models, high resolution magnetic survey techniques and mapping

In volcanology, Connor's research has focused on development of volcanic hazard and risk models. Research involves high resolution magnetic surveys and techniques, inversion of magnetic data. Recent geophysics projects have been in Armenia, Nicaragua, the western US, and Japan. To support this research Connor has various geophysical instruments (TEM, slingram EM, Cs-vapor magnetometer, differential GPS, carbon dioxide flux meter), data loggers, and a beowulf cluster for parallel programming involved in heavy lifting numerical problems and stochastic simulations. Funding comes from the US National Science Foundation, the US Geological Survey, and WorldBank.



Eric Eisenberg, Ph. D.

Professor and Dean of the College of Arts and Sciences

Research Interests: Organizational and health communication, strategic uses of communication

Eisenberg leads the largest college at USF, home to 24 academic departments, 22 centers and institutes, more than 15,000 students, 600 faculty and 180 staff. Eisenberg is a nationally recognized scholar in the strategic use of communication to promote positive organizational change. He has published extensively in national and international scholarly journals and is a widely sought-after consultant. Eisenberg was appointed to a five-year term as dean of the USF College of Arts and Sciences in March 2010. As interim dean from 2008-2010, he guided the college through a complex process of restructuring that led to the establishment of the School of Humanities, School of Social Sciences, and School of Natural Sciences and Mathematics, as well as steering the efforts to integrate new academic units into the college. He supported the recruitment of outstanding new faculty from the United States and abroad, strengthened the college's leadership and cultivated a greater sense of scholarly community across the college.



David Jacobson, Ph. D.

Professor

Research Interests: Immigration and citizenship, human rights, women's status in global conflict, sustainability

Jacobson's research focuses on areas related to immigration and citizenship, international institutions and law, human rights, and women's status in global conflict. His work concerns sustainability in two areas: the sustainability of communities in the context of social change and the implications of climate change for human institutions.

**Michael Brannick, Ph.D.**

Chair and Professor, Psychology

Research Interests: Industrial and organizational psychology

Michael Brannick serves as chair of the department of Psychology. He received his Ph.D. from Bowling Green State University in 1986. His research interests include Industrial and organizational psychology, Research Methods and Statistics, and Team Performance (effectiveness and measurement). He teaches undergraduate as well as graduate level courses. His undergraduate courses include: Industrial psychology, applied psychology, Fairness in selecting employees, research methods, and tests and measures. His graduate courses include: Correlation & regression, Decision making, Job analysis, Meta-analysis, Psychometrics, Teams & teamwork, and Univariate statistics (ANOVA & Regression). He is a Member of the American Psychological Association, the American Psychological Society, and the Society for Research Synthesis Methodology, as well as a fellow of the Society for Industrial and Organizational Psychology.

**Toru Shimizu, Ph.D.**

Associate Chair

Research Interests: Visual information processing, comparative neuroscience, cognitive neuroscience

Shimizu received his M.S. and Ph. D. degrees in psychology from the University of Maryland and was a post-doctoral neuroscientist at the University of California, San Diego. He has been a visiting professor at Keio University in Japan and helped to facilitate a collaborative research agreement between the psychology departments of Keio and USF. Shimizu's research is focused on visual information processing, animal cognition, comparative neuroscience, and evolution of the brain. He leads the Comparative Cognition and Neuroscience laboratory at USF. Shimizu teaches Comparative Psychology, Psychology of Learning, Physiological Psychology, Methods in Neurosciences, and Neuroscience Seminar.

**Paul Spector, Ph.D.**

Area Director, Industrial/Organizational Program

Paul E. Spector is a distinguished university professor of industrial/organizational (I/O) psychology and I/O doctoral program director at the University of South Florida. He is also director of the NIOSH funded Sunshine Education and Research Center's Occupational Health Psychology program. He is the Associate Editor for Point/Counterpoint for Journal of Organizational Behavior, and Associate Editor for Work & Stress, and is on the editorial board of Journal of Applied Psychology. His research is in the areas of occupational stress and workplace violence. Spector received his Ph.D. in Industrial/Organizational Psychology at the University of South Florida in 1975. He is interested in how organizational factors, work-nonwork interface, and personal characteristics interact to affect employee health, safety, and well-being. All of this fits into the newly emerging interdisciplinary field of occupational health psychology. He studies counterproductive work behavior, interpersonal conflict, job attitudes, job stress, work-family conflict, and workplace violence. He also studies how personality affects each of these areas.

**Stephen Stark, Ph.D.**

Associate Professor and Graduate Program Director

Research Interests: Psychometrics, computer adaptive testing, multivariate statistics

Dr. Stark's research focuses on the development and application of psychometric methods to practical problems in industrial organizational and educational settings. He has worked with university faculty and practitioners to develop and improve tests measuring constructs, such as job performance, personality, and cognitive ability. He has published papers on computer adaptive testing, differential item and test functioning (measurement bias), and issues related to faking in personality assessment. He teaches psychometrics, multivariate statistics, industrial organizational psychology, and introduction to social psychology.

Appendix E

College of Research and Innovation



Sudeep Sarkar, Ph. D.

Associate Vice President for Research and Innovation
Professor, Computer Science and Engineering

Research Interests: Perceptual organization using pattern theory, cloud computing, image analysis

Sarkar received the B.Tech. degree in Electrical Engineering from the Indian Institute of Technology, Kanpur, in 1988. He received the M.S. and Ph.D. degrees in Electrical Engineering, on a University Presidential Fellowship, from The Ohio State University, Columbus, in 1990 and 1993, respectively. He has co-authored one book and co-edited another book on perceptual organization. He is the recipient of the National Science Foundation CAREER award in 1994, the USF Teaching Incentive Program Award for Undergraduate Teaching Excellence in 1997, the Outstanding Undergraduate Teaching Award in 1998, and the Theodore and Venette Askounes-Ashford Distinguished Scholar Award in 2004. He served on the editorial boards for the IEEE Transactions on Pattern Analysis and Machine Intelligence (1999-2003) and Pattern Analysis and Applications Journal during (2000-2001). He is currently serving on the editorial board of the Pattern Recognition Journal and the IEEE Transactions on Systems, Man, and Cybernetics.



Paul R. Sanberg, Ph.D., D.Sc.

Senior Vice President for Research & Innovation
President, USF Research Foundation
Distinguished University Professor

Research Interests: Technology and innovation, cell therapeutics for degenerative diseases

Sanberg is a member of the Board of Scientific Counselors for the National Institute of Drug Abuse at the National Institutes of Health, and has served on numerous scientific advisory boards for health-related foundations and companies. He has significant industry experience with biotech companies involved in cell therapy for degenerative disorders and biopharmaceutical development. He is the Editor-in-chief of Technology and Innovation, and serves on editorial boards for more than 30 scientific journals. Dr. Sanberg is the President of the National Academy of Inventors and has also served as president of a number of professional societies including the American Society for Neural Transplantation and Repair, the Cell Transplant Society, and the International Behavioral Neuroscience Society. He is the author of more than 600 scientific articles, including thirteen books, with over 20,000 scientific citations (Google scholar). As an inventor on approximately 100 health-related U.S. and foreign patents, his early work was pioneering in understanding why brain cells die in neurological disorders and in drug abuse research. Sanberg's work has been instrumental in translating new pharmaceutical and cellular therapeutics to clinical trials for Tourette syndrome, depression, stroke, Huntington's disease and Parkinson's disease. He is a Fellow of the AAAS, a Charter Fellow of the National Academy of Inventors, and serves on the evaluation committee of the National Medal of Technology and Innovation.



Lt. General Martin Steele

Director of Office of Military Partnerships
Associate Vice President for Veterans Research

Lieutenant General Martin R. Steele, US Marine Corps (retired), is the associate vice president for veterans research. General Steele, who joined USF in 2009, has been executive director of Military Partnerships and co-chair of USF's Veterans Reintegration & Resilience Initiative, a major goal of which is the formation of a nationally recognized research center aimed at the rehabilitation and successful reintegration of veterans. General Steele enlisted in the Marine Corps in 1965 and rose from private to three-star general with a tenure as the longest serving chief operating officer in the history of the Marine Corps. He culminated his military career as the deputy chief of staff for plans, policies, and operations at Headquarters, US Marine Corps in Washington, DC. Upon his retirement from

active duty, General Steele served as president and CEO of the Intrepid Sea-Air-Space Museum, the largest naval museum in the world. A decorated combat veteran with over 34 years of service, he is a recognized expert in the integration of all elements of national power (diplomatic, economic, informational, and military) with strategic military war plans and has served as an executive strategic planner/policy director in multiple theaters across Asia. His extraordinary career was chronicled as one of three principals in the award winning military biography *Boys of '67* by Charles Jones. As founder and chairman of Steele Partners, Inc., a strategic advisory and leadership consulting company, General Steele has led a philanthropic transition program assisting exiting Marines into private sector jobs throughout the country, at no cost to the Marine participants, the Marine Corps or to the companies that provide employment opportunities. He serves on several boards across the country, including Fisher House Foundation, Veterans Advantage, and the Marine Corps Scholarship Foundation. General Steele holds a bachelor's degree in history from the University of Arkansas, where he was recognized as a distinguished graduate of the Fulbright College of Arts and Sciences, and master's degrees from Central Michigan University, Salve Regina College, and the Naval War College.

College of Behavioral and Community Sciences



Max Bromley, Ed. D.

Associate Professor

Research Interests: Law enforcement accreditation standards

Dr. Bromley is Associate Professor Emeritus in the Department of Criminology and Director of the Master of Arts in Criminal Justice Administration Program (designed specifically for criminal justice practitioners) at the University of South Florida. Prior to becoming a fulltime faculty member he served as the Associate Director of Public Safety at USF and worked in the criminal justice field for almost 25 years. He served on the statewide task force that established the first set of law enforcement accreditation standards for Florida. Dr. Bromley was also the Chairperson for USF's taskforce on campus security following the terrorist attack on September 11th. Bromley co-authored the textbook *Crime and Justice in America*, 6th edition. He also co-edited *Hospital and College Security Liability* and was the senior co-author of

College Crime Prevention and Personal Safety Awareness. In addition, he has written dozens of scholarly articles, book chapters and technical documents on a variety of campus crimes and campus policing issues. Dr. Bromley assisted the U.S. Bureau of Justice statistics in developing and implementing the first national survey of campus law enforcement agencies. More recently Dr. Bromley has also been involved in research on community policing. His articles have appeared in *Policing*, *Police Quarterly*, *Criminal Justice Policy Review*, and *Journal of Contemporary Criminal Justice*. Dr. Bromley also wrote *Department Self-Study: A Guide for Campus Law Enforcement Administrators*, which is used at over 1,000 institutions of higher education.



Charles Dion, MA

Director, Policy and Services Research Data Center

Research Interests: Statistical analysis of large administrative databases

Charles Dion, M.A. is the Director of the Policy and Services Research Data Center (PSRDC) in the Department of Mental Health Law and Policy at the Louis de la Parte Florida Mental Health Institute (FMHI), University of South Florida. He received both his Bachelor's and Master's degrees from the University of South Florida in Mathematics. His Master's degree has a concentration in Statistics. Following the completion of his Master's degree he went to work for Florida Medical Quality Assurance, Inc. (FMQAI), the Florida Medicare Quality Improvement Organization as a Data Analyst where he worked for fourteen years developing expertise in data mining and the statistical analysis of large administrative data bases, primarily Medicare claims data, and steadily increasing his level of responsibility. The positions he held were Data Analyst, Statistician, Lead Statistician, Director of Analytic Services, and Chief Analytic Officer.

Appendix E

**LeGrande Gardner , Ph. D.**

Instructor

Research Interests: Criminal intelligence, computer and digital media crime, digital forensics, antiterrorism, surveillance and counter-surveillance

LeGrande Gardner, Ph.D. is an Instructor in Criminology at the University of South Florida. He earned his doctorate in sociology with a criminology specialization from Virginia Polytechnic Institute and State University (1984). He received his B.S. (1979) and M.A. (1981) from Georgia Southern University. Prior to becoming a full time faculty member he served as a sworn law enforcement officer for over 25 years with experience in both federal and local agencies, to include an appointment as a Special Agent with the Federal Bureau of Investigation (FBI). Dr. Gardner's law enforcement career included 17 years in managerial, administrative, and supervisory assignments to include criminal intelligence, computer crime and crimes involving digital media, Digital Forensics Laboratory, computer forensics, anti-terrorism, Homeland Security, organized crime, criminal gang interdiction and suppression, and surveillance and counter-surveillance operations. Additional experiences as a police supervisor included patrol operations, specialized street-level tactical operations, career criminals, surveillance operations, and an assignment on the Special Weapons And Tactics (S.W.A.T.) Team. In his last three years of active duty he was concurrently assigned as a Task Force Agent to the FBI's Cyber Crimes Unit. Dr. Gardner has over 28 years experience as an adjunct instructor and police trainer for numerous law enforcement agencies, government organizations, colleges and universities, and private contractors. In addition to his academic credentials, he received certification by the State of Florida Criminal Justice and Standards Training Commission as a police instructor, firearms instructor, defensive tactics instructor, and police/emergency vehicle driving instructor. He regularly taught in the regional police academy and served as an Instructor for police in-service training programs. Dr. Gardner's teaching interest and specialization is in the areas of cyber-crimes, technology-related crimes, digital forensics, and e-discovery. As an extension of his prior background in criminal intelligence investigations, his research interest is in the area of subcultural deviance and criminal behavior, more specifically 1%er bikers and organized criminal hacking groups.

**Michael J. Leiber, Ph. D.**

Professor and Chair

Research Interests: Racial and ethnic issues in criminology

Michael J. Leiber, Ph.D., is a Professor in Criminology at the University of South Florida. He earned his doctorate in criminal justice from the State University of New York at Albany. His main research interests and publications lie in juvenile delinquency, juvenile justice, and race/ethnicity. Over the last twenty years, he has also worked with the Office of Juvenile Justice & Delinquency Prevention (OJJDP) as a consultant dealing with the overrepresentation of minority youth in the juvenile justice system. In 2008, he received the W.E.B. Du Bois award for significant contributions to the field of racial and ethnic issues in criminology from the Western Society of Criminology.

**Paul Stiles, J.D., Ph.D.**

Associate Professor and Associate Chair

Paul G. Stiles, J.D., Ph.D., is an Associate Professor and Associate Chair in the Department of Mental Health Law & Policy at the Louis de la Parte Florida Mental Health Institute, University of South Florida (USF). He received his Ph.D. in Clinical Psychology from Hahnemann University and J.D. in Law from Villanova University Law School. Dr. Stiles' clinical experience includes providing psychological and neuropsychological services in both private and public psychiatric facilities as well as nursing homes. In addition to a substantive focus on geriatric mental health services and policy, his research has involved the compilation, integration, analysis and dissemination of relatively large administrative data sets (e.g. Medicaid/Medicare eligibility and claims files, national hospital surveys, state mental health service regulatory databases) and the application of findings to public mental health systems and the mental health of older persons. Dr. Stiles has also focused on research integrity and ethics and was principal investigator for an NIMH-funded project examining whether enhancements made to the form and process of information disclosure during informed consent procedures improve comprehension and understanding of the disclosures by mentally ill persons. Most recently he is involved in examining the impact of actual and perceived coercion on prisoners in research. He teaches courses on legal and ethical issues in aging, provides intensive workshops on research ethics, and formerly chaired the social-behavioral IRB for USF (which he still serves on) and currently chairs the USF Conflict of Interest Committee. Dr. Stiles was also the principal investigator on two NIH grants to develop and conduct an intense

course on research ethics as well as a series of instructional modules on the ethical conduct of research. Finally, he currently is PI on an NIMH grant to implement an intense summer program to train undergraduates in research processes/ethics as well as facilitator for the MHLP post-doctoral fellowship program.



Julianne Serovich, Ph.D.

Dean and Professor

Research Interests: Disclosure of HIV status, treatment for homeless youths

Serovich's research focuses on the relationship between HIV disclosure to family, friends, and sex partners and the effects of sharing such information both on reducing HIV transmission and building social support structures for those coping with the illness. She is the principal investigator (PI) of the Kiss & Tell Project for Men and the Kiss & Tell Project for Women as well as other major studies that have resulted in more than 60 book chapters and peer reviewed publications. Her work began more than two decades ago at Texas Tech University, where, after receiving her doctorate from the University of Georgia, she was named an assistant professor of marriage and family therapy in 1991. Also a graduate of Loyola College, Baltimore, she joined the OSU faculty in 1995 and was named the inaugural director of the CFT program. Since 1997, she has received grant funding in excess of \$9 million, mostly from the National Institutes of Mental Health (NIMH).

Office of Information Technology



Alex Campoe, B.S.

Director of Information Security

Research Interests: Identity and access management, IT audits, risk management, security policies

Alex Campoe is USF's director of Information Security. He is a CISSP-certified Security professional with more than 15 years of experience dealing with a broad range of issues involving data security, from policy and governance, to detailed data forensics. Campoe's professional experience includes responsibilities for Identity and Access Management, IT audits, Risk Management, writing and implementation of security policies and awareness program. His technical hands on experience includes working with UNIX administration (Solaris, Linux), MySQL, PHP, Perl and data forensics tools. Alex earned a BS in Electrical Engineering from the University of Texas at Arlington.



Michael Pearce, CIO

Vice President, Information Technology

Michael Pearce currently serves as the System Vice President, CIO for the University of South Florida System. Until recently, Mike served as the Chief Information Officer for Suffolk University in Boston Massachusetts. Prior to that he served as the Deputy Chief Information Officer for the University of Southern California, located in Los Angeles, and headed the technical component of the Information Services Division for the University. He has held numerous other managerial positions in Accounting, Finance, and Information Systems for a variety of organizations ranging in size from small venture capital start-up firms to large multi-billion dollar conglomerates. In previous roles, Mike has held both technical and administrative roles of increasing responsibility such as the Vice President of Information Technology for Bausch & Lomb, Vice President and Chief Information Officer for Chiron Vision, and as Corporate Controller of Beckman Instruments. During his 25 year history, Mike has led a number of global projects, system implementations, and reengineering initiatives for a variety of companies. He spearheaded the worldwide-shared services initiatives that resulted in a Shared Service Data Center in Geneva, Switzerland, and Fullerton, California. Mike currently holds a master's degree in Finance and a bachelor's degree in accounting with significant experience in Information Systems Management. He serves on numerous customer, industry, and technology advisory boards throughout the nation.

Appendix E

College of Education



Ilene R. Berson, Ph. D., NCSP

Professor

Ilene R. Berson, Ph.D., NCSP is a Professor of Early Childhood in the Department of Childhood Education and Literacy Studies at the University of South Florida. She also serves as the coordinator of the USF Early Childhood doctoral program with an emphasis on social justice and child advocacy. Dr. Berson has extensive experience working with children ages birth to eight, and she is a nationally certified and state licensed school psychologist. Her research focuses on prevention and intervention services for young children at imminent risk for behavioral and mental health challenges associated with child maltreatment and other traumatic events. She leads collaborative reform initiatives, forging linkages between early childhood, child welfare, and health care systems, as well as international studies on the engagement of young children with digital technologies. Dr. Berson has extensively published books, chapters, and journal articles and has presented her research worldwide. She has been the principal investigator on funded grants totaling over \$2.5 million. Dr. Berson embodies the characteristics of an

engaged scholar who works closely in reciprocal relationships with practitioners and policymakers to develop innovative solutions for emerging and long term issues to promote young children's well being.



Dr. Michael J. Berson

Professor

Research Interests: Integration of technology into education

Dr. Michael J. Berson is a Professor of Social Science Education at the University of South Florida and a Senior Fellow in The Florida Joint Center for Citizenship. Within the USF College of Education, he has served as founding director of the iteach technology and teacher education program. Dr. Berson instructs courses in Social Science Methodology, receiving international recognition for integrating emerging technologies into instruction and modeling dynamic and fluid pedagogy. He has received the USF Outstanding Undergraduate Teaching Award and was twice chosen as the USF nominee for the United States Professor of the Year Program sponsored by CASE and The Carnegie Foundation for the Advancement of Teaching. He also was honored with the National Council for the Social Studies President's Award for outstanding contribution to the field and was selected for the Florida Council for the Social Studies

International Relations Award for his research in global child advocacy. Dr. Berson has served as an advisor on the integration of technology into education to numerous companies and organizations. He was elected Chair of the College and University Faculty Assembly of the National Council for the Social Studies, Vice President of the Society for Information Technology & Teacher Education, a Member of the Board of Directors for the Social Science Education Consortium, and a Member of the Advisory Board for the International Society for the Social Studies. Dr. Berson has extensively published books, chapters, and journal articles and presented his research worldwide. He was named the Association of Educational Publishers Distinguished Achievement Award Winner in the Learned Article category. He has been the principal investigator, co-principal investigator, or primary partner on funded grants totaling over \$6 million. Dr. Berson conducts research in the areas of global child advocacy and technology in social studies education.

Center for Urban Transportation Research



Jason Bittner, MPA

Director

Research Interests: Freight and intermodal transportation, infrastructure asset management

Jason Bittner was appointed in January 2012 as the 3rd Director of the Center for Urban Transportation Research (CUTR) at the University of South Florida. Mr. Bittner previously was Deputy Director of the National Center for Freight and Infrastructure Research and Education (CFIRE) at the University of Wisconsin–Madison. He had served as Principal Investigator or Co-Principal Investigator on over \$1.8 million in sponsored research in maintenance

quality assurance, freight transportation and mobility concerns since 2008 and has published numerous articles in the Transportation Research Record and other journals. He helped establish the Mid-America Freight Coalition, a ten-state partnership advancing freight planning and operations in the Midwest region and has over 14 years of experience working with multistate coalitions and regional entities on transportation topics. Mr. Bittner is a member of the TRB Committee on Transportation Asset Management and co-chair of the TRB Committee on Conduct of Research. He is also a member of the Executive Committee for the American Society for Public Administration, Section on Transportation Policy Analysis. Previous to his work at CFIRE, Mr. Bittner was an Assistant Municipal Manager in Ohio, where he was responsible for public works and economic development. He also interned on the staff of US Senator Howard Metzenbaum. Bittner taught Political Science at Edgewood College and held a Lecturer's appointment in Transportation Management and Policy at the University of Wisconsin. He holds a Master's degree from the La Follette School of Public Affairs at the University of Wisconsin and a Bachelor's degree in Political Science and Public Administration from the American University in Washington, D.C.

Operations and additional research



Michael Hill

Colonel, 92nd Mission Support Group Commander at Fairchild Air Force Base

Colonel Michael S. Hill is the 92nd Mission Support Group Commander at Fairchild Air Force Base, Washington. He leads the installation and mission support activities including security, civil engineering, force support contracting, communications, and logistics readiness. Additionally, he is responsible to support the 92nd Air Refueling Wing's Air Expeditionary Force contribution through personnel and equipment readiness. A native of Illinois, Colonel Hill received his Bachelor of Science degree in Computer Science from Northern Illinois University. He received his commission from the Air Force Reserve Officer Training Corps program at the Illinois Institute of Technology in Chicago. He has served as Director of Communications (J6), Joint Special Operations Task Force Two, C4 Requirements Manager, Executive officer, Aide-de-Camp to the AFSOC Commander, and as a Presidential Communications Officer at the White House Communications Agency. He also served as Commander of the 42nd Communications Squadron, Chief, Intelligence Systems Branch, Directorate of Intelligence, Headquarters Air Com-

bat Command, and as the Commander, 1st Joint Communications Squadron, Joint Communications Support Element (JCSE) a joint airborne communications unit that provided communications support for Operations IRAQI and ENDURING FREEDOM.



John W. Long

Senior Vice President and Chief Operating Officer,
University of South Florida

John W. Long is a veteran U.S. Air Force officer who most recently ran the day-to-day support activities at Andrews Air Force Base, including flight line infrastructure support for Air Force One. Long is a University of South Florida alumnus with a bachelor's of arts in business management. The COO role focuses on human capital/resources, services and infrastructure, safety and security, and business operations that impact a cross section of faculty and employees.

John Burger

Chief, Cyber Security; Colonel, USCENTCOM

Colonel John Burger is the chief of Cyber Division at U.S. CENTCOM

Support for the Florida Center for Cybersecurity



DIVERSIFIED INCORPORATED OF TAMPA BAY
12907 Hickorywood Lane
Largo, FL 33774

November 4, 2013

Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Sir:

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

We strongly urge investment in this center and emphasize that time is of the essence.

Thank You.

Diane Zader

Diane Zader
President
Diversified Incorporated of Tampa Bay

Toll Free - 888-3DIV-INC
888-334-8462

[www. div-inc.com](http://www.div-inc.com)



November 4, 2013

Gov. Rick Scott
Capitol
Tallahassee, FL

Dear Gov. Scott,

Thank you for your recent letter on Oct 4 congratulating me for Crystal Clear Technologies recent recognition as a nominee for Tampa Chamber of Commerce Small Business of the Year Award. In your letter you mentioned Florida's unemployment rate and a focus on creating jobs. As a Woman Owned Small Business based in St Petersburg, we struggle to hire talented graduates with cybersecurity training to help us fortify our defenses, largely because the supply is not currently available.

There are fragmented efforts in cybersecurity education and services scattered across the state, but Florida has no central cybersecurity power-base and no reliable pipeline of skilled cybersecurity professionals. Due to the demand of this skillset and lack of supply within Florida, we've instead had to contract with companies in Maryland, Texas, and Washington DC just to name a few. We've also struggled with filling positions for Govt related cyberdefense with United States Major Commands (USMAJCOM's) which we contract with.

Our highest priority at Crystal Clear Technologies is protecting the data and network infrastructure of our customers throughout the world. The expansion of mobile devices, cloud-based services and other web-dependent activities has made our efforts significantly more challenging. Cybersecurity is now one of our most urgent and important focal points.

A Florida Center for Cybersecurity would be a significant step forward for the state of Florida. It would meet the vital needs of Florida companies across a spectrum of industries. It would help us expand—as we better utilize energy that we have been using on patchwork cybersecurity efforts. I am confident it would help lure other large companies who are hungry for cybersecurity talent to Florida. The University of South Florida, with its strong cybersecurity knowledge-base, interdisciplinary approach, and location near business and defense entities in Tampa Bay, is well-positioned to host this revolutionary workforce driver.

5555 Central Ave. St. Petersburg, Florida 33710

Ph: 727.321.8888

Fx: 727.683.9360

Support for the Florida Center for Cybersecurity

November 4, 2013

I urge you to support and invest in this important endeavor, for the betterment of all of Florida.

Respectfully,



Crystal Culbertson
Chief Executive Officer
Crystal Clear Technologies, Inc.
8(m) Woman Owned Small Business
www.crystalcleartec.com

5555 Central Ave. St. Petersburg, Florida 33710

Ph: 727.321.8888

Fx: 727.683.9360

IRONCLAD

TECHNOLOGY SERVICES

11/1/2013

Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Sir,

I am writing this letter to express my support for the establishment of and investment in the Florida Cyber Security Center of Excellence (FCC) to be set up at University of South Florida.

Today's environment requires vigilance and expertise to thwart the continued attempts of cyber-attack on US Infrastructure targets belonging to private business and government agencies at all levels.

The FCC will be of monumental value to the aforementioned targets and it is our belief that the lessons learned from this sorely needed resource will provide huge dividends. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

We strongly urge investment in this center and emphasize that time is of the essence.

Thank You.



Tony Land
Executive Vice President
Ironclad Technology Services LLC

Support for the Florida Center for Cybersecurity



November 2, 2013

TO: Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

REFERENCE: USF Cybersecurity Center of Excellence

Dear Governor Scott,

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy. I strongly urge investment in this center and emphasize that time is of the essence.

Being a retired Army Sergeant Major after serving just over 20 years in Special Operations (the last 14 of which were in Delta Force), I can attest to the criticality of such an academic program. The future security of the United States will depend on our youth's ability to maintain and enhance Cybersecurity. I can think of no better place for a program such as this having three major commands; USSOCOM, USCENTCOM and USSOCENT located within minutes from the USF campus.

Thank You.

Sincerely,

Andrew S. Wilson

Digitally signed by Andrew S. Wilson
DN: cn=Andrew S. Wilson, o=Quiet Professionals,
LLC, ou=email-andy@quietprofessionalsllc.com,
c=US
Date: 2013.11.02 02:31:45 -0400

Andrew Wilson President & CEO

Superior Skills, Proven Performance

WWW.QUIETPROFESSIONALLLC.COM / 727-488-9926 / 36181 EAST LAKE ROAD, SUITE 220, PALM HARBOR, FL 34685



November 2, 2013

TO: Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

REFERENCE: USF Cybersecurity Center of Excellence

Dear Governor Scott,

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

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Being a retired Army Sergeant Major after serving just over 20 years in Special Operations (the last 14 of which were in Delta Force), I can attest to the criticality of such an academic program. The future security of the United States will depend on our youth's ability to maintain and enhance Cybersecurity. I can think of no better place for a program such as this having three major commands; USSOCOM, USCENCOM and USSOCENT located within minutes from the USF campus.

Thank You.

Sincerely,

Andrew S. Wilson

Digitally signed by Andrew S. Wilson
DN: cn=Andrew S. Wilson, o=NavLite, LLC, ou,
email=andrew.wilson@navlite.com, c=US
Date: 2013.11.02 02:33:05 -0400

Andrew Wilson President & CEO

WWW.NAVELITE.COM / (888) 928-8696

WHEN SURVIVAL COUNTS

Support for the Florida Center for Cybersecurity



November 4, 2013

Office of Governor Rick Scott

State of Florida

The Capitol

400 S. Monroe St.

Tallahassee, FL 32399-0001

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity and data protection is vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries in particular the Department of Defense rely on data security to protect the American way of life. Unfortunately, current technologies are not adequate to maintain the security of that data and those who wish to do us harm are constantly creating new ways to access our data.

I spent 18 years in acquisition as a Contracting Officer, Program Manager and the Technical industrial Liaison Officer for the United States Special Operations Command. During my time there, I was amazed that the local academia did not take advantage of the opportunities the command offered in developing leading edge technologies. I believe that the FCC will help to change that environment to create an opportunity for greater interaction between USSOCOM and academia to help foster technologies that are beneficial to both the Government and Civilian sectors.

I strongly urge investment in the FCC and hope that the state of Florida will move quickly to support this endeavor.

Thank You.

Joseph R Daum, D.B.A

President

GoBU Consulting, LLC

1 Nov 2013

Governor Rick Scott
Capitol
Tallahassee, FL

Dear Governor Scott:

I manage two classified IBM research, development, test & evaluation facilities in the Tampa/St Pete area supporting our military COCOMs. At IBM, one of our highest priorities is ensuring the complete protection of associated data and network infrastructures to best maintain the integrity of our customers and partners. With the expansion of mobile devices, cloud-based services and other web-dependent activities, providing protection of data has become significantly more challenging. Ensuring effective cybersecurity is now one of our most urgent and important needs.

As a global technology leader, IBM supports the development and hiring of talented graduates around the world, and, with our presence in Florida, we look to support increased opportunities to work with cybersecurity students and professionals within the state to help fortify defenses for us, our customers and our nation.

A major issue noted is the limited availability of educated and experienced cybersecurity resources nationwide. And I've noticed that although there are fragmented efforts in cybersecurity education and services scattered across the state, Florida has no central cybersecurity power-base and no reliable pipeline of skilled cybersecurity professionals. We continue to do business, out of state, partnering to provide cybersecurity services on what could be increased economy for the state *if* the proper base were present.

A Florida Center for Cybersecurity would be a game-changer. It could serve to meet the vital needs of Florida companies across a spectrum of industries. And, just as Florida is known as the military combatant command powerhouse in the US, this move would help establish Florida as a cybersecurity leader for the nation, luring additional talent, companies and opportunities to Florida.

The University of South Florida, with its strong cybersecurity knowledge-base, interdisciplinary approach, and location near major business and defense entities in Tampa Bay, is well-positioned to host this revolutionary workforce driver.

I look forward to your strong and timely support in this important initiative, for the betterment of all of Florida.

Respectfully,

Tony Smith
Tony Smith, PMP, CISSP
St. Petersburg Site Location Executive
IBM Global Business Services
tony.smith@us.ibm.com

IBM

Support for the Florida Center for Cybersecurity



November 4, 2013

Office of Governor Rick Scott
State of Florida
400 S. Monroe St.
Tallahassee, FL 32399-0001

Dear Gov. Scott,

In today's modern world of mobile technology and constant connectivity, our businesses and in fact nearly all facets of modern life, increasingly rely on cybersecurity to ensure that information and assets are protected. Threats come from all directions.

This is not only a problem that affects transportation. From information to process credentials to access ports and airports to information collected on toll and expressways, the data security issues are more relevant today than ever before. Cybersecurity has quickly become one of the most serious issues our nation has ever faced. The country needs an infusion of highly skilled cybersecurity professionals. Florida can take the lead and we are well positioned to do so.

Now is the time for investing in a statewide center for cybersecurity. As the leader in this field, Florida will be the example for others states to follow. Ensuring that Florida is on the cutting-edge of this global industry will encourage job growth as our talent pool is enriched.

I wholeheartedly support the creation of the Florida Cybersecurity Center, to be housed at the University of South Florida, and I urge you to do so as well by investing in its future. It would be an investment that would deliver rich returns for all of Florida's businesses and residents.

Thank you,

A handwritten signature in blue ink, appearing to read "Jason Bittner".

Jason Bittner
Director



University of South Florida • 4202 E. Fowler Avenue CUT100 • Tampa, FL 33620-5375
(813) 974-3120 • FAX (813) 974-5168 • www.cutr.usf.edu



Office of the President
4202 E. Fowler Ave, CGS 401
Tampa, FL 33620-4401

Dear President Genshaft,

Recently I became aware of the state of Florida's initiative to establish the Florida Center for Cyber security at the University of South Florida. As a former Director of DISA, and former Director of Command, Control, Communications, and Computers (J-6) for US CENTCOM, I know that creating a forward-thinking and proactive network of academic, business, and both public and public sector cyber security training programs, will be invaluable to those you serve. I could envision USF becoming the academic center for Cyber trends, research, and technology incubation, and a highly respected institution where industry, public, private, and the DoD, could come to test new capabilities and facilitate network sustainment through simulation and expert assistance. I note the success you have had creating a "Stem Camp" as a threshold experience for Floridian youth. Initiatives like yours, to raise the levels of interest for our future cyber work force, are truly inspirational and sorely needed.

The University of South Florida has the ability to create an important bridge between the owners and operators of critical and vulnerable infrastructure and those entities best positioned to develop a more secure cyber network.

I support and endorse the University of South Florida's Florida Center for Cyber security and look forward to hearing about the comprehensive cyber programs USF designs to keep America safe and nation's economy strong.

Sincerely

A handwritten signature in black ink, appearing to read "Al Edmonds".

Al Edmonds
LT/General, USAF (Retired)
Chairman and CEO
(Former Director, Defense Information Systems Agency-DISA)

2760 Eisenhower Avenue, Suite 202
Alexandria, Virginia 22314

www.edmondses.com

Office: 703) 778-7070
Fax: (703) 778-7060

Support for the Florida Center for Cybersecurity



November 5, 2013

The Honorable Rick Scott
Governor, State of Florida
The Capitol
400 S. Monroe Street
Tallahassee, FL 32399

Dear Governor Scott:

USF Research and Innovation is very pleased to write this letter in support of the establishment and investment into the Florida Cybersecurity Center of Excellence to be housed at the University of South Florida. The proposed Cybersecurity Center of Excellence at USF will position the State of Florida as the national leader in cybersecurity, create new high-paying jobs, serve as the statewide facilitator of cybersecurity education, act as a "one stop-shop" cybersecurity clearing house for the statewide business and higher education communities, and attract new financial, healthcare, transportation, utility, and defense entities to Florida. The Cybersecurity Center will also provide an avenue for collaboration for the numerous exports on this topic throughout the state.

Along with USF's solid foundation in the cybersecurity arena and its ideal location to security experts at MacDill Air Force Base, the University of South Florida is one of the nation's top 73 public research very high universities and one of 40 public research universities nationwide with very high research activity that is designated as community engaged by the Carnegie Foundation for the Advancement of Teaching. The dedication of USF researchers, students, and staff has contributed to the phenomenal growth in research that USF has experienced over the past 27 years. In FY1986, the University received \$22.3 million in external funding for research projects. In FY1995, research awards had reached over \$100 million and in FY2013, USF generated over \$413.6 million in sponsored research activity. According to the National Science Foundation (NSF), USF ranks 50th in the nation for total research expenditures among all U.S. universities, public and private, and is ranked 33rd in total research expenditures and 30th in federal research expenditures for public universities. In 1990, USF became a member of the Oak Ridge Associated Universities. A designation that allows USF to participate in research collaborations with national laboratories, federal agencies, other educational and governmental entities, and the private sector.

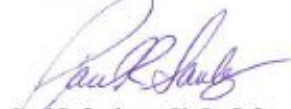
The Technology Transfer Office was established at USF in 1990 to facilitate the commercialization of university intellectual property, including patents and copyrights. As a result, USF ranked in the top 10 world-wide for granted U.S. patents among all universities in 2010 and 2011. In 2012, USF was in the top 15 for the number of startup companies and in the top 25 for the number of licenses and options,

USF RESEARCH & INNOVATION • OFFICE OF THE SENIOR VICE PRESIDENT
University of South Florida • 3702 Spectrum Blvd., Suite 165 • Tampa, FL 33612-9445
(813) 974-5570 • Fax (813) 974-4962 • www.research.usf.edu

when compared to other U.S universities in a survey by the Association of University Technology Managers. In recent years, USF founded and remains the home of the National Academy of Inventors (NAI), a non-profit member organization with over 2,000 individual inventor members and Fellows spanning more than 100 U.S. universities, and governmental and non-profit research institutions. The USF Chapter of the NAI has 270 USF faculty, staff, students, and alumni members, who collectively hold more than 1,400 U.S. patents.

As you can see, the University of South Florida is dedicated to the discovery of new knowledge, insights, and forms of expression through significant innovative research and other creative activity. Please accept this letter as an indication of the Office of Research and Innovation's commitment and strong desire to support this Center and all our faculty and their research endeavors.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Paul R. Sanberg".

Paul R. Sanberg, Ph.D., D.Sc.

Senior Vice President for Research & Innovation

Support for the Florida Center for Cybersecurity



November 5, 2013

The Honorable Rick Scott
Governor, State of Florida
The Capitol
400 S. Monroe Street
Tallahassee FL 32399

Re: Letter of Support for the Florida Center for Cybersecurity

Dear Governor Scott:

I am writing this letter to express my support for the establishment of an investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

The FCC will be a complimentary effort to assisting Draper's ongoing work in cyber forensics, identity management, mobile software, and secure data links here in Florida.

We strongly urge investment in this center and emphasize that time is of the essence.

Thank You.

A handwritten signature in black ink, appearing to read "Shankar Sundaram".

Shankar Sundaram
Center Director, Draper Laboratory

DRAPER BIOENGINEERING CENTER AT USF
3802 SPECTRUM BLVD | SUITE 201 | TAMPA | FLORIDA | 33612-9220
P: 813.465.5400 | F: 813.465.5401 | W: WWW.DRAPER.COM



Quantum Technology Sciences, Inc.
1980 North Atlantic Avenue, Suite 201
Cocoa Beach, FL 32931
Phone (321) 868-0288 / Fax (321) 868-0303

November 5, 2013

Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Dear Governor Scott:

I am writing this letter to express my support for the establishment of an investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

We strongly urge investment in this center and emphasize that time is of the essence.

Thank You,

A handwritten signature in black ink, appearing to read "Freddie Garcia", written over a horizontal line.

Freddie "Chick" Garcia, Jr.
CEO/Chairman of the Board
Quantum Technology Sciences, Inc.

Support for the Florida Center for Cybersecurity



7887 Bryan Dairy Road, Suite 220, Largo, FL 33777
www.tbinnovates.com

Main Office: 727-547-7340
Fax Number: 727-547-7350

November 5, 2013

Office of Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Dear Governor Scott:

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, we lend our support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

We strongly urge investment in this center and emphasize that time is of the essence.

Thank You,

A handwritten signature in black ink, appearing to read "Tonya Elmore".

Tonya Elmore, President & CEO



November 1, 2013

The Honorable Rick Scott
Office of the Governor
The Capitol
400 S Monroe St
Tallahassee, FL 32399-0001

Dear Governor Scott,

I am writing this letter to express my support for the establishment of and continued investment into the Florida Cybersecurity Center of Excellence (FCC) at University of South Florida. As you are aware, Cybersecurity is a serious issue in our nation as it affects all businesses, citizens, as well as federal, state and local governments. We have also found that other critical institutions such as financial services, Healthcare, Energy, and Utilities are especially vulnerable as well.

I strongly believe that the FCC will be of monumental value to all stakeholders in the Cybersecurity arena. The FCC will position Florida as a leader in Cybersecurity efforts as well as serve as the statewide facilitator of Cybersecurity education. Lastly, the FCC can assist in developing a Cybersecurity workforce, which will attract defense, financial, healthcare industries to our state and aid in the growth of Florida's economy.

After reviewing the vision, mission and goals of the center, Calhoun International lends its support, without any hesitation, to this effort. We also intend to work closely with the center to assist in its very important mission.

Thank you for your attention to this very critical issue.

Sincerely,

Roger Swinford
President and CEO
Calhoun International

CALHOUN INTERNATIONAL
100 North Tampa St Suite 2330
Tampa, FL 33602

Support for the Florida Center for Cybersecurity



November 6, 2013

Governor Rick Scott
State of Florida
The Capitol
400 S. Monroe St.
Tallahassee, FL 32399-0001

Dear Gov. Scott:

On behalf of the Florida High Tech Corridor Council (FHTCC) and its economic development, workforce, higher education and industry partners, I am proud to support the Florida Center for Cybersecurity at the University of South Florida (USF).

This proposed program has the potential to greatly enhance Florida's future economy by cultivating a high tech, high-wage workforce in the rapidly growing field of cybersecurity. As a specialized STEM field, cybersecurity is a critical component of both financial business and national defense, two sectors that are heavily concentrated in Tampa Bay.

The University of South Florida has a proven track record of leadership in advanced research, interdisciplinary collaboration and community partnership—all key ingredients in supporting the development of a cybersecurity Center of Excellence that will drive the creation of new jobs, attraction of new companies and cultivation of highly skilled talent. USF's partnerships in the Tampa Bay region will foster connections among many of Florida's largest companies, as well as several of the nation's most important national defense bases.

Charged with growing high tech industry and innovation through partnerships that support research, marketing, workforce and entrepreneurship, FHTCC is supportive of projects that will meet industry needs now and in the future. On behalf of the Council, I am proud to ask for your commitment to growing our great state's innovation-based economy through this initiative.

Best regards,

Randy Berridge
President

A regional economic development initiative of:



1055 AAA Drive
Suite 140
Heathrow, FL 32746
PH. 407.708.4630
FX. 407.708.4635
www.FloridaHighTech.com



November 1, 2013

Dear Governor Scott:

I am writing this letter to express my support for the establishment of and investment into the Florida Cybersecurity Center of Excellence (FCC) to be set up at University of South Florida.

Cybersecurity is a serious issue today and it affects all businesses, citizens, Government and national security. Data protection is of vital importance to a healthy economy. Financial services industry, Healthcare, Energy, Utilities industries are especially vulnerable, not to mention the Department of Defense.

Creating the center in this critical market will make Florida a leader in this area, and will contribute to the ongoing growth of the IT workforce in our area.

The FCC will be of monumental value to all businesses and the Government, built on a public private partnership. After reviewing the vision, mission and goals of the center, I lend my support, without any hesitation, to this effort and intend to work closely with the center.

The FCC will help with workforce development (create jobs, and high paying jobs), provide expert consulting services and will aid in the growth of Florida's economy.

I strongly urge investment in this center and emphasize that time is of the essence.

A handwritten signature in cursive script that reads "Jenny W. Clark".

Jenny W. Clark

Director

Decosimo-Solvability, LLC

10721 Donbese Avenue

Tampa, FL 33615



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Trustee Nominating and Development Committee

Ballroom, Graham Center

Florida International University

Miami, Florida

November 20, 2013

3:45 p.m. - 4:00 p.m.

or

Upon Adjournment of Previous Meetings

Chair: Mr. Mori Hosseini; Vice Chair: Mr. Tom Kuntz

Members: Colson, Link, Tripp, Webster

1. Call to Order and Opening Remarks Governor Mori Hosseini
2. [Approval of Committee Meeting Minutes](#) Mr. Hosseini
 - a. [Minutes, June 20, 2013](#)
3. [Appointment of University Trustee: University of Central Florida](#) Mr. Colson,
Mr. Hosseini,
Mr. Kuntz
4. Concluding Remarks and Adjournment Mr. Hosseini

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Nominating and Development Committee
November 20, 2013**

SUBJECT: Approval of Minutes of Meeting held June 20, 2013

PROPOSED COMMITTEE ACTION

Approval of Minutes of the Meeting held on June 20, 2013, at the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the Minutes of the Meeting held on June 20, 2013, at the University of South Florida.

Supporting Documentation Included: Minutes: June 20, 2013

Facilitators/Presenters: Governor Mori Hosseini

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
TRUSTEE NOMINATING AND DEVELOPMENT COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
BALLROOM, MARSHALL STUDENT UNION
TAMPA, FLORIDA
JUNE 20, 2013

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

Chair Mori Hosseini convened the meeting of the Trustee Nominating and Development Committee of the Board of Governors on June 20, 2013, at 11:17 a.m., with the following members present: Vice Chair Tom Kuntz, Dean Colson, Wendy Link, and Norman Tripp.

1. Approval of Minutes of Meeting held March 28, 2013

Mr. Tripp moved that the Committee approve the Minutes of the Meeting held at Florida A&M University on March 28, 2013, as presented. Mr. Kuntz seconded the motion, and the members concurred.

2. Recommendation of Candidate to fill Trustee Vacancy and Report on Applicant Interviews: Florida A&M University Board of Trustees

Chair Hosseini reported that the Committee has a recommendation for one seat on the Florida A&M University Board of Trustees. He further reported that Mr. Rood, Mr. Tripp and Ms. Webster were the members of the sub-committee who vetted the applicants. He called on Mr. Tripp for a report.

Mr. Tripp reported that it was a privilege for him to recommend to the committee Kimberly Ann Moore for the seat on the Florida A&M University Board of Trustees. Mr. Tripp reported that Ms. Moore is the Vice President for Workforce Tallahassee Community College and previously served as CEO for WORKFORCE Plus. He said that she serves as the Chair of the Lively Student Advisory Council. He informed the Committee that she is also a board member of the Leon County Economic Development Council, the Leon County Enterprise Development Zone Agency, the United Way of the Big Bend, and the Wakulla Economic Development Council. He further reported to the Committee that she serves as member and past president of the Wakulla Chamber of Commerce. He also informed the Committee that she is a graduate of Florida State University. Mr. Tripp reported that he had a wonderful conversation with her, and she is dedicated to the best interests of Florida A&M University.

MINUTES: TRUSTEE NOMINATING AND
DEVELOPMENT COMMITTEE

JUNE 20, 2013

Mr. Tripp moved that the Trustee Nominating and Development Committee recommend that the full Board appoint Kimberly Ann Moore to the Florida A&M University Board of Trustees for a term beginning June 20, 2013, and ending January 6, 2018. The appointment is subject to confirmation by the Senate and to Ms. Moore attending an orientation session. Mr. Colson seconded the motion.

Mr. Carter said that he is not a member of the Committee, but he wanted the members to know that Ms. Moore is one of Florida's bright stars. He stated that Ms. Moore is highly respected in the business community. Mr. Carter stated that he worked with Ms. Moore when he was Chairman of the Public Service Commission, and she went above and beyond the call of duty.

Members of the Committee concurred in the motion unanimously.

3. Concluding Remarks and Adjournment

Chair Hosseini reported that the Committee began the process to fill seats on the university Boards of Trustees with terms ending in 2013 during the fall of 2012. He reported that the Committee had made recommendations for all of those seats. He thanked the former and current Committee members for the tremendous amount of work put into finding Trustees.

Chair Hosseini stated that selecting Trustees has a lasting impact on the future of Florida higher education because Trustees will steer higher education policy for five years. He reminded members that it is crucial that the Board carefully screen the applicants and select only the best for these positions.

Having no further business, the meeting was adjourned at 11:22 a.m., June 20, 2013.

Mori Hosseini, Chair

Monoka Venters,
Corporate Secretary

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Trustee Nominating and Development Committee
November 20, 2013**

SUBJECT: Appointment of University Trustee: UCF

PROPOSED COMMITTEE ACTION

Appointment of University Trustee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

The Trustee Nominating and Development Committee will recommend a candidate for appointment to the University of Central Florida Board of Trustees for a seat with a term expiring on January 6, 2016. The vacancy was created when Meg Crofton resigned. The vacancy was posted for the public on the Board's website, and the final deadline for applications was October 7, 2013, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to a sub-committee to review applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list. The sub-committee will recommend a candidate for review and consideration by the full Committee.

Supporting Documentation Included: Applications will be provided

Facilitators/Presenters: Governor Mori Hosseini



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Graham Center Ballroom
Florida International University
Miami, Florida
November 20, 2013
4:00 p.m. – 5:30 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Beard, Colson, Fassi, Huizenga, Levine, Tripp

- | | | |
|----|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. | Call to Order and Opening Remarks | Governor Tom Kuntz |
| 2. | Approval of Committee Meeting Minutes
Minutes, September 12, 2013 | Governor Kuntz |
| 3. | Preview of Fees under Consideration for Fall 2014 | Governor Kuntz |
| 4. | University Shared Services Initiatives | Ms. Shari Shuman
<i>Vice President,
Administration & Finance,
University of North Florida</i> |
| 5 | Performance Funding Update
Boards of Trustees Choice Metric | Governor Kuntz |
| 6 | Market Tuition Proposals | Governor Kuntz
University Representatives |
| 7. | Concluding Remarks and Adjournment | Governor Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Approval of Minutes of Meeting held September 12, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on September 12, 2013.

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 September 12, 2013 at New College of Florida.

Supporting Documentation Included: Minutes: September 12, 2013

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

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

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 9:10 AM. Members present were Ned Lautenbach; Norman Tripp; Carlo Fassi; Wayne Huizenga, Jr.; Alan Levine and Dean Colson. Other Board members present included Mori Hosseini, Matt Carter, Manoj Chopra, Ed Morton, Wendy Link, and Elizabeth Webster.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Approval of June 20, 2013, Meeting Minutes

Mr. Tripp moved that the Committee approve the minutes of the meeting held June 20, 2013 as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

3. Public Notice of Intent to Amend Board of Governors Regulations

- a. Regulation 7.001 Tuition and Associated Fees**
- b. Regulation 7.003 Fees, Fines and Penalties**
- c. Regulation 7.008 Waiver of Tuition and Fees**
- d. Regulation 9.007 State University Operating Budgets**

Mr. Kuntz stated there were several regulations to be amended and asked Mr. Tim Jones to review the changes.

Mr. Jones indicated that amendments were being made to reflect statutory updates, technical changes and additional guidance/clarification for various initiatives. All of the proposed changes are found in the agenda item itself.

Mr. Lautenbach moved that the Committee approve the public notice of intent to amend Regulations 7.001, 7.003, 7.008 and 9.007. Mr. Huizenga, Jr. seconded the motion, and members of the Committee concurred.

4. Public Notice of Proposed New Regulation 9.014 Collegiate License Plate Revenues

Mr. Kuntz moved to item four and asked Tim Jones to present the proposed new regulation.

Mr. Jones reviewed the need for the regulation and indicated that the regulation provides some flexibility to the universities for making changes to their expenditure plans without having to come to the Committee each time. Committee approval will now only be necessary if the university modifies the expenditure plan for the revenues by more than 10 percent.

Mr. Fassi moved that the Committee approve the Public Notice of Proposed New Regulation 9.014, Collegiate License Plate Revenues. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

5. 2013-2014 Operating Budgets

Mr. Kuntz reminded the Committee that the Boards of Trustees have the day-to-day responsibility of managing their budget, but Regulation 9.007 does require Committee approval. Mr. Kuntz asked Mr. Jones to present this issue.

Mr. Jones presented a brief PowerPoint slide on the university system budget and the Board of Governors Office Budget.

Mr. Lautenbach moved that the Committee approve the 2013-2014 university operating budget. Mr. Levine seconded the motion, and members of the Committee concurred.

Mr. Lautenbach moved that the Committee approve the 2013-2014 operating budget for the Board Office and authorize the Chancellor to make budgetary changes as necessary to operate the budget. Mr. Huizenga, Jr. seconded the motion, and members of the Committee concurred.

6. Methodology for the Allocation of \$20 Million in Performance Funding.

Mr. Kuntz noted that Legislation passed last session provided the Board with \$20 million to be allocated on three metrics: 1) Percent of Graduates Employed or

continuing their education; 2) average wages of employed graduates, and; 3) average cost per graduate. Before the funds can be distributed, the Committee must adopt a methodology and submit to the Legislature by October 31.

Mr. Kuntz stated that we are including these three metrics in the 10 metric performance funding model that we have been working on over a year and we will talk more about that during the legislative budget request discussion.

The Committee reviewed the methodology and metric definitions that staff has developed. This information was provided on page 192 of the packet.

Mr. Jones reviewed the three metrics, the definitions, and data that is available for each metric.

Mr. Kuntz distributed a spreadsheet showing the allocation of the \$20 million based on the definitions and the data available. Mr. Kuntz noted that all universities will receive a portion of the \$20 million, with a range of \$434,000 to \$2.6 million. Mr. Kuntz stressed the importance of the Board's 10 metric model and the Board will continue to work on that model.

Mr. Levine reiterated that this is a work in progress and modifications will need to be made over time. It is important to recognize that our research universities, which are working to improve STEM degree production, will have higher degree costs. Mr. Levine also agreed that we need to continue working on our 10 metric model and look to see where we want to be in five years.

It was noted by Mr. Hosseini that we have overall support for the Board's 10 metric model and we will need to continue to work with Legislative partners to make changes going forward.

Mr. Fassi indicated support for the methodology and benchmarks and hopes that we are proactive during session to make modifications and give the Board flexibility to determine metrics and methodologies that would be used to distribute performance funds in the future.

After discussion, Mr. Fassi moved that the Committee approve the definitions and methodology. Mr. Tripp seconded the motion, and members of the Committee concurred.

7. 2014-2015 Legislative Budget Request

Mr. Kuntz noted that the final item is the review of the 2014-2015 legislative budget requests for the university system and the Board General office.

Mr. Kuntz stated that he was pleased to see a recent report about an improving economy and lower unemployment rates. Recently the state released revenue projections reflecting an increase in available revenue, so all the signs are reporting brighter days ahead. Even though the economy is improving, the universities must continue to look for efficiencies, best practices, or shared service initiatives. Included in the Committee materials is information on the various initiatives in which universities have been engaged.

The legislative budget instructions provided by the Legislature and Governor requests all state agencies, including the universities, to prepare a 5 percent budget reduction plan for next year. These are just reduction plans at this time, but it is a sign that the legislature remains cautious about the economy.

Mr. Kuntz stated that it is important that the Board provide a sound, reasonable budget that focuses on performance funding and key system issues. Mr. Kuntz requested Mr. Jones walk the Committee through the 2014-15 legislative budget request.

Mr. Jones presented a PowerPoint reviewing the state's Long Range Financial Outlook and historical funding for the university system. Mr. Jones highlighted three key initiatives in the legislative budget request; \$50 million for performance funding, \$17 million for workload and phase-in initiatives, and \$16 million for research and system initiatives. The budget request also includes funding requests made by the Moffitt Cancer Center and the Institute of Human and Machine Cognition. Mr. Jones indicated that the \$286 million in the major gift matching program and specific university requests to continue funding for initiatives funding in 2013-2014 are provided for information only.

After the presentation, Mr. Kuntz indicated that the Committee needed to propose two motions; one motion for university system request and a second motion for the Board Office request.

Mr. Tripp moved that the Committee approve the 2014-2015 legislative budget request for the state university system and the Board General Office, and have the Chancellor make technical changes as necessary. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

Mr. Kuntz then asked the Committee to spend a few minutes discussing the Board's 10 metric performance funding model found on page 338 of the Committee packet. There are eight metrics that apply to each university (except for NCF which only has 7). The Committee reviewed potential metrics for the Board Choice Metric and the Board of Trustees Metric.

These two metrics should come from the existing metrics that we currently track. Mr. Kuntz asked Mr. Jones to briefly review the information.

Mr. Jones presented a powerpoint slide that listed the 10 metrics, specifically focusing on the Board choice metric. Mr. Jones reviewed the list of metrics that are identified for consideration and the staff recommendation for the top three metrics for each institution.

After member discussion and comments from university presidents, Mr. Lautenbach moved the following: that metric "Percent of Bachelor's Degrees without Excess Hours" be chosen for FAMU, FAU, FGCU, FIU, UCF, UNF, USF, and UWF; that metric "Faculty Award" be chosen for UF and FSU; and for NCF that two metrics be chosen; "National Ranking for Institutional and Program Achievements" and "Freshmen in Top 10 percent of Graduating High School Class." Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Kuntz then informed the universities that they will need to choose their metric from the approved list and report back to the Committee at the November meeting.

8. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:33 AM.

Tom Kuntz, Chair

Tim Jones, Chief Financial Officer

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Preview of University Fees under Consideration for Fall 2014

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 7.003

BACKGROUND INFORMATION

Regulation 7.003 Fees, Fines and Penalties, requires boards of trustees to notify the Board of any potential new fees that are being considered by the university.

Attached is a summary of fee increases that universities are discussing on their campuses. If a university decides to move forward in proposing a new fee or an increase to an existing fee for the Board to consider, those proposals will be due March, 2014. The Budget and Finance Committee will consider those proposals in June, with a recommendation going to the full Board during the next scheduled meeting.

Supporting Documentation Included: University fees under consideration

Facilitators/Presenters: Governor Tom Kuntz

State University System of Florida
New University Fees & Increases to Existing Fees under Consideration
As of October, 2013

Pursuant to Regulation 7.003(23) – Fees, Fines and Penalties, universities are to notify the Board of new fees and increases to existing fees that are capped in statute that are under consideration and would require Board of Trustees and Board of Governors approval. Formal submissions will be due in March 2014.

University	Fee	Amount	Description
New Fees			
NCF	Course Request Late Submittal Fine	\$100	<p>The College adopted a course request system several years ago to gather information about student academic interest. When used effectively, the system allows the academic division chairs to hire additional adjunct faculty in critical areas to reduce or prevent curricular congestion. It also allows faculty and disciplines to plan courses and adjust their teaching strategy to meet student needs. When students can flow through the curriculum easily, it improves their academic experience. Students are required to input their course requests in the system, but the requests they enter are non-binding and students are free to change the courses requested at any point during the course registration process. The current challenge is that although students are required to input their requests by the published deadline, many fail to meet the deadline or even submit at all, adversely impacting the planning process, even though it is made clear to them that they can change their course requests at any point prior to final contract negotiations.</p> <p>Hopefully, this proposed \$100 fine to be effective Fall Semester 2014 will serve as sufficient "incentive" for students to take a few minutes to input the required information by the published deadline. The College would be pleased if the fine never had to be assessed.</p>
Increases to Existing Fees			
FGCU	CITF	\$2.00	Considering an increase from \$6.76 to \$8.76 effective Fall, 2014. The funds will be used to support currently planned projects.
UWF	CITF	\$2.00	Considering an increase from \$6.76 to \$8.76 effective Fall, 2014. The funds will be used to support currently planned projects.
FAU	Orientation	\$15	Considering an increase from \$35 to \$50. Funds are used to cover the costs associated with new student orientation services.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: University Shared Services Initiatives

PROPOSED COMMITTEE ACTION

For information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Recognizing there are efficiencies to be gained through collaborative efforts, universities work together on many financial issues. Numerous university councils meet on a regular basis to discuss issues, share ideas, and initiate shared services agreements and contracts. These councils consist of budget officers, controllers, facility planners, human resource directors, purchasing, police, and information technology. In addition, the university CFOs, who oversee many of these departments, meet on a regular basis.

Ms. Shari Shuman, Chair of the Council for Administrative and Financial Affairs (CAFA), will present initiatives underway at many of the universities.

Supporting Documentation Included: None

Facilitators/Presenters: Shari Shuman, Vice President, Administration
& Finance, University of North Florida

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Performance Funding – Board of Trustees Choice Metrics

PROPOSED COMMITTEE ACTION

Consider for approval each university Board of Trustee choice metric.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the September 12, 2013 meeting the Board of Governors chose a metric for each institution and directed university each board of trustees to choose one metric to be presented at the November meeting.

University boards of trustees have each identified one metric and are recommending benchmarks for Excellence or Improvement. Staff will continue to work with the universities on the benchmarks and report back to the Board at the January meeting on final recommendations.

The attached matrix lists all metrics and color codes metrics that apply to all universities, have been chosen by the Board, and metrics recommended by the board of trustees.

Supporting Documentation Included: Metrics Approved by the Board and Proposed Board of Trustee Metrics

Facilitators/Presenters: Governor Tom Kuntz

Board of Governors Performance Funding Model

The Board of Governors Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues such as six-year graduation rates and cost per undergraduate degree. Note that one institution, New College, does not offer graduate programs and therefore a substitute metric was chosen at the September Board Meeting.

An important metric included in the model is the Board of Trustees Choice Metric, which is a metric that each institution's Board of Trustees will choose for each institution. This metric is an opportunity for each institution's Board to customize the model with a metric that best suits the individual goals and challenges of each institution.

The attached document lists all metrics associated with the Accountability Reports from which Board of Trustees members may choose. If the metric is shaded black for a particular institution then that specific metric is part of the model already or that metric does not apply to that university. Metrics that are not shaded for that institution are available for selection.

Metrics Included in Performance Funding Model

The worksheet lists the metrics already included in the Performance Funding Model in the top section. Metric #8 does not apply to New College and therefore an alternative for New College only has been selected by the Board and is listed as 8b. The metrics chosen for each institution as Board of Governors choice are listed as Metric #9a, b and c.

Metrics Common to All Universities

The next section lists metrics taken from the institutional Accountability Reports that are common to all the institutions with the exception of those regarding graduate programs for New College. The metrics that repeat those chosen for the performance funding model are blacked out as well as those not applying to New College.

Metrics Common to Research Universities

The next section, titled "Common to Research Universities," lists metrics from the Accountability Report that apply to research-focused institutions. Thus, the institutions that do not have a research focus or metrics that have already been chosen have metrics blacked out.

Institution Specific Metrics

The final section, titled "Institution Specific," lists metrics that the institutions may have chosen for themselves in their Work Plan. The choices made by each school are indicated with an "X." One metric is blacked out for New College because it was previously selected.

Board of Governors Performance Funding Model

	Metric applies to all universities
	Metric applies to all universities except New College
	Metric only applies to New College
	Board of Governors Choice Metric
	Board of Trustee Choice Metric
	Metric does not apply to that university or has already been chosen by the Board of Governors

METRICS	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
PERFORMANCE FUNDING MODEL (Metrics already adopted)											
1 Percent of Bachelor's Graduates Employed and/or Continuing their Education Further											
2 Average Wages of Employed Baccalaureate Graduates											
3 Cost per Undergraduate Degree											
4 Six Year Graduation Rate (Full-time and Part-time FTIC)											
5 Academic Progress Rate (2nd Year Retention with GPA Above 2.0)											
6 Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)											
7 University Access Rate (Percent of Undergraduates with a Pell-grant)											
8a Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (All universities except NCF)											
8b Freshman in Top 10% of Graduating High School Class (Only NCF)											
9 Board of Governors Choice:											
9a National ranking for institutional and program achievements											
9b Percent of Bachelor's Degrees Without Excess Hours											
9c Faculty Awards											
10 UBOT Choice (pick from list below)											
METRICS COMMON TO ALL UNIVERSITIES											
1 National ranking for institutional and program achievements											
2 Avg SAT score for incoming Freshman											
3 Avg. High School GPA for incoming Freshman											
4 Professional/Licensure Exam Pass Rates											
5 Percent of Undergraduate Seniors Participating in a Research Course											
6 Freshman Retention (included in #5 under Performance Funding)											
7 Graduation Rates (for FTIC)(included in #4 under Performance Funding)											
8 Graduation Rates (for AA Transfer)											
9 Percent of Bachelor's Degrees Without Excess Hours											
10 Bachelor's Degrees Awarded Annually											
11 Percent of Bachelor's Degrees in STEM (included in #6 under Performance Funding)											
12 Master's Degrees Awarded Annually											
13 Percent of Master's Degrees in STEM (included in #8 under Performance Funding)											
14 Annual Giving											
15 Endowments											
COMMON TO RESEARCH UNIVERSITIES (as Classified by Carnegie Foundation)											
1 Faculty Awards											
2 National academy memberships											
3 Number of post-doctoral appointees											
4 Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures											
5 Total Research Expenditures											
6 Science & Engineering Research Expenditures											
7 Percent of R&D Expenditures funded from External Sources											
8 Patents Issued											
9 Licenses/Options Executed											
10 Licensing Income/Royalties											

Board of Governors Performance Funding Model

	Metric applies to all universities
	Metric applies to all universities except New College
	Metric only applies to New College
	Board of Governors Choice Metric
	Board of Trustee Choice Metric
	Metric does not apply to that university or has already been chosen by the Board of Governors

METRICS	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
11 Startup Companies											
12 Science & Engineering research expenditures in non-medical/health sciences											
13 National rank higher than predicted by the Financial Resources ranking (based on U.S. News & World Report)											
14 Research Doctoral degrees awarded annually											
15 Percent Research Doctoral degrees awarded in STEM											
16 Professional Doctoral degrees awarded annually											
INSTITUTION SPECIFIC (an 'x' indicates the metric chosen by the university for reporting purposes in the Work Plan)											
1 Freshman in Top 10% of Graduating High School Class					X				X	X	
2 Eligible Programs with Specialized Accreditation											
3 Average Time To Degree for First-time in College Students											
4 Bachelor's Degrees Awarded to Minorities	X	X	X	X			X				X
5 Number of Adult (Aged 25+) Undergraduates Enrolled											X
6 Percent of Course Sections Offered via Distance and Blended Learning	X	X							X	X	
7 Bachelor's Degrees in All Areas of Strategic Emphasis			X	X	X	X	X	X	X		
8 Graduate Degrees in All Areas of Strategic Emphasis			X	X	X		X	X		X	
9 Number of Faculty Designated a Highly Cited Scholar											
10 Seek and/or Maintain Carnegie's Community Engagement Classification											X
11 Percentage of Students Participating in Identified Community & Business Engagement Activities		X				X					
12 Enrollment in Professional Training and Continuing Education Courses											
13 Percentage of Eligible Programs with Specialized Accreditation	X							X			
Note*: The 2012-2025 System Strategic Plan identified 28 metrics, one of which was Graduate Degrees Awarded (and in STEM) that has been split into two Work Plan metrics (reporting Master's and Doctoral separately).											

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: 2014 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

Consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 45 market tuition programs. The regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. An update on those programs currently authorized is included in this packet.

Seven universities have submitted a total of 21 market tuition programs for consideration.

1. University of Florida
 - a. Doctorate of Business Administration
 - b. Master of Music in Music Education
 - c. Master of Fisheries & Aquatic Sciences
 - d. Master of Electrical Engineering
 - e. Master of Civil Engineering
2. University of South Florida
 - a. Graduate Certificate in Applied Behavior Analysis

3. Florida Atlantic University
 - a. Executive Master of Health Administration
 - b. Master of Science in Finance
 - c. Master of Business Administration
4. Florida International University
 - a. Master of Science in Human Resource Management
 - b. Master of Science in International Real Estate
 - c. Master of Science in Public Administration
 - d. Professional Master of Science Counseling Psychology
5. University of West Florida
 - a. Master in Educational Leadership
 - b. Masters in Curriculum & Instruction
 - c. Doctorate in Curriculum & Instruction
 - d. Master in Accountancy
6. University of North Florida
 - a. Master of Education in Special Education
 - b. Master of Science in Nutrition
 - c. Doctor of Nursing Practice
7. Florida Gulf Coast University
 - a. Transitional Doctor of Physical Therapy

Supporting Documentation Included:	<ol style="list-style-type: none">1. Market Tuition Overview2. Market Tuition Proposals Approved Year-to-Date3. Summary Update on Previously Approved Market Tuition Programs Plus University Submissions4. Excerpt of Regulation 7.001 on Market Tuition5. Summary of University 2013 Market Tuition Proposals Plus University Submissions
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Facilitators/Presenters:	Governor Tom Kuntz University Representatives
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Market Tuition Rates

At the November Budget & Finance Committee, presentations will be made by universities requesting market rate tuition for graduate-level online courses or graduate level courses currently offered through continuing education.

This briefing document provides an overview in preparation for the Committee discussion.

Overview

The issue of tuition and fee responsibility was decided in 2010 when the Legislature, Governor and Board of Governors entered into a Governance Agreement. This agreement culminated with the passage of HB 7237, which codified the shared responsibility that the Legislature, Governor and Board of Governors have in setting tuition and fees.

The statutory revisions delegated to the Board of Governors, or the Board's designee, the authority to set tuition for graduate and professional programs, and out-of-state fees. The Board has delegated this authority to the boards of trustees, along with the authority to set tuition for continuing education programs. However, the Board retained the authority to approve market rate tuition programs.

What is the difference between graduate, continuing education and market tuition rates?

- Graduate tuition - Rates are lower than continuing education and market tuition, as the State provides partial support for these education and general programs. The State support, plus the tuition, pays for 100 percent of the cost of implementing the graduate program. Boards of trustees set graduate tuition with increases limited to 15 percent.
- Continuing education - These programs receive no State support and can only set tuition that covers 100 percent of the cost; thus, they are self-supporting (Regulation 8.002). Boards of trustees set continuing education tuition based on the cost of the program.
- Market tuition - Rates are set at what the market will allow, with any additional revenue generated beyond the cost of the program allowed to be used for other instructional activities. The Board of Governors approves all market tuition programs.

Market tuition for certain graduate programs allows universities to offer competitive tuition rates that may, on occasion, generate additional revenue that can be put back into that program, or any other program, to improve the quality of the program.

Market Tuition

A Board of Governors special committee comprised of board members and university representatives spent the fall of 2010 developing the criteria to be used to review and implement market tuition rates for select programs, which resulted in revisions to Regulation 7.001. It was determined that a pilot program would be implemented in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board would approve no more than 5 new graduate-level degree programs or certificate programs per academic year. After 3 years, the university must present its findings to the Board budget committee. The 3 year pilot will end in the fall of 2014.

Market Tuition Rates

Some of the key criteria identified in regulation 7.001 for evaluating market rate tuition proposals include:

- Tuition at similar programs from at least 5 other institutions, including both private and public.
- A description of similar programs offered by other SUS institutions.
- A declaratory statement that offering the program at market tuition rate will not increase the state's fiscal liability.
- A description of any outcome measures that will be used to determine program success.
- An explanation of how the university will ensure sufficient courses are available to meet student demand and facilitate completion of each program.
- A description of how the revenues will be spent, including whether any private vendors will be used.

In addition, the following restrictions apply:

- The program must have already been approved pursuant to Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.
- The program must not lead to initial licensing or certification for occupational areas identified as state critical workforce need. An exception can be made if it can be demonstrated that market tuition will lead to an increase in the number of graduates.
- If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- Credit hours generated by courses in market tuition rate cohorts cannot be reported as fundable credit hours and all costs shall be recouped by the market tuition rate.
- Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

- A. University of Central Florida
 - 1. Professional Master of Science in Mgmt Degree Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Professional Master of Science in Real Estate Degree Program (03/2011)
 - 4. Professional Master of Science in Health Care Informatics (11/2011)
 - 5. Master of Science in Engineering Management (11/2012)
- B. Florida International University
 - 1. Master of International Business (03/2011)
 - 2. Master in Global Governance (03/2011)
 - 3. Master of Accounting Program (03/2011)
 - 4. Master of Business Administration (03/2011)
 - 5. Master of Science in Construction Management (11/2011)
 - 6. Masters in Mass Communication - Global Strategic Management (11/2011)
 - 7. Master of Science in Engineering Management (11/2011)
 - 8. Master of Science in Finance (11/2011)
 - 9. Executive Masters in Taxation (11/2011)
 - 10. Master of Science in Hospitality and Tourism Management (11/2012)
- C. Florida State University
 - 1. Master of Social Work (03/2011)
 - 2. Master in Library & Information Studies (03/2011)
 - 3. Master in Mgmt with major in Risk Mgmt & Insurance (03/2011)
 - 4. Master in Mgmt Information Systems (03/2011)
 - 5. Master in Business Administration (03/2011)
 - 6. Master in Criminal Justice (11/2011)
 - 7. Master of Science in Instructional Systems (11/2011)
 - 8. Graduate Certificate in Project Management (11/2011)
 - 9. School of Communication Science and Disorders' Bridge Certificate Program (11/2011)
- D. University of Florida
 - 1. Master in Outreach Engineering Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Master in Pharmaceutical Sciences (03/2011)
 - 4. Pharmaceutical Sciences Clinical Doctorate (03/2011)
 - 5. Doctor of Audiology (03/2011)
 - 6. Master of Arts in Mass Communication (11/2011)
 - 7. Master of Arts in Urban and Regional Planning (11/2011)
 - 8. Master of Science in Soil and Water Science (11/2011)
 - 9. Master of Arts in Art Education (11/2012)
 - 10. Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications (11/2012)
 - 11. Master of Science of Architecture (11/2012)

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

12. Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics (11/2012)
 13. Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy (11/2012)
- E. University of South Florida
1. Professional Master of Science in Electrical Engineering (11/2011)
 2. Master of Science in Entrepreneurship (11/2011)
 2. Master of Science in Management Information Systems (11/2011)
 3. Master of Science in Nurse Anesthesia (11/2011)
 4. Master of Public Administration (11/2011)
 5. Graduate Certificate in Business Foundations (11/2012)
 6. Master of Arts in Global Sustainability (11/2012)
 7. Masters in Business Administration with a Concentration in Sport and Entertainment Management (11/2012)
 8. Master of Education in Curriculum and Instruction with a Concentration in Secondary Education (11/2012)

2013 Market Tuition Annual Report Summary Comments

Background

Board Regulation 7.001(15) authorizes a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or courses offered through the university's continuing education unit. To determine the success of the program, the Board has established a pilot program that limits the number of approved programs to no more than five per academic year. After three years, the Board will determine the success of the program and if any recommendations should be made on changing the market tuition program.

As of 2013, the Board has authorized 45 programs across five universities (FIU, FSU, UCF, UF, and USF) to charge market tuition. Each university is required to submit an annual update on the status of the authorized programs. Several observations were made with this year's annual status reports:

Observations

- Though many market programs experienced enrollment growth, some programs (EMBA at UCF and the MBA at FIU) experienced enrollment decline from the prior year.
- Florida International University has delayed implementation of its Masters in Mass Communication market program.
- Several market tuition programs will see no change in tuition rates for the upcoming year. (Board regulation limits increases to no more than 15 percent.)
- Several market programs (Master in Social Work and Master in Library & Information Sciences at FSU) will see a decrease in the market tuition rate.
- The University of Central Florida included revenue and cost data for the university's market programs. Since this provides useful information to determine the success of the pilot, it is suggested that all programs be asked to report revenues over cost in future reports.

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: Florida International University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of International Business	Master in Global Governance	Master of Accounting	Master of Business Administration (9 cohorts are offered with varying tuition.)	Master of Science in Construction Management (varying tuition rates depending on location)
	CIP Code	52.1101	30.2001	52.0301	52.0201	15.1001
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011
3	Tuition prior to market tuition rate approval.	\$15,000 - \$32,091	\$0	\$18,000 - \$27,242	\$21,000 - \$58,000	\$14,000 - \$21,000
4	Current tuition.	\$20,000 - \$33,600	\$32,000	\$28,000 R / \$31,000 NR	\$21,000 - \$69,000	\$14,000 - \$24,000
5	Changes in tuition planned for the coming year.	\$22,000 - \$36,600	\$35,000	\$30,000 R / \$33,000 NR	\$21,000 - \$70,000	\$14,000 - \$27,600
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):					
7	Resident	63	0	105	423	33
8	Non-Resident	86	0	6	91	14
9	Total	149	0	111	514	47
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):					
11	Resident	0	0	111	41	150
12	Non-Resident	0	0	1	38	60
13	Total	0	0	112	79	210
14	eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):					
16	Resident	71	48	156	786	19
17	Non-Resident	102	6	5	540	17
18	Total	173	54	161	1326	36
19						
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attached.	See Attached.	See Attached.	See Attached.	(1)

State University System
Annual Status Report on Market Rate Programs
FY 2012-13
Florida International University

Master of International Business

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Program enrollment increased from 153 in 2011-12 to 173 in 2012-13.
- 2) Student Satisfaction

An exit survey given to all students who graduated in 2012-13 was used to measure the students' satisfaction. Questions pertaining to (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program were used. A rating of at least 5.0 on a 7 point scale is acceptable. For quality of instructors' teaching effectiveness, the score was 4.88 in 2012-13. This was a decrease from the 2011-12 score of 5.19. The overall satisfaction with the program in 2012-13 also decreased to 5.12 from the 2011-12 score of 5.74.

Although, the overall score met the goal established, the score for teaching effectiveness did not meet established goals. The College of Business is committed to continuous improvement in its programs. The MIB program is planning a program review for fall 2013. The faculty director meets with program faculty at least twice a year to review survey results and to make any needed improvements.

Master of Arts in Global Governance

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

1) Student enrollment for this program increased from 26 in 2011-12 to 54 in 2012-13.

2) Student Satisfaction

A Program Exit survey was administered at the end of the Spring term 2013. The responses of the survey questionnaire were used to measure student satisfaction. On a scale from 0 to 5, where 0 indicated the greatest level of student's dissatisfaction and 5 indicated the greatest level of satisfaction. Unfortunately, students indicated a level 2 when referring to the overall satisfaction with the program. Program did not meet satisfaction criteria. Faculty and administrators met to discuss survey results and to develop a plan for improving student satisfaction levels for next cohorts.

Master of Accounting

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment increased slightly from 112 in 2011-12 to 161 in 2012-13.
- 2) Student satisfaction

Student enrollment is expected to remain stable at approximately 160 students per year.

An exit survey given to all students who graduated in 2012-13 was used to measure (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program. An overall teaching effectiveness evaluation above 5.0 on a 7 point scale is acceptable. For quality of instructors' teaching effectiveness, the score was 5.10 in 2012-13. The overall satisfaction with the program in 2012-13 improved significantly to 5.76 compared to the 2011-12 score of 4.33.

Both goals were exceeded.

The new MACC curriculum commences in the Fall of 2013, with alternatives in audit and tax. All MACC students will be provided access to the Becker CPA Exam Review Course as a non-credit component of the MACC.

Master of Business Administration

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment for all MBA programs increased to 1,326 in 2012-13 from 1,311 in 2011-12.
- 2) Student satisfaction

An exit survey given to all students who graduated in 2012-13 was used to measure the students' satisfaction. Questions pertaining to (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program were used. A rating of at least 5.0 on a 7 point scale or 7.5 if a 10 point scale is used is acceptable.

All MBA programs, measured on a 7 point scale, scored above 5.0 on quality of instructors' teaching effectiveness and had an overall score of 6.17 in 2012-13, which is a significant improvement from an overall score of 5.27 in 2011-12.

All MBA programs evaluated on a 10 point scale scored above 7.5 on quality of instructors' effectiveness in both 2012-13 and 2011-12. The overall score in 2012-13 increased to 8.81 from a score of 8.04 in 2011-12.

The exit survey results show that the students in the majority of the MBA programs are very satisfied with the quality of instruction and are very satisfied overall with the program. One of the MBA programs underwent a redesign in 2011-12 and a cohort was admitted into the program in fall 2012. Although the goals were met, the College of Business is committed to continuous improvement in its programs. The programs hold at least one meeting annually with its faculty to review assessment results and to make any needed improvements.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
2013 Annual Status Report on Market Tuition**

UNIVERSITY: Florida State University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8	Proposal 9
1	Degree Program	Master in Library & Information Studies	Master of Social Work	Master in Mgmt with major in Risk Mgmt & Insurance	Master in Management Information Systems	Master in Business Administration	Certificate in Project Management	Master in Criminal Justice	Master in Instructional Systems	Certificate in Communication and Science Disorders Bridge
2	CIP Code	250101	440701	520201	521201	520101		430104	130501	
3	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011	November, 2011	November, 2011	November, 2011
4	Tuition prior to market tuition rate approval.	\$ 453.00	\$ 485.00	\$ 485.00	\$ 603.00	\$ 603.00	\$ 539.31	\$ 1,114.68		\$ 434.50
5	Current tuition.	\$ 544.00	\$ 625.00	\$ 600.00	\$ 750.00	\$ 750.00	\$ 795.00	\$ 513.00	\$ 544.00	\$ 463.00
6	Changes in tuition planned for the coming year.	Decreased to \$513	Decreased to \$594.82	None	None	None	None	Increased to \$553.70	None	None
7	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):									
8	Resident	743	345	353	17	211	114	143	181	0*
9	Non-Resident	153	35	26	2	19	30	18	50	0*
10	Total	896	380	379	19	230	144	161	231	0
11	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):									
12	Resident	748	368	268	209	1227	116	150	189	45
13	Non-Resident	256	97	26	6	128	30	37	56	15
14	Total	1004	465	294	215	1355	146	187	245	60
15	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.		No					No		
16	Student Enrollment in market tuition cohort(s) (Headcount):									
17	Resident	5	23	59	28	165	2	7	8	45
18	Non-Resident	103	62	105	38	181	0	19	6	15
19	Total	108	85	164	66	346	2	26	14	60
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.

* Courses only were offered non-fundable

2013 Annual Report

FSU Market Tuition Program for the **MS in Library and Information Studies**

The Market Tuition program for the FSU School of Library and Information (SLIS) began accepting students in the Fall of 2011. Our main goal was attract out-of-state, online students to our Master's in Library and Information Studies with the program eventually growing to 120 students. The vast majority of the students in this program are working professionals and we felt this program would 1) provide all of our students with a broader, national perspective on the challenges, opportunities and innovations within the profession and 2) help reduce the overall cost of the program by spreading fixed costs across more people. The program was created to be identical to our regular (non-market rate) program, with the same faculty, courses, outcomes and admission standards.

Program Goal Assessment

1. **Increase the number of non-resident students from 40 (the enrollment in Fall 2010) to 120 within two years.**

As stated in our proposal, the goal of our market rate program in Library and Information Studies was to grow the enrollment in the program to a total of 120 total students after 2 years. We currently have approximately 80 students enrolled in the program. We expect that number of reach 110 to 120 for the Fall semester of 2014. The program began admitting students in Fall 2011 (two months after it was formally approved – so the initial enrollments were very small – 18 students). It grew to 50 students by Fall 2012. We have

been intentionally limiting enrollment to manage growth. We admit students every semester and new students join the program in all three semester. Applications for Spring 2014 are up slightly (to 18) as of September 13, 2013 and we expect that number to grow before the Spring application period ends.

Academic Semester	Enrollment	Target Enrollment
Fall 2011	18	0
Fall 2012	50	60
Fall 2013	80	120
Fall 2014 (projected)	120	120

Strategically this program is doing exactly what we hoped it would do. It is attracting a number of high quality out-of-state students to our program. They bring with them their professional experiences and practices from a diverse range of geographic regions and settings. Their experiences complement the experiences of those students who are working in similar settings in Florida.

We have been able to cover all the cost of offering the program from the market rate fees collected and got access to residual funds earlier this fall. These funds are being reinvested in the MS program to improve the infrastructure that supports our online programs. Thus it is directly reducing the cost of the program for Florida Residents (who are not part of the market rate program).

One of the concerns others had about our program is that we would focus on market rate students rather than non-market rate students. That has not been the case. While the economy began impacting our overall enrollments negatively in 2008 we have been working very hard to recruit Florida students to our program. Despite our efforts, the overall size of

the degree program (market rate + non-market rate) shrank between 2008 and 2012 from 840 students in Fall 2008 to approximately 220 students in Fall 2012 (comprised of 50 market rate students and 170 non-market rate students). The vast majority of the decline occurred prior to the start of the market rate program. That downward trend stalled in Fall 2012 and reversed in Spring 2013. The upward enrollment trend has continued through Fall 2013. In the past three semesters non-market rate enrollments are up by approximately 75% over the previous three semester period (to roughly 290 non-market rate students). And, while we have been recruiting heavily in Florida, we believe this is due primarily to improvements in Florida's economy.

2. Maintain our ALA accreditation.

The program accreditation was reaffirmed by the American Library Association in January, 2013 for Fall 2013 to Fall 2020.

2013 Annual Report

FSU MSW Market Tuition Program

The Market Tuition MSW program for the FSU College of Social Work was approved in March 2011. The College has continued to recruit students to this program and enrollments have grown over the past two years. It is important to note that the College has continued to increase enrollments in courses that are state funded while increasing enrollments in the Market Tuition Program. This report will speak to the accountability measures that were submitted with the initial program proposal.

Accountability Measure 1: Increase enrollment of out-of state students by 100%

The non-resident headcount, prior to when market tuition was approved, was twenty-eight (28). The current headcount for the market tuition program is sixty-two (62). This headcount meets the goal to increase the enrollment of out-of-state residents eligible for the market tuition program by 100%.

Accountability Measure 2: Develop 3 new courses for online delivery

The College developed and implemented three new courses that were offered in Spring 2012, Summer 2012, and Fall 2012 respectively. The first two courses SOW5646, Gerontological Social Work and SOW5648, Physiological Aspects of Aging are components of the Certificate in Gerontology offered by the College. The third course, SOW5656, Child Welfare Practice has made it possible for students to complete the Child Welfare Practice

Certificate online. These two certificates were not available to online students, including fundable Florida residents, prior to this time. A fourth course, SOW5345 Program Evaluation, will be offered online for the first time in Fall 2013.

Accountability Measure 3: Add two faculty lines

The Market Tuition program has created enough revenue to allow for funds to be transferred to a residual account during the past fiscal year. The College administration is considering how these funds might be used towards adding additional faculty positions. These considerations have included discussions about the long-term sustainability of positions funded by this budget. As the College collects more data regarding the stability of Market Tuition enrollments, it will continue to explore how to use its residual account to increase faculty lines within the College. A modification to this accountability measure may be requested.

Accountability Measure 4: Add 1 student services positions to facilitate recruiting, advising, job placement, and academic skills development for in-state and out-of-state student in online and campus-based programs.

Market tuition is currently partially supporting three positions that advise and recruit students in both the market tuition program as well as the program for Florida fundable students. A new student services position will be advertised for hire within the next two weeks. This position will enhance services for all MSW students and fulfill this accountability measure.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MBA Program

The MBA market rate program began in Summer 2012. According to the proposal approved for the MBA market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 32 students enrolled	Summer 2013: 263 students enrolled	Fall 2012: 54 students enrolled	Fall 2013: 270 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 575	Summer 2013: average GMAT score 565	Fall 2012: average GMAT score 578	Fall 2013: average GMAT score 570
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The data indicates that the average GMAT score is leveling out at approximately 570.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. Sixty-one percent of respondents rated this program as overall “Excellent” while approximately twenty-four percent rated the program as “Good” and approximately fifteen percent rated the program as “Fair”. Ninety-four percent of the respondents would recommend this program to a friend or colleague. Students were very pleased with the flexibility of the program (i.e., manageable while maintaining employment) and really enjoyed the diverse (professionals) students with whom they interacted. One thing students would really like to see more of is the use of video lectures in their courses.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MIS Program

The MIS market rate program began in Summer 2012. According to the proposal approved for the MIS market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 6 students enrolled	Summer 2013: 24 students enrolled	Fall 2012: 9 students enrolled	Fall 2013: 23 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 620	Summer 2013: average GMAT 565	Fall 2012: average GMAT score 550	Fall 2013: average GMAT 552
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The data indicates that the average GMAT score is leveling out around 550.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. Sixty percent of respondents rated this program overall as “Good” while twenty percent rated it “Excellent” and the remaining twenty percent rated the program as “Low”. Eighty percent of the respondents would recommend this program to a friend or colleague. Students were very satisfied with the quality of program faculty. Students would like to see more IT based coursework offered in the program.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – RMI Program

The RMI market rate program began in Summer 2012. According to the proposal approved for the RMI market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 22 students enrolled	Summer 2013: 42 students enrolled	Fall 2012: 1 student enrolled	Fall 2013: 40 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 532	Summer 2013: average GMAT score 530	Fall 2012: average GMAT score 530	Fall 2013: average GMAT score 538
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The data indicates that the average GMAT score is leveling out at approximately 535.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. This program was rated as “Very Good” by respondents surveyed in the program. All students would recommend this program to friends or colleagues. Students were very satisfied with the quality of faculty in the program and really enjoyed working with students in the program. Students would like to see a greater use of technology in this program through use of webinars, group chat and video conferencing.

2013 Annual Report

**FSU Market Tuition Program for the
Certificate in Project Management**

The Market Tuition program for the FSU School of Communication (COMM) began accepting applications in the Fall of 2012. The main goal was attract up to 30 out-of-state, online students into the program in an effort to increase diversity and reduce our overall cost for offering the program. We have two students now enrolled as market rate students. This is a new certificate program with a lot of private vendor competition. We anticipate it will take a little more time to attract students into the graduate program. The market rate program is designed to round out the enrollment in our non-market rate program by using market rate tuition to attract out of state students.

2013 Annual Report
FSU Market Tuition Program
FSU School of Communication Science and Disorders

The Market Tuition program for the FSU School of Communication Science and Disorders (SCSD) was approved in October of 2012. The first students were accepted into the program as a Market Tuition program in the Spring of 2013. The School has continued to advertise the program via the School website, and have had no difficulty maintaining an enrollment of approximately 60 students. It is important to note that the School has continued to increase enrollments in courses that are state funded while maintaining enrollments in the Market Tuition Program. The SCSD Market Tuition program draws students who have completed degrees in another field and are seeking to complete pre-requisite courses in order to enter a Communication Science and Disorders graduate program. As such, the program draws students from another pool than those who apply to current SCSD programs. This report will speak to the accountability measures that were submitted with the initial program proposal.

Accountability measures

1. Address critical shortages of speech-language pathologists (SLPs) in public schools and local communities.

Progress update: In the Spring and Summer semesters since the Market Tuition status was established, we enrolled a total of 39 students to the program. These students joined the students who were enrolled prior to the change to Market Rate status. As

reported, total enrollment is maintained at approximately 60 students. In the long term, adding fully prepared students to the pool of applicants for graduate enrollment will result in higher graduates to address the critical shortage of SLPs

2. Increase access to graduate training programs in Speech Language Pathology.

Progress update: Students who enroll in the Market Tuition program will have completed the typical pre-requisite coursework for entry into communication science and disorders graduate programs. Completion does not guarantee admission but increases the likelihood for acceptance.

3. Prepare students for graduate programs in Speech Language Pathology.

Progress update: Since the start of the Market Tuition program in the Spring of 2013, 39 students have enrolled. Seventeen students enrolled in the Spring, and another 22 students were added in the Summer. The attrition rate was 13 students or 33%. Currently, 11 students are projected to complete the 3 semester program in the Fall of 2013. Those students will be prepared to apply for graduate programs in the Spring of 2014.

4. Offer an alternative to traditional classroom instruction.

Progress update: The students in the Market Tuition program are comprised primarily of non-traditional students who are leaving one field to prepare for entry into another (Communication Science and Disorders). Many of the students have families and work commitments. Offering this program through a distance learning modality, makes it

feasible to pursue another field of study without undue financial (not necessary to leave current employment) and time commitment (two courses per semester). Currently, accounting for attrition, there are 26 students enrolled since the inception of Market Tuition, with 11 projected to complete the program in the Fall of 2013.

Florida State University
Online Master's in Criminal Justice
 Annual Market Tuition Status Report

Year 1 Market Rate Assessment

Using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.

The College of Criminology and Criminal Justice's market rate proposal indicated 6 non-resident students were enrolled in the Criminal Justice Master's program at the time the request for market rate was submitted. The College estimated a 50% enrollment increase of non –residents in the first year from 6 to 9 students with the implementation of market rate tuition.

The data reported in the Annual Status Report on Market Tuition for 2012-13 (aggregate fall and spring HC) indicate that the College has exceeded its non-resident enrollment growth estimate.

19 non-resident students enrolled in market rate sections in online criminal justice master's courses during the 2012-13 fall and spring semesters.

10 non-resident students were enrolled in fall 2012 and 9 additional non-residents enrolled in spring 2013.

In fall 2012, after the implementation of market rate tuition, non-residents in the online master's program increased to 12% (based on fall 2012 HC) as indicated in the Table below.

Online Criminal Justice Master's Fall 2012 Head Count- after implementation of Market Rate Tuition		
In-state Students	72	88%
Out-of- State Students	10	12%
Total	82	100%

Source: FSU College of Criminology and Criminal Justice, Graduate Program Office.
 Student Demographics and Business Intelligence Reports

The increased number of non-residents in the online master's program since implementation of market rate is not surprising. Several out-of-state graduate students have expressed their enthusiasm for the market rate tuition program. Students are excited to be able to attend a highly ranked program at a nationally competitive rate. Without market rate the cost of attendance is prohibitive. One student noted that the cost of her graduate classes are the same as the cost of her undergraduate courses at another online university. Another student noted,

“When I was searching for masters programs for criminal justice I found that FSU was a nationally ranked school that offered a program online. Naturally, I believed that the tuition would be outrageous and while I would love to attend a nationally recognized program, I would be unable to afford it. Upon further investigation I found that the program had a market rate tuition program for online students. This has been the first and only program that offers these rates to online students.”

*Jacob Fuson
Las Vegas, Nevada*

Overall, 26 students (7 residents and 19-non-residents) enrolled in market rate sections during fall and spring semesters 2012-13. Market rate tuition was established for non-residents only, however, 7 Florida residents inadvertently registered for classes in market rate sections. The University and the College are working to prevent this from happening in the future. The College will closely monitor enrollment rosters in market rate sections to ensure Florida residents who inadvertently register in non resident sections are moved to resident sections.

Offering the online program at market rate to non-residents allows us to target a new student audience. Market rate has assisted the College in extending its # 1 national/international program ranking through the use of increased revenue.

Revenue due to enrollment growth of non-residents is used to pay for online master’s program costs for out-of-state sections. These costs include the hiring of faculty, graduate assistants, and operational costs that would have otherwise been funded by State funds and/or Distance Learning fees.

Market Rate Program in Instructional Systems

The Instructional Systems first began to offer Market Tuition Rates during Fall 2012. In our proposal, we expressed the desire to use Market Tuition Rate to attract non-resident students to our online MS program. When our MS program first began to be offered online, there were many non-resident students. However, once we were no longer able to attract those students with waivers and as the number of states approving our program in the Academic Common Market declined we quickly saw the number of non-resident students in our program dwindle to almost zero.

We proposed two accountability measures for Market Tuition Rate, each aligned with programmatic goals.

Accountability Measure 1:

Increase the number of students in the online MS program overall by increasing the number/proportion of non-resident students in the online MS program.

Result:

At the end of Year 1 we have had 14 students enrolled at Market Tuition Rate. This compares to 6 students paying non-resident tuition rates the previous year. Thus, we have seen an increase in non-resident students as anticipated. We believe that we will see even more non-resident students applying and enrolling as they become aware of our new tuition rates. Our overall enrollment in the online program has increased.

As stated in our proposal, we believe we have the capacity to double the number of students enrolled in our online program. We remain confident in this capacity and are focused on marketing and recruiting for non-resident students in this program.

Accountability Measure 2:

Recruitment and matriculation of highly qualified MS students into the Instructional Systems doctoral program.

Result:

In the past, we have been able to identify successful MS students – including students who have been enrolled in our online program – and recruit them into the PhD program. By increasing the pool of MS students, we hoped to increase the number of highly qualified applicants to our doctoral program. At the end of Year 1, the initial students admitted at this rate are still in the midst of their programs of study. It is too early to know if any of the current students will be interested in the doctoral program.

Other effects:

The Market Tuition Rate students are taking classes that would be otherwise offered for our other students, simply topping up the enrollment by a few students. There has been no noticeable effect by the instructors or students (e.g., courses being overloaded).

The money generated by the Market Rate Tuition has been used to support hiring doctoral students as graduate assistants and teaching assistants, meeting another critical programmatic need. Additionally, funds are being used to help promote the program.

ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State University System Annual Status Report on Market Tuition

DATE: September 26, 2013

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

Pursuant to Regulation 7.001(15)(c)(i), each university approved to offer market tuition rates shall provide an annual status report on the implementation of market tuition rates. Market tuition rates were first approved by the Board of Governors in February 2011, and many of the programs were not implemented in time to provide a status report to the Board of Governors last year. This annual status report will be provided to the Board of Governors in November 2013.

Supporting documentation: State University System Annual Status Report on Market Tuition

Prepared by: Diane Z. Chase, Executive Vice Provost

Submitted by: Tony Waldrop, Provost and Executive Vice President

State University System
Annual Status Report on Market Tuition

UNIVERSITY: University of Central Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
		Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA)	Professional Master of Science in Management Degree Program	Professional Master of Science in Real Estate Degree Program	Master of Science in Health Care Informatics Degree Program (Online Program)	Master of Science in Engineering Management Degree Program
1	Degree Program					
2	CIP Code	52.0101	52.0101	52.1501	51.0706	15.1501
3	Date the program was approved to charge market tuition.	March 2011	March 2011	March 2011	January 2012	*November 2012
4	Tuition prior to market tuition rate approval.	\$44,000 / \$35,000	\$24,500	\$29,500	\$29,484	\$29,490
5	Current tuition.	\$50,000/\$41,000	\$27,000	\$29,500	\$29,988	\$29,490
6	Changes in tuition planned for the coming year.	No changes proposed	No changes proposed.	No changes proposed.	No changes proposed	No changes proposed
7	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount): Fall 2010					
8	Resident	363	N/A	N/A	N/A	52
9	Non-Resident	19	N/A	N/A	N/A	0
10	Total	382	N/A	N/A	This program has never been offered as an E&G program	52
11	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount): Fall 2013					
12	Resident	361			N/A	N/A
13	Non-Resident	19			N/A	N/A
14	Total	380	N/A	N/A	This program has never been offered as an E&G program	This program has never been offered as an E&G program
15	eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No
16	Student Enrollment in market tuition cohort(s) (Headcount): Fall 2013					
17	Resident	130	28	25	93	0
18	Non-Resident	0	0	0	3	0
19	Total	130	28	25	96	0
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attached.	See Attached.	See Attached.	This figure includes cohorts 3 and 4	Market Rate Tuition has not yet been implemented

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

**University of Central Florida
State University System
Annual Status Report on Market Tuition
September 26, 2013**

Proposal 1: Executive and Professional Master in Business Administration Degree Programs (EMBA and PMBA)
CIP Code: 52.0101

Accountability Measures

Number of cohort EMBA and PMBA degree programs offered

Year Started	EMBA	PMBA
2013	1	2
2012	1	2
2011*	1	2
2010	1	1
2009	1	2

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	EMBA	PMBA
Fall 2013	17	112
Fall 2012	37	113
Fall 2011*	36	83
Fall 2010	46	85
Fall 2009	47	79

*Market tuition rate implemented in Fall 2011.

Compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association to Advance Collegiate Schools of Business (AACSB) standards for accreditation:

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	EMBA	PMBA
Fall 2012, Spring 2013, Summer 2013	675	2,250
Fall 2011, Spring 2012, Summer 2012*	654	1,818
Fall 2010, Spring 2011, Summer 2011	825	1,582
Fall 2009, Spring 2010, Summer 2010	912	1,521

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$2,584,383	\$1,299,310
2011-12	\$2,590,063	\$1,068,080
2010-11*	\$2,178,080	\$1,454,363
2009-10	\$2,339,146	\$1,569,971

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

EMBA 2013 exit survey: overall satisfaction with degree program 8.8 of 10

EMBA 2012 exit survey: overall satisfaction with degree program 8.1 of 10

EMBA 2010 exit survey: overall satisfaction with degree program 8.9 of 10

PMBA 2012 exit survey: overall satisfaction with degree program 7.8 of 10

PMBA 2010 exit survey: overall satisfaction with degree program 7.9 of 10

Note: Surveys conducted by Perception Research (EMBA Council)

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. Since 2009, the following major central Florida employers have sponsored multiple employees to the EMBA and PMBA degree programs: Lockheed Martin, Walt Disney World, Harris Corporation, Pershing, LLC, Oracle, Siemens, and ABB, Inc. Other employment partners include Darden, Florida Hospital, and Duke Energy (formerly Progress Energy).

Number of degrees conferred

Term	EMBA	PMBA
Fall 2012, Spring 2013, Summer 2013	17	53
Fall 2011, Spring 2012, Summer 2012*	16	29
Fall 2010, Spring 2011, Summer 2011	22	50
Fall 2009, Spring 2010, Summer 2010	24	21

*Market tuition rate implemented in Fall 2011.

Summary

A review of our performance on the above eight accountability measures shows that achievements since the programs began charging market tuition rate are similar to those outcomes prior to the initiation of market tuition rate, if not better in some instances. The competitive climate for the EMBA degree program has heightened this year, and we are currently evaluating ways to further solidify our place in the market. The College of Business Administration plans to maintain the same number of degree programs that they have had in the past and both increase and standardize enrollment numbers across cohorts.

Proposal 2: Professional Master of Science in Management Degree Program (PMSM)**CIP Code:** 52.0201**Accountability Measures****Number of PMSM degree programs offered**

Year Started	PMSM
2013	0
2012	1
2011*	0
2010	1
2009	0

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMSM
Fall 2013	28
Fall 2012	30
Fall 2011*	0
Fall 2010	28
Fall 2009	20

*Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMSM
Fall 2012, Spring 2013, Summer 2013	507
Fall 2011, Spring 2012, Summer 2012*	186
Fall 2010, Spring 2011, Summer 2011	636
Fall 2009, Spring 2010, Summer 2010	306

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$446,964	\$178,860
2011-12	\$271,874	\$103,583
2010-11*	\$476,436	\$310,980
2009-10	\$264,548	\$251,120

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

A compilation of end-of-semester surveys shows an average overall satisfaction level of 4.05/5 for the first three semesters of the PMSM degree program for the current cohort.

Note: Surveys conducted by Executive Development Center

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. The 2013 PMSM degree cohort is now being delivered. The following major central Florida employers have sponsored multiple employees to the PMSM degree program: Darden, Walt Disney World, Target, and Wyndham Vacation Hotels.

Number of degrees conferred

Term	PMSM
Fall 2012, Spring 2013, Summer 2013	0
Fall 2011, Spring 2012, Summer 2012*	0**
Fall 2010, Spring 2011, Summer 2011	26
Fall 2009, Spring 2010, Summer 2010	20

* Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary:

The current PMSM cohort, our third overall, is set to graduate 28 students in Fall 2013. We are actively recruiting to fill our next PMSM cohort, which is to begin in January 2014, and we feel that we can sustain enrollment at approximately 30 students, consistent with past years' enrollment.

Proposal 3: Professional Master of Science in Real Estate Degree Program (PMRE)**CIP Code:** 52.1501***Accountability Measures*****Number of PMRE degree programs offered**

Year Started	PMRE
2013	1
2012	0
2011*	0
2010	1
2009	0

* Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMRE
Fall 2013	25
Fall 2012	0
Fall 2011*	20
Fall 2010	25
Fall 2009	0

* Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMRE
Fall 2012, Spring 2013, Summer 2013	0
Fall 2011, Spring 2012, Summer 2012*	120
Fall 2010, Spring 2011, Summer 2011	570
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$4,500**	\$ 13,700**
2011-12	\$210,627	\$ 70,711
2010-11*	\$355,244	\$259,426
2009-10	\$ 21,100**	\$ 68,264**

* Market tuition rate implemented in Fall 2011.

**Program start in June 2010 and September 2013; revenues lag expenses.

Student satisfaction with the degree program

A compilation of end of semester surveys shows an average overall satisfaction level of 3.93/5 for the PMRE cohort that graduated in 2011.

Note: Surveys conducted by Executive Development Center

Employer satisfaction with the degree program

We have experience with only one cohort, thus we do not yet have accurate information on referrals and repeat business from firms.

Number of degrees conferred

Term	PMRE
Fall 2012, Spring 2013, Summer 2013	0**
Fall 2011, Spring 2012, Summer 2012*	21
Fall 2010, Spring 2011, Summer 2011	0
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary

Implementation of market tuition rate programs has gone well. Students have graduated from one PMRE cohort in Fall 2011. A new cohort will begin in Fall 2013. We originally planned to start the cohort in January 2013, but we believed a delay until fall was prudent given the challenging real estate market in Central Florida. Tuition for the Fall 2013 degree program will be the same as it was for the Fall 2011 cohort, and enrollment appears consistent with the previous year.

Proposal 4: Masters in Health Care Informatics Degree Program (HCI) (Online Program)
CIP Code: 51.0706

Accountability Measures

Year Started and number of cohorts

Semester Started	Cohorts
Cohort 5 – Fall 2013	4
Cohort 4 – Fall 2012	3
Cohort 3 – Fall 2011*	2
Cohort 2 – Fall 2010	1
Cohort 1 – Fall 2009	1

* Market tuition rate implemented in Spring 2012

Note: the cohort beginning in Fall 2011 ran one semester as “cost recovery” and then converted to market rate tuition in January of 2012.

Headcount at program inception

Semester Started	Headcount
Cohort 5 – Fall 2013	51
Cohort 4 – Fall 2012	53
Cohort 3 – Fall 2011*	54
Cohort 2 – Fall 2010	45
Cohort 1 – Fall 2009	26

* Market tuition rate implemented in Spring 2012. Headcount for each cohort is based on the number of students enrolled during the first term of the cohort. Program attrition is not computed into these data.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 5 – Fall 2013	Just began program
Cohort 4 – Fall 2012	Not yet available
Cohort 3 – Fall 2011*	32
Cohort 2 – Fall 2010	15
Cohort 1 – Fall 2009	0

* Market tuition rate implemented in Spring 2012. Cohort-four students are set to graduate in Spring 2014. Cohort-five students just began the program.

Compliance with SACS standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC standards.

Faculty: Faculty credentials are consistent with SACSCOC standards.

Percent of full-time faculty teaching program section offerings

Semester	Percent of Sections	Percent of SCHs
Cohort 5 – Fall 2013	100%	100%
Cohort 4 – Fall 2012	79.0%	75.0%
Cohort 3 – Fall 2011*	75.0%	68.1%
Cohort 2 – Fall 2010	81.8%	85.7%
Cohort 1 – Fall 2009	88.9%	90.0%

*Market tuition rate implemented in Spring 2012. Cohorts four and five are in progress. Cohort five is in its first semester.

Student credit hours per cohort

Cohort	Cohort Duration	Total SCH Generated
Cohort 5 – Fall 2013	F13,S14,U14,F14,S15	384*
Cohort 4 – Fall 2012	F12,S13,U13,F13,S14	1374*
Cohort 3 – Fall 2011*	F11,S12, U12,F12, S13	1043
Cohort 2 – Fall 2010	F10,S11, U11,F11, S12	949
Cohort 1 – Fall 2009	F09,S10, U10,F10, S11	717

*Market tuition rate implemented in Spring 2012. Cohorts four and five are in progress.

Program revenues relative to program costs

Cohort	Revenues	Expenses
Cohort 5 – Fall 2013	Cohort Just Began	Cohort Just Began
Cohort 4 – Fall 2012	987,840	450,071
Cohort 3 – Fall 2011*	1,055,608	683,651
Cohort 2 – Fall 2010	630,802	481,070
Cohort 1 – Fall 2009	346,098	291,674

*Market tuition rate implemented in Spring 2012. Cohorts four and five are ongoing and still accumulating revenue and incurring expenses. Data are current to August 12, 2012.

Student Satisfaction

After the conclusion of each cohort, the program surveys all graduating participants and inquires about their satisfaction with the overall program. Surveys of the first three graduating classes yielded a total overall response rate of 80 percent.

Surveys from the first two cohorts prior to becoming market tuition rate indicated that 88.9 percent of the students were either *satisfied* or *very satisfied* with their overall education received from the M.S. in Health Care Informatics.

The results from the third cohort and the one in which students most recently graduated indicate that 22.2 percent of the 27 graduates completing the survey rated their experience in the program either *excellent*, *very good*, or *good*. These results appeared to be anomalous; mid-year surveys from the most recent cohort show a 92 percent satisfaction rating in these same categories.

Employer Satisfaction

At the conclusion of each cohort, an electronic survey is sent to students inquiring about their satisfaction with the program, their current place of employment, and their current supervisor's contact information. Using that information, an electronic survey is then distributed to each of the student's supervisor(s) requesting them to assess the level of satisfaction they have with the HCI graduate. The data for the employer satisfaction survey for cohort three (one that graduated in Spring 2013) is not available at this time due in part to a delay in students responding to the survey and providing their current supervisors information.

However, survey data from the first two cohorts indicate that overall 100 percent of employers feel that the HCI graduates had the requisite knowledge to do their job. Further, 87.5 percent said they would hire a HCI graduate in the future, and the same percentage stated that they were satisfied with the educational preparedness of their employee upon completion of the HCI degree.

Proposal 5: Master of Science in Engineering Management Degree Program (PEMP) (Online Program)

CIP Code: 15.1501

Accountability Measures

Year Started and number of cohorts

Semester Started	Cohort
Spring 2014*	6*
Spring 2012	5
Fall 2010	4
Summer 2010	3
Summer 2009	2
Spring 2009	1

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014. Cohorts 1-5 have been run as “cost recovery.”

Headcount at program inception

Semester Started	Headcount
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	30
Cohort 4 – Fall 2010	16
Cohort 3 – Summer 2010	13
Cohort 2 – Summer 2009	16
Cohort 1 – Spring 2009	14

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	30
Cohort 4 – Fall 2010	16
Cohort 3 – Summer 2010	13
Cohort 2 – Summer 2009	16
Cohort 1 – Spring 2009	13

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Compliance with SACs standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACs standards.

Faculty: Faculty credentials are consistent with SACs standards.

Percent of full-time faculty teaching program section offerings

Semester	Percent of Sections and SCHs
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	70%
Cohort 4 – Fall 2010	70%
Cohort 3 – Summer 2010	70%
Cohort 2 – Summer 2009	80%
Cohort 1 – Spring 2009	70%

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Note: Since the program is offered in a lock-step format, the number of sections and percent of student credit hours are the same.

Student credit hours per cohort

Semester	Cohort Duration	Total SCH Generated
Cohort 6 – Spring 2014*	TBD	N/A
Cohort 5 – Spring 2012	S12,U12,F12,S13	900
Cohort 4 – Fall 2010	F10,S11,U11,F11	480
Cohort 3 – Summer 2010	U10,F10,S11,U11	390
Cohort 2 – Summer 2009	U09,F09,S10,U10	480
Cohort 1 – Spring 2009	S09,U09,F09,S10	381

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Program revenues relative to program costs

Semester	Revenues	Expenses
Cohort 6 – Spring 2014*	TBD	TBD
Cohort 5 – Spring 2012	\$782,550	\$569,908
Cohort 4 – Fall 2010	449,877	415,115
Cohort 3 – Summer 2010	388,350	387,770
Cohort 2 – Summer 2009	436,021	350,591
Cohort 1 – Spring 2009	242,240	337,773

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Annual Status Report on Market Tuition

UNIVERSITY OF FLORIDA		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8	Proposal 9	Proposal 10	Proposal 11		Proposal 12		Proposal 13	
1	Degree Program	Master of Business Administration (6 cohorts with varying tuitions Attachment 1)	Master of Science in Industrial & Systems Engineering (OEM)	Working Professional Doctor of Audiology Program	Master of Science in Pharmacy (3 specializations approved Attachment 5)	Working Professional Doctor of Pharmacy	Master of Arts in Mass Communication Global and Strategic Communications	Master of Science in Soil and Water Science - Environmental Science Track	Master of Arts in Urban & Regional Planning	Master of Architecture CityLab-Orlando	Master of Arts in Art Education	Master of Science Forest Resources and Conservation Ecological Restoration & Geomatics		Master of Arts in Mass Communication ---- Social Media & Web Design/Online Communications		Master of Science in Pharmacy Medication Therapy Management and Clinical Pharmacy	
	CIP Code	52.0201	14.2701	51.0202	52.2009	51.2001	09.0102	01.1201	04.0301	04.0201	13.1302	03.0599		09.0102		51.2009	51.2009
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011	November, 2011	November, 2011	November, 2012	November, 2012	Ecological Geomatics		Social Media Web Design		MTM Clinical	
												November, 2012		November, 2012		November, 2012	
3	Tuition prior to market tuition rate approval.		\$27,520	\$13,950.00*		\$472-\$630	New specialization	\$16,226.70	New Program	New Program	\$16,120	\$14,744	\$14,744	New specialization		615.53/cr. hr.	425.00/cr. hr.
4	Current tuition.		\$29,920	\$13,950.00*		\$594.63/cr.hr	\$28,500.00	\$14,673.00 (30 CR HR) \$17,118.50 (35 CR HR)	\$44,948	\$37,986	\$20,000	\$16,950	\$16,950	\$28,500.00	\$20,350	627.25/cr. hr.	425.00/cr. hr.
5	Changes in tuition planned for the coming year.		TBD-increase doubtful	No changes proposed		No changes proposed	No changes proposed	**Increased Fall 2013-see comment below	No changes proposed	None	increase; monitoring on a semester basis.	No changes proposed	No changes proposed	No changes proposed	No changes proposed	2% increase Spring 2014	No changes proposed
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):																
7	Resident		2	0		N/A	47	17	N/A	52	3	3	4	54	54	N/A	N/A
8	Non-Resident		4	0		N/A	59	7	N/A	42	1	4	1	85	85	N/A	N/A
9	Total		6	0		N/A	106	24	N/A	94	4	7	5	139	139	N/A	N/A
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):																
11	Resident		1	0		N/A	47	16	N/A	49	2	9	4	63	63	N/A	N/A
12	Non-Resident		2	0		N/A	65	6	N/A	34	1	8	2	95	95	N/A	N/A
13	Total		3	0		N/A	112	22	N/A	83	3	17	6	158	158	N/A	N/A
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.		No	No		No	No	No	No	No	No	No	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):																
16	Resident		68	1		51	13	28	13	32	37	21	6	0	14	9	0
17	Non-Resident		24	69		324	19	21	14	1	62	4	5	0	14	39	0
18	Total		92	70		375	32	49	27	33	99	25	11	0	28	47	0
19																	
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attachment 2	See Attachment 3	See Attachment 4	See Attachments 6-8	See Attachment 9	See Attachment 10	See Attachment 11	See Attachment 12	See Attachment 13	See Attachment 14	See Attachment 15		See Attachment 10		See Attachment 16	N/A see comment below.

Proposal #5 - Working Professional Doctor of Pharmacy - This program had tuition charges ranging from \$472.50-\$630.00 per credit hour until Spring 2012, when it was determined to offer the flat tuition rate of \$594.63 including all fees to all students.

Proposal #7 -Master of Science in Soil and Water Sciences ---Effective Fall 2012, Soil and Water Science adjusted our degree requirements for self-funded program to 30 credits for non-thesis program to better align with other self-funded programs in IFAS/EDGE. Students in the 35 credit hour program were offered the opportunity to switch into the 30 credit hour program, with advisor approval, however not all students were able to switch. **In 2012-13 The tuition rate was \$487.02 per credit hour, we increased tuition for 2013-14 to \$489.10 per credit hour, an increase of \$2.08 per credit hour. Our academic unit takes into account the on-book tuition rate set by the University of Florida Board of Trustees as well as the current economic climate before setting our tuition rates. We tell our students to plan for at least a 10% increase each year, but we don't always increase by 10%, with 2013 - 2014 being a prime example.

Proposal #8 *This is the only graduate online degree program in planning in the country, so there are no comparable programs.

Proposal #13 Clinical Pharmacy - This program is not enrolling students at this time. Proposed launch date is Summer, 2014.

State University System
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UNIVERSITY: University of Florida		Proposal 1					
		Master of Business Administration (6 cohorts are offered with varying tuition.)					
		Master of Business Administration Executive MBA	Master of Business Administration Professional Two Year MBA	Master of Business Administration Professional One Year MBA	Master of Business Administration Internet Two Year MBA	Master of Business Administration Internet One Year MBA	Master of Business Administration South Florida MBA
1	Degree Program and CIP Code						
	CIP Code	52.0201	52.0201	52.0201	52.0201	52.0201	52.0201
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011
3	Tuition prior to market tuition rate approval.	\$46,000	\$41,400	\$32,200	\$47,150	\$41,400	\$55,200
4	Current tuition.*	\$51,000	\$43,500	\$36,000	\$52,500	\$46,000	\$61,500
5	Changes in tuition planned for the coming year.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):						
7	Resident	41	41	41	41	41	41
8	Non-Resident	30	30	30	30	30	30
9	Total	71	71	71	71	71	71
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount):						
11	Resident	42	42	42	42	42	42
12	Non-Resident	31	31	31	31	31	31
13	Total	73	73	73	73	73	73
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):						
16	Resident	52	76	52	58	62	43
17	Non-Resident	4	4	6	36	37	0
18	Total	56	80	58	94	99	43
19							
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attachment 2	See attachment 2	See attachment 2	See attachment 2	See attachment 2	See attachment 2

* Tuition only. Does not include per credit hours fees for capital improvement (\$6.76), student financial aid (\$22.43), technology (\$6.56) and athletics (\$1.90).

Attachment 1

Indicate how the university will monitor the success of the policy. Provide specific metrics to be used.

The success of the UF MBA Program hinges on our ability to deliver an outstanding MBA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 35 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

Assessment: At the time of this report, the UF MBA Program brought in (8) market rate professional cohorts in 2013. Enrollment in each of these cohorts was at or above 35 students.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MBA Program. Each working professional MBA cohort will have a minimum mean professional work experience of 4 years and satisfactory GMAT/GRE scores and GPAs.

Assessment: At the time of this report, the UF MBA Program brought in (8) market rate professional MBA cohorts in 2013. Mean work experience in each of these cohorts exceeded 4 years. All (8) cohorts had satisfactory mean GMAT scores above 575 and mean GPA's above 3.1.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize Warrington College of Business Administration professors in our working professional MBA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Assessment: Students were given an opportunity to complete teaching evaluations for each market rate professional MBA course. The average overall teaching evaluation scores among all working professional MBA courses taught during the Fall 2012 and Spring 2013 terms exceeded a 4.0 on a 5.0 scale.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MBA's working professional program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MBA experience of the highest quality in all areas. The UF MBA Program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Assessment: The UF MBA Program brought in (8) market rate professional MBA cohorts in 2013. We are also in the process of transitioning from vendors that manage exit interviews for MBA programs (from EBI to GMAC). During this transition period, we do have exit interview data from (3) programs that graduated in Fall 2012 and Spring 2013. This data supports a high level of student satisfaction across all segments of the program. Highlights are listed below and scores are on a 0-10 scale, with a 0 = performed not well at all; 10 = performed extremely well):

- Overall MBA Program Satisfaction: 8.4
- Overall Quality of MBA Faculty: 8.2
- Overall Administration of Program: 8.9
- Likelihood to Refer a Friend to MBA Program: 8.8

Attachment 2

Accountability Measures: Results Assessment

The success of the UF OEM Program relies on our ability to deliver an outstanding Master's level educational experience to all students. In assessing success within the OEM program, the following measures have been established.

- **Student Enrollment.** Program pricing for OEM program offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top engineering Master's degree seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 30 top quality students is an indicator of a successful pricing strategy. This year's enrollment was 35.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF OEM Program. Students enrolling in the OEM program continue to have outstanding mean GRE scores and mean undergraduate GPAs, and are strongly recommended by established professionals.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize College of Engineering and Business professors in our OEM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations have been utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word-of-mouth advertising. Students and graduates of the OEM program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate level educational experience of the highest quality in all areas. The UF OEM Program continues to receive feedback indicating strong student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Student Quality:

All students entering the AuD program hold Master's degrees from accredited institutions with a graduate GPA of 3.0 or above and hold professional licensure.

Performance measures for the 2012-13 academic year indicate high levels of student success:

	Meet Criteria	Total	
Clinical Components			70% and up
Amplification Fitting Protocol (PA)	65	65	100%
Noise Survey Report (HC)	66	66	100%
Legal Scenario (HC)	66	66	100%
Virtual Patient Cases (BD)	50	50	100%
Informal Examination of Dizzy Patient (BD)	50	50	100%
CounselEar (CO)	39	39	100%
Total	297	297	100%
Research Papers/Project/Lit Review			82% and up
Research Paper (MA)	62	62	100%
Literature Review (PA)	65	65	100%
Literature Review (HC)	66	66	100%
Disorders Papers (BD)	48	50	96%
Resource Project (AR)	49	50	98%
Total	290	293	99%
Final Exam			70% and up
MA	62	62	100%
PA	53	65	82%
HC	65	66	98%
BD	50	50	100%
AR	50	50	100%
CO	35	39	90%
Total	315	332	95%
Final Grade			B and up
MA	62	62	100%
PA	58	65	89%
HC	63	66	95%
BD	48	50	96%
AR	50	50	100%
CO	38	39	97%
Total	319	332	96%

*Sixty-five students were enrolled at the start of the course. One student dropped out of the course/program prior to the final exam.

Student Satisfaction:

A survey is conducted one year post graduation:

- 100% of graduates completing survey report continued practice in clinical audiology at or above their previous employment level one year after graduation.
- 33% (5/15) reported a change within the field of Audiology. Three of these respondents gave the following clarification of change:
 - I was stuck in an ENT position with no possibility of advancement in pay or position. Since earning my AuD, I was finally able to obtain a position in the VA system which I've been trying to get for over ten years.
 - I went from practicing in a medical setting to working for Salus University as a clinical preceptor and educator. I recently was hired full time to precept students in our on-campus clinic and have teaching responsibilities for the lab on hearing aids and assistive devices.
 - Returned to work as an audiologist after not working for many years
- 40% (6/15) reported a salary increase

Faculty Excellence:

Teaching evaluations for classes average 4.20 on a 5.0 point scale indicating a high level of teaching proficiency throughout the program.

Evaluation Items

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations for performance in class
4. Availability to assist students in or out of class
5. Respect and concern for students
6. Stimulation of interest in course
7. Facilitation of learning
8. Overall assessment of instructor

Evaluation Scale

1. Poor
2. Below Average
3. Average
4. Above Average
5. Excellent

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY of FLORIDA - Master of Pharmacy Specializations		Proposal 4		
1	Degree Program	Master of Science in Pharmacy Pharmaceutical Chemistry	Master of Science in Pharmacy Forensics	Master of Science in Pharmacy Pharmaceutical Outcomes and Policy
	CIP Code	51.2099	51.2099	51.2099
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011
3	Tuition prior to market tuition rate approval.	\$460/credit hour	\$460/credit hour	\$650/credit hour
4	Current tuition.	\$525/credit hour	\$525/credit hour	\$750/credit hour
5	Changes in tuition planned for the coming year.	No changes planned	No changes planned	No changes planned
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):			
7	Resident	N/A	N/A	N/A
8	Non-Resident	N/A	N/A	N/A
9	Total	N/A	N/A	N/A
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):			
11	Resident	N/A	N/A	N/A
12	Non-Resident	N/A	N/A	N/A
13	Total	N/A	N/A	N/A
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):			
16	Resident			
17	Non-Resident			
18	Total	124	851	146
19				
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attachment 6	See Attachment 7	See Attachment 8

Proposal 4 - These figures are based on the students stated home mailing address. We do not ascertain legal residency since we charge the same tuition rate regardless of residency. We have a flat rate tuition therefore no breakdown of resident or non resident enrollment is included for those columns.

Attachment 5

Master of Science in Pharmacy - Pharmaceutical Chemistry

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Overall student enrollment has increased since implementing market rate tuition. Enrollment figures are down from last year as a result of excluding non-degree courses in our reporting, in an attempt to be consistent. Even so, total tuition revenue has increased over the previous fiscal year, and enrollment has increased by 12.5% between fall 2012 and Fall 2013.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have a BS degree with at least a 3.0GPA and competitive GRE scores as required by UF graduate school.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We continue to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program

Master of Science in Pharmacy - Forensics

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Overall student enrollment has increased since implementing market rate tuition. Enrollment figures are down from last year as a result of excluding non degree courses in our reporting, in an attempt to be consistent. Even so, total tuition revenue has increased over the previous fiscal year, and enrollment has increased by 12.5% between Fall 2012 and Fall 2013.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have a BS degree with at least a 3.0GPA and competitive GRE scores as required by UF graduate school.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We continue to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program.

Master of Science Pharmacy - Pharmaceutical Outcomes and Policy

Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.</p> <ul style="list-style-type: none"> • Student Enrollment. Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below. <p>Outcome; Student enrollment in the program has increased slightly (6%) over the past year. This modest growth has occurred despite negative economic conditions. We see this as an indication that our program is perceived as being valuable and appropriately priced.</p> <ul style="list-style-type: none"> • Student Quality. Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree and satisfactory GRE & GPA. <p>Outcome: No change in the quality of students applying and being admitted to the MS programs. All have at least a Bachelor's Degree upon entering the program, and 68% have an advanced degree before entering. The average incoming GPA for students has remained above 3.0.</p> <ul style="list-style-type: none"> • Faculty Excellence. Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program. <p>Outcome: Revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff, and potential addition of specific courses.</p> <ul style="list-style-type: none"> • Student Satisfaction. A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program. <p>Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program. We continue to have a strong alumni TA program, which is a voluntary program in which program alums return to the program to serve as teaching assistants.</p>

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF WPPD Program hinges on our ability to deliver an outstanding experience to all students. In assessing success within the Working Professional PharmD program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the program to continue recruiting remaining applicable students.

Outcome; Student enrollment has declined 9% during the 2012 – 2013 academic year; however, the overall decline in enrollment is at a slower rate than earlier projections of the program had predicted.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into the WPPD Program excel inside and outside the classroom, and will serve to strengthen the brand of the University of Florida. WPPD Program students must have a BS degree in Pharmacy or its international equivalent, be a current licensed pharmacist in the US or Canada, have a satisfactory GPA score, and satisfactory TOEFL ibt score if applicable.

Outcome: Though there is a declining prospective student base, students recruited and admitted to the WPPD Program continue to be of high quality. All have a BS degree in Pharmacy or its equivalent, hold current licensure and have at least a 2.0 GPA.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and preceptors from across the United States. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenues generated through market rate tuition have enabled us to continue the program offerings through the use of expert presenters from across the United States and the hiring of both full time and adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the UF Working Professional PharmD program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF WPPD program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive we assess student feedback each semester through email surveys and personal phone calls provided via the program's marketing partner. Feedback we solicited from the program's students and faculty is used to continuously improve the program's quality.

College of Journalism and Communications Assessment for Market Rate Tuition 2013

Summary

The change to market rate tuition continues to have a positive impact on the College of Journalism and Communications' MAMC specializations in Global Strategic Communication, Social Media, and Web Design and Online Communication as indicated by our growing enrollments in the program. We also see no adverse effects to our in-residence programs as those enrollments have remained stable since launching our online programs. Our student learning outcomes for our distance master's program specializations are presented below. Because our initial online cohorts began in Spring 2012, we do not have assessment data yet, but our plan for assessment is outlined to evaluate the student learning outcomes.

Knowledge: By a thorough understanding and comprehension of subject matter relevant to the discipline.

Skills: By applying, analyzing, and synthesizing content knowledge to solve problems by identifying component parts, relationships and ideas.

Professional Behavior: By displaying ethical behaviors, cultural sensitivity, teamwork, professional conduct, and communication.

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
Knowledge: Identify, describe, explain, and apply communication theory research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.	All master's students will successfully complete and defend a thesis, project in lieu of thesis, or capstone project or exam that is deemed satisfactory by the students' thesis or project committee or capstone instructor.	All students completing the program will possess these skills.

Use of Results for Improving Student Learning
Curriculum modification, development of new courses, and ongoing refinement of delivery methods used for instruction

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
Skills: Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories, and methodologies.	All students completing the program will create a conceptual thesis, a project in lieu of thesis, a capstone project, or a capstone examination addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program.	All students completing the program will possess these skills.
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses, and student advising		

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
------------------------------------------------------------	--------------------------	--------------------------------------------------

Professional Behavior: Display ethical behaviors, teamwork, cultural sensitivity/appreciation for diverse viewpoints, and meet professional standards for effective and ethical decision making.	These behaviors are incorporated into at least one required course. A satisfactory grade on all assignments in this class must be achieved to reach this competency as measured by the graduate faculty.	All students successfully completing our program will demonstrate these behaviors.
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses to address deficiencies, and recruitment of diverse guest speakers		

Implementing Changes Based on Feedback Metrics

No major modifications have been made to the program specializations to date based on student learning outcomes data because our first cohorts will finish this academic year. However, we have been using a variety of metrics to assess our efforts so far, including instructor evaluations, student retention rates, and surveys. For example, an internal analysis of instructor evaluations at the graduate level in Spring 2013 showed little difference between on-campus and distance courses with scores of 4.40 for face-to-face and 4.21 for online, suggesting student are rating online courses as very good on the University's standard assessment scale. Retention rates of students consistently exceed 80 percent across online specializations. Attesting to the quality of students, new student survey data from Spring 2013 for our Global Strategic Communication specialization indicate that 54 percent hold manager or director titles, which indicates a high level of professional expertise of the online students.

The primary adjustments that have been made based on these data thus far are changing instructors when appropriate, modifying course content within existing courses, and identifying content areas to add electives to our three online specializations. Because of the professional focus of our program, job placement data will be crucial for monitoring success in the coming year.

Accountability Measures

The Master of Science in Soil and Water Science with an Environmental Science Track was approved to charge market tuition rate in November 2011. The department has reevaluated all distance education programs and determined a revision necessary for this particular track. The original offering was a 35 credit hour and beginning Fall 2012 the program has a 30 credit hour, non-thesis.

Student Enrollment: Student enrollment was down this year as reported 71 in 2010-11, dropping to 50 in 2011-12, and 47 in 2012-2013. We see this as an economic trend and a result of more online degree programs being offered at UF, but continue to believe the interest and participants will increase in the coming years.

Student Quality. We continue to receive qualified applicants and will not change the high standards to maintain the brand of the University of Florida and the UF SW-Environmental Science Program. Admission criteria for distance students remains equal to the criteria for students who are admitted into the on-campus program.

Faculty Excellence. Student evaluations for our faculty remain high and for this program as well as all the offerings in our distance learning portfolio.

Student Satisfaction. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce students who obtain experience of the highest quality in all areas. The program continues to monitor exit interview survey data to track student satisfaction..

Discussion of Metrics Used to Assess MAURP 2012-2013

The success of the on-line Master of Arts in Urban and Regional Planning (MAURP) program enables our ability to deliver an outstanding experience to all students. The first students enrolled in the Fall 2013 semester. In assessing success within the on-line program, the following metrics are used:

Student Enrollment

Metric: The on-line MAURP market rate program is expected to recruit an initial cohort of at least 50 students in the first year and, over time, reach a steady state of more than 200 enrollments per year. Achievement of student recruitment and enrollment described above will indicate a successful pricing structure.

Current Status: The current number of students in the program is 27. While our private sector partner, Pearson Embanet, has launched a robust marketing program, we are working together to assess reasons for the low number of applicants and to address student retention issues.

Student Quality

Students admitted into the on-line MAURP market rate program will be expected to meet the existing rigorous standards for admission to the program. Admission to the Department of Urban and Regional Planning is highly competitive. Decisions of our Admissions Committee are based on the student's statement of purpose or letter of intent, professional experiences and background, 3.0 undergraduate grade point average, and Graduate Record Examination (GRE) score of 1000.

Current Status: We require the same admissions criteria of our on-line students. While the number of conditional admits is more in the on-line degree program, these students often are already working in the field and perform well in their classes, allowing us to remove the conditional admit after one semester. Each entering class, fall, spring, summer, and now again fall, has maintained an average GPA and average GRE scores comfortably above the minimum with overall averages of 3.25 GPA and 1120 GRE.

Faculty Excellence

Market rate tuition will allow the on-line MAURP program to generate additional revenue necessary to continue to support faculty excellence and investment in faculty support which will strengthen the overall value proposition of the department and college. As with all programs teaching evaluations will be utilized to ensure faculty excellence is maintained.

Current Status: We are still in the early stages of the program, so all revenue is going directly to getting the courses developed and running. As the program grows, we anticipate using the funds to support a variety of initiatives including faculty training in on-line education and support for our doctoral students through teaching assistantships, which will also allow them to learn about teaching. Unfortunately, the number of students who have returned teaching evaluations has been low. Still, the overall satisfaction number has often exceeded that of the college.

Assessment of the CityLab-Orlando Market Tuition Implementation AY 2012-2013		
Metrics from Initial Proposal		AY 2012-13 Assessment of Program Progress
1	<i>This program is closely monitored because the program requires tight course tracking and alignment between Gainesville and CityLab-Orlando</i>	CityLab-Orlando has employed a staff person who works directly with the School of Architecture graduate program administration to oversee student progress and provide course tracking. Eighteen students began the program in the fall semester 2012 and every student has taken the required courses for the Major based on their progress in the program.
2	<i>The metrics for the program are prescribed by the National Architectural Accreditation Board (NAAB); the accrediting body for professional architecture programs in the US. CityLab-Orlando is included in the School of Architecture regular annual reporting and part of the NAAB accreditation visits</i>	CityLab-Orlando participated in the NAAB accrediting visit during the Spring 2013 semester, including a site visit and meetings with students and the program director. No deficiencies were noted, and the MArch program received a full 8 year accreditation term.
3	<i>Engage professionals in studio (project) reviews nominally two times each semester (mid-term and final) for assessment of student work and to provide feedback</i>	A) CityLab-Orlando had professionals in the field perform mid-term and final reviews for every studio project. B) CityLab had an exhibit and reception for all local professionals in December 2012 to solicit feedback on the progress of the students. C) Fall 2013 student teams worked with local professionals to produce a competition submission.
4	<i>Monitor successful academic progress</i>	All CityLab Students meet a minimum of two times a year with their Academic advisor to ensure they are making successful academic progress
5	<i>Monitor graduation rates</i>	CityLab Orlando has not graduated any students because it's first year of operation was AY 2012-13. Two students are scheduled to graduate Fall 2013 and 16 in Spring 2014.
6	<i>Monitor employment after graduation</i>	No graduates at this time (see no. 5 above)

Accountability Measures: Results Assessment

The success of the UF Master of Arts in Art Education Program relies on our ability to deliver an **outstanding Master's level educational experience to all students**. In assessing success within the program, the following measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MA-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Enrollment is now over 90 students compared to under 10 prior to implementation.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MA Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs. Cohort has mean experience of 7.5 years professional work. Average GPA is 3.48. Average portfolio rating is 84.5/100.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in our MA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program. Faculty includes current UF members and comparably qualified professors from around the country. Aggregate student evaluations for Spring 2013 semester: 4.84/5.00. Faculty profiles are online at <http://education.arts.ufl.edu/about-uf/faculty/>.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MA experience of the highest quality in all areas. The UF MA in Art Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program. Student satisfaction is high. Social media recommendations by our students to other students are strong. Follow link to program website for sample students testimonials: <http://education.arts.ufl.edu/art-students/graduates/>. We will also be implementing an exit survey this coming year for future reports.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the university in these concentrations. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

Admissions criteria. Applicants to the online MS in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics are held to the same standards as other graduate students in the School of Forest Resources and Conservation, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.

Assessment:

Successful applicants have met all UF requirements, except in special cases where petition to the Graduate School has been warranted, and no students have been accepted without the commitment of a faculty advisor. Many of our admitted students hold previous MS, DVM, or JD degrees in addition to their basic qualifications.

Enrollment numbers. Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of restoration and surveying and mapping is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future.

Assessment:

Since the implementation of market rate tuition, enrollment in the self-funded MS with Ecological Restoration concentration has risen by 150% (from 10 students to 25). Enrollment in the Geomatics self-funded concentration has risen 900% (from 1 to 9 students).

Student evaluations of programs and instructors. Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

Assessment:

Students in these online programs were surveyed midway through the Spring 2013 semester using Qualtrics anonymous surveys. Only one respondent provided feedback for the Geomatics program, which is likely due to the fact that at that time, there were only three enrollees in the program. On all measures (content, instructor, community, technology) the students rated both Ecological Restoration and Geomatics online MS program courses as high or highest in terms of their satisfaction.

Student Learning Outcomes (SLO) assessments. Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Data will be used to make modifications to program administration or courses as needed.

Assessment:

Student Learning Outcomes were assessed anonymously by faculty in May 2013 for these programs, with a completed sample size of 12 respondents in the non-thesis MS programs. The average scores for students in these programs on the areas of Knowledge, Skills, and Professional Behavior were 8.58, 8.42, and 9.08 out of ten, respectively. Students in these programs are meeting expectations for graduate-level study.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the MS-MTM Program hinges on our ability to deliver an outstanding experience to all students. In assessing success within the MS-MTM program, the following accountability measures have been established:

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the program to continue recruiting applicable students.

Outcome: Overall, student enrollment has remained steady during the 2012 – 2013 academic year. This is a relatively new program and the marketing/ promotion of the program to prospective students is on-going. We have found that there is a long lead-time between the time a student inquires about the program and the time they actually enroll. A number of students have been admitted but postponed enrollment to a future semester.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into the MS-MTM Program excel inside and outside the classroom, and will serve to strengthen the brand of the University of Florida. MS-MTM Program students must have a Doctor of Pharmacy degree or BS degree in Pharmacy (or it's international equivalent), must be a current licensed pharmacist in the US or Canada, and have a satisfactory GRE and TOEFL ibt score if applicable.

Outcome: Students recruited and admitted to the MS-MTM Program continue to be of high quality. All students are working professionals and have a PharmD, BS degree in Pharmacy or its equivalent, and hold current licensure.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the United States. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenues generated through market rate tuition have enabled us to utilize additional faculty experts from across the United States. In addition, we have been able to hire high-quality faculty facilitators for live online learning sessions.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the MS-MTM program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The MS-MTM Program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive we assess student feedback each semester through email surveys and personal phone calls provided via the program's marketing partner. Feedback we solicited from the program's students and faculty is used to continuously improve the program's quality.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: University of South Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 7	Proposal 7
Degree Program and CIP Code	Master of Science in Management Information Systems (11.0501)	Master of Science in Entrepreneurship (52.0701)	Professional Master of Science in Electrical Engineering (14.1001)	Master of Public Administration (44.0401)	Master of Science in Nurse Anesthesia (51.1601)	Master of Education in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (13.031)	Master of Arts in Global Sustainability (30.3301)	MBA in Business Administration with a Concentration in Sport and Entertainment Management (52.0201)	Graduate Certificate in Business Foundations (52.0101)
Date the program was approved to charge market tuition.	11/10/2011	11/10/2011	11/10/2011	11/10/2011	11/10/2011	11/8/2012	11/8/2012	11/8/2012	11/8/2012
Tuition prior to market tuition rate approval.	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$14,002/program) Non-Resident: \$891.28/credit (\$26,738/program) 30 credits/program	Resident: \$430.85/credit (\$15,511/program) Non-Resident: \$855.37/credit (\$30,793/program) 36 credits/program	Resident: \$474.17/credit (\$34,140/program) Non-Resident: \$898.69/credit (\$64,704/program) 72 credits/program	Resident: \$430.85/credit (\$14,218/program) Non-Resident: \$855.37/credit (\$28,227/program) 33 credits/program	Resident: \$430.85/credit (\$14,218/program) Non-Resident: \$855.37/credit (\$28,227/program) 33 credits/program	Resident: \$466.76/credit (\$14,936/program) Non-Resident: \$891.28/credit (\$28,521/program) 32 credits/program	Resident: \$466.76/credit (\$7,468/program) Non-Resident: \$891.28/credit (\$14,260/program) 16 credits/program
Current tuition. (market tuition rate)	\$800/credit (\$26,400/program) 33 credits/program	\$1250/credit (\$41,250/program) 33 credits/program	\$1000/credit (\$30,000/blended program) \$1150/credit (\$34,500/fully online)	\$825/credit (\$29,700/program) 36 credits/program	\$800/credit (\$57,600/program) 72 credits/program	\$500/credit (\$16,500/program) 33 credits/program	\$750/credit (\$24,750/program) 33 credits/program	\$750/credit (\$24,000/program) 32 credits/program	\$950/credit (\$15,200/program) 16 credits/program
Changes in tuition planned for the coming year.	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes
Student enrollment in similar state funded programs prior to implementing market tuition									
Resident	56	72	30	62	28	39	43	17	24
Non-Resident	31	18	28	5	2	7	17	4	4
Total	87	90	58	67	30	46	60	21	28
Student enrollment in similar state funded programs after implementing market tuition (Headcount):	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013		projected implementation: 2014	projected implementation: 2014	projected implementation: 2014	projected implementation: 2013
Resident					28				
Non-Resident					2				
Total					30				
Student Enrollment in market tuition cohort(s) (Headcount):	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013		projected implementation: 2014	projected implementation: 2014	projected implementation: 2014	projected implementation: 2013
Resident					46				
Non-Resident					12				
Total					58				
In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.					See attached				

State University System
Annual Status Report on Market Tuition – University of South Florida
September 2012

Master of Science in Management Information Systems
CIP 11.0501

The Master of Science MIS launched Summer 2013, and data will be included in the Annual Report for 2013-2014.

Master of Science in Entrepreneurship
CIP 52.0701

The Master of Science Entrepreneurship will launch in January 2014, and initial data will be included in the Annual Report for 2013-2014.

Master of Science in Electrical Engineering
CIP 14.1001

The Master of Science Entrepreneurship launched in Fall 2013, and initial data will be included in the Annual Report for 2013-2014.

Master of Public Administration
CIP 44.0401

The Master of Public Administration launched in Fall 2013, and initial data will be included in the Annual Report for 2013-2014.

Master of Science in Nurse Anesthesia (CRNA)
CIP 51.1601

The College of Nursing CRNA Market Based Tuition Program was approved in November 2011 with three accountability measures. The first cohort was admitted and enrolled in fall 2012 and will graduate in December 2014.

Data on the following measures will be collected during the life of, and at the end of, the program:

Measure 1 - Student Quality - will be measured against student pass rates of the National Certifying Exam (NCE) and engagement in productive anesthesia practice with ongoing employer evaluations.

Measure 2 - Student Satisfaction - will be measured using EBI alumni survey tools and are sent one to two years post-graduation.

The report on the third measure, faculty and clinical excellence as indicated by licensure and clinical practice, follows:

Measure 3 - All College of Nursing faculty members who supervise clinical students are Advanced Registered Nurse Practitioners and maintain a clinical practice to ensure competency in practice.

The nurse anesthesia faculty brings a wide range of practice experience and expertise to the program with current clinical practice positions at the James A. Haley Veteran's Hospital, Bayfront Medical Center, and in private practice. These faculty deliver the NA market-based tuition program.

Report: At the beginning of the fall 2012 semester, the CRNA program has 5 faculty positions and 2 adjunct positions. All faculty are Advanced Registered Nurse Practitioners or Medical Doctors in the field of anesthesia. Each faculty member maintains an outside practice to ensure competency in skills and expertise at a variety of clinical locations, including the James A. Haley Veteran's Hospital, Bayfront Medical Center and private practices.

**Master of Education in Curriculum and Instruction with a Concentration in Secondary Education:
TESOL**

CIP 13.031

The Master of Education in Curriculum and Instruction with a Concentration in Secondary Education: TESOL will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Master of Arts in Global Sustainability

CIP 30.3301

The Master Arts in Global Sustainability will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Master of Business Administration with a Concentration in Sports & Entertainment Management

CIP 52.0201

The MBA with a Concentration in Sports & Entertainment Management will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Graduate Certificate in Business Foundations

CIP 52.0201

The Graduate Certificate in Business Foundations will launch in January 2014, and initial data will be included in the Annual Report for 2013-2014.

Board Regulation 7.001(15) – Section related to Market Tuition

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. After three years, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
 - a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
 - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
 - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
 - d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. 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,

which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

- (e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- (f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.
- (g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.
- (h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.
- (i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11.

Overview of Market Rate Tuition Proposals

Board Regulation 7.001(15) allows for a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Currently, the Board of Governors has approved 45 market rate programs since 2011. This year, the Board has been asked to consider 21 programs across seven universities (FAU, FGCU, FIU, UF, UNF, USF, and UWF). Boards of Governors staff has reviewed the proposals and have the following observations:

Florida Atlantic University (3 proposals): Proposals to establish market rate for the Executive Master of Health Administration, Master of Business Administration, and Master of Science in Finance programs.

- The MS in Finance is currently an inactive program, but FAU is seeking to re-establish this program by offering it at market tuition rate. FAU states that offering the program at market rate will allow for sufficient resources to support the program's re-establishment.
- FAU plans to run two formats for its Master of Health Administration program: the E&G-funded MHA and the proposed Executive MHA program. If the proposal to establish market rate for the Executive Master of Health Administration program is not approved, the university does not plan to offer the executive program format.
- Compared to the tuition rate for E&G funded programs, tuition for the proposed market rate programs will be higher for in-state residents. The proposed rates for non-residents will be similar to the rate paid for the non-market rate programs.

Florida Gulf Coast University (1 proposal): A proposal to establish market rate for the transitional Doctor of Physical Therapy program.

- This program is designed for working professionals and responds to the national transition for physical therapists to hold advanced degrees as an entry-level requirement to practice.

Florida International University (4 proposals): Proposals to establish market rate for the Master of Science in Human Resource Management, Masters of Science in International Real Estate, Executive Masters in Public Administration, and Professional Masters of Science in Counseling Psychology programs.

- Proposed resident tuition will be higher than the current rate charged for the E&G program, but will reflect a decrease for non-residents in all proposals except for the Master of Science in International Real Estate program.
- At the requested rate, the leadership of the Masters in Public Administration program believe they will be able to enroll more students by devoting more resources to marketing the program more broadly.

University of Florida (5 proposals): Proposals to establish market rate for the Doctor of Business Administration, Master of Electrical Engineering, Master of Civil Engineering, Master of Fisheries and Aquatic Science, and Master of Music in Music Education programs.

- The Doctor of Business Administration is a new program designed for working professionals and will complement the already existing Ph.D. degree.
- The Masters in Electrical Engineering and Masters in Civil Engineering are proposing market rate for non-residents only to extend an opportunity for active military and working professionals who are stationed or working at a distance.
- With exception of the newly proposed Doctor of Business Administration, these programs currently operate on a cost-recovery basis.

University of North Florida (3 proposals): Proposals to establish market rate for the Master of Education in Special Education (Autism concentration and ABA concentration), Master of Science in Nutrition, Doctor of Nursing Practice programs.

- UNF has requested a special exception to establish these programs, which lead to certification in a state critical workforce need area. UNF has stated that market rate status will allow for the institution to increase the number of graduates in critical workforce need areas.
- Following board staff questions, UNF still did not clarify whether the institution intends to eliminate its similar E&G-funded programs upon approval for market rate status of the proposed online programs.
- The proposed market tuition for non-residents will be reduced by 50%, yet residents will pay more in each program under the proposed market rate.

University of South Florida (1 proposal): Proposal to establish market rate for the Graduate Certificate in Applied Behavioral Analysis (ABA) programs.

- The proposed market rate for each program would provide increased tuition for residents in comparison to the current E&G rate for the ABA . The proposed tuition for non-residents would decrease with the proposed market rates.

University of West Florida (4 proposals): Proposals to establish market rate for the Master of Education in Educational Leadership, Master of Education in Curriculum and Instruction (Reading Endorsement Cognate), Doctor of Education in Curriculum and Instruction, General, and Master of Accountancy programs.

- Although an exact rate has not yet been determined for each market rate proposal, the range (up to \$500 per credit hour) reflects a possible increase for in-state residents and a definite tuition decrease for non-residents.
- UWF will be performing additional analysis on the rates and setting them accordingly prior to implementation.

**State University System
Market Tuition Proposals**

University: University of Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Doctorate of Business Administration	Master of Music in Music Education	Master of Fisheries & Aquatic Sciences	Master of Electrical Engineering	Master of Civil Engineering
2	CIP Code	52.0201	13.1312	3.0301	14.1001	14.0801
3	Has the program been approved pursuant to Regulation	Yes	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	No	No
5	Is the program identified as a state critical workforce need?	No	No	No	No	No
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
7	Current Tuition Rate	N/A	\$19,800	\$16,960	\$20,700	\$20,700
8	Proposed Market Tuition Rate	\$90,000	\$20,625	\$18,656	\$20,700	\$20,700
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	No	No	Yes: Only non-FL resident market status request.	Yes: Only non-FL resident market status request.
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Case Western Reserve Doctor of Management \$150,000	Auburn University \$15,396	Oregon State University \$29,484	North Carolina State \$23,281	North Carolina State \$22,530
12	University name and rate:	Oklahoma State Ph.D. in Business for Executives \$120,000	Boston University \$21,216	University of Idaho \$30,990	Iowa State \$19,569	Iowa State \$19,569
13	University name and rate:	Georgia State Executive Doctorate of Business \$109,000	Duquesne University \$28,980	TAMU - \$26,425	Arizona State \$26,880	Colorado State. \$22,368
14	University name and rate:	Kennesaw State Doctorate of Business Administration \$96,500	SUNY Buffalo \$26,127		Purdue \$34,020	Auburn University \$22,620
15	University name and rate:	Cranfield University (UK) International Executive Doctorate \$88,000	Stephen F. Austin IS \$13,530; OS 26,166		Virginia Tech \$39,562	Virginia Tech \$39,562
16	Length of Program (Student Credit Hours)	60	33	32	30	30
17	Current E&G Student Enrollment (Headcount):					
18	Resident	N/A	56	0	60	77
19	Non-Resident	N/A	65	0	0	0
20	Total	N/A	121	n/a (self-funded only)	60	77
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No	Yes	No	Yes	Yes
22	University and program name:		*FSU - MSME		USF (MS in Electrical Engineering)	UCF (MS Civil Engineering)
23	University and program name:		**FSU - MMME			
24	University and program name:		***USF - MAME			
NOTE: *FSU - MS in Music Education; **FSU - MM in Music Education- summers only; ***USF - MA in Music Education; These schools also offer traditional resident programs.						
November, 2011						
Proposal 4 & 5 --All Engineering non-resident students are self-funded enrollments.						

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

University: University of Florida

Proposed Market Tuition Program: Master of Music in Music Education

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	13.1312
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>This is an online graduate program designed to address the needs of K-12 music teachers. Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The UF MM in Music Education program in the College of Fine Arts requests market rate pricing for the program. The program is offered in a distance learning format to fully employed students who could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy.</p> <p>The MM program is a classified instructional program established in accordance with BOG Regulation 8.011. The program does not lead to initial certification for Education, an occupational area identified as "Critical Needs Areas" in the State University System of Florida Strategic Plan, 2005-2013, as amended in 2009. Rather, it offers further skill development for educators.</p> <p>Program admission and graduation requirements for this MM program are the same as the full-time, in-residence MM (traditional) program that is funded by state appropriations. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores on the Test of English as a Foreign Language (TOEFL) exam (international applicants only), three letters of recommendation, written essay, and additional portfolio materials. A personal interview may also be required. To obtain a degree, all</p>	

**State University System
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7.001(15)**

admitted students must successfully complete the 33-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale. All students, whether enrolled in the traditional or online MM program, receive the same degree.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Music in Music Education market rate policy will not result in an increase in the state's fiscal liability or obligation and will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MM in Music Education program hinges on our ability to deliver an outstanding MA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

☐ **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MM-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

☐ **Student Quality.** Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MM Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs.

☐ **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

our MM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

☐ **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MM experience of the highest quality in all areas. The UF MM in Music Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The College of Fine Arts has been offering the online program for one year. The program has already achieved national prominence and, as a result, exceeded initial enrollment expectations. Also, as a result, we have been able to attract highly qualified faculty to provide sufficient courses to meet student demand.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on market place comparisons. The projected revenue for the first year of this program will be \$17,211. The revenue will be utilized to support the program and any residual revenue will be utilized to support college activities (such as faculty, staff, and other indirect cost). It is anticipated that a private vendor may be used to provide marketing and student recruitment support for the program. The program will operate under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached spreadsheet.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

University: The University of Florida

Proposed Market Tuition Program: Master of Fisheries & Aquatic Sciences

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	03.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The online Master of Fisheries and Aquatic Sciences (SFRC) is a 32-credit non-thesis degree offered in the School of Forest Resources and Conservation. This program is designed for working professionals in environmental sciences, fisheries, aquatic sciences, and natural resources, and marine biology fields who are interested in advancing their careers by earning a graduate degree. All courses are offered online and self-funded for place-bound students and a technical paper is produced as part of the graduation requirements.</p> <p>Tuition rates will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The CALS mission is to provide “lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society.” This program supports the SFRC mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the MFAS degree has expanded the number of students educated by SFRC, broadened the diversity of students served, generated income to support development and teaching of online courses, and responded to needs expressed by working professionals in Florida and nationally.</p>	

**State University System
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Request to Establish Market Tuition Rates - Regulation
7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Fisheries & Aquatic Sciences market rate policy will not result in an increase in the state's fiscal liability or obligation. Students enrolling in this self-funded program are otherwise unable to attend graduate school due to career constraints, family obligations, or other place-bound requirements and thus this program does not compete with existing E&G funded on-campus programs.

Restrictions/Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the University. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- Admissions criteria: Applicants to the online MFAS are held to the same standards as other graduate students in the SFRC, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- Enrollment numbers: Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of fisheries and aquatic sciences is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future. The minimum enrollment number for this program to be viable will be 20.
- Student evaluations of programs and instructors: Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

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- Student Learning Outcomes assessments: Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Success of the program will be determined based on favorable letter grade distributions in each course. Data will be used to make modifications to program administration or courses as needed.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Courses for the MFAS program are established offerings taught primarily by full-time faculty in the School of Forest Resources and Conservation. We have courses taught by prominent professionals, as well, who are able to provide unique perspectives to students seeking real-world knowledge, and these individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University.

In fact, our ability to offer additional “on-book” E&G funded courses has and will continue to increase as a result of the revenue generated by self-funded programs; it is standard procedure in our programs that instructors teaching self-funded courses also teach non-self-funded sections for on-campus (E&G) students as part of the arrangement.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on marketplace comparisons. The projected revenue for the first year of market rate status (third year of self-funded status) in this program is approximately \$27,000. The revenue will be utilized to support the program staff, marketing, and operating costs, and any residual revenue will be utilized to support departmental activities (such as faculty, staff, and other indirect cost). The program operates under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master in Civil Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.0801
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Civil Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.</p> <p>The Masters degree in civil engineering is simultaneously delivered to resident students and distance students. The resident students are registered as state-funded enrollments and pay the specified state tuition rate. The distance students are out of state students registered as self-funded enrollments and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page: http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.</p> <p>Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Civil Engineering master's degrees to determine when tuition changes should be implemented.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The offering of market Civil Engineering online graduate courses aligns with the mission of the</p>	

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university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Civil Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good*. Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

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Board of Governors, System Goals 2012-25:

Excellence

Goal: Strengthen Quality and Reputation of Academic Programs and Universities

Online offering of graduate Civil Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity

Goal: Increase Degree Productivity and Program Efficiency

Online delivery of graduate Civil Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy

Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing

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engineering master's degrees from a population of students that would otherwise be excluded from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Civil Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Civil Engineering courses was 72 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

Faculty Quality and Feedback: Establishing market rate allows for proper compensation for

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the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Civil Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing.

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A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$149,040 in tuition revenue will be generated the first year from non-Florida resident Civil Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry though online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

Private vendors will not be utilized.

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Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master of Electrical Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Electrical Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.</p> <p>The Masters degree in electrical engineering is simultaneously delivered to resident students and distance students. The resident students are registered as state-funded enrollments and pay the specified state tuition rate. The distance students are out of state students registered as self-funded enrollments and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page: http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.</p> <p>Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Electrical Engineering master's degrees to determine when tuition changes should be implemented.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The offering of market Electrical Engineering online graduate courses aligns with the mission of</p>	

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the university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Electrical Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good*. Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

Board of Governors, System Goals 2012-25:

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Excellence**Goal: Strengthen Quality and Reputation of Academic Programs and Universities**

Online offering of graduate Electrical Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity**Goal: Increase Degree Productivity and Program Efficiency**

Online delivery of graduate Electrical Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy**Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis**

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing engineering master's degrees from a population of students that would otherwise be excluded

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from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Electrical Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Electrical Engineering courses was 64 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

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Faculty Quality and Feedback: Establishing market rate allows for proper compensation for the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Electrical Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at

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current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing. A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$132,480 in tuition revenue will be generated the first year from non-Florida resident Electrical Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry though online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

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Private vendors will not be utilized.

Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Doctor of Business Administration (DBA)

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate Online/Hybrid
CIP Code:	52.0201
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Doctor of Business Administration (DBA) is a program in the Warrington College of Business Administration focused primarily on practical business applications that will aid the advancement of business professionals. It will complement the College's already existing Ph.D. degree, which focuses on basic research. The DBA program will be offered as a professional track under the CIP code 52.0201 currently used for the Ph.D. Recipients will receive a Doctor of Business Administration, not a Ph.D. The designation will be clearly indicated on the diploma and the official transcript of a candidate who completes the program.</p> <p>The DBA differs substantially from the Ph.D., which is research-oriented with specific foci and is designed to train people to assume roles as faculty or researchers in particular academic areas. In contrast, the DBA is more interdisciplinary in orientation and, although not a research Ph.D. degree, it is still a theory-based program. The DBA places greater emphasis on the testing and application of existing theory on particular sets of cases and less emphasis on the development of theory. Ph.D. research often begins from an identified gap in the literature. Alternatively, DBA research often begins with a problem or an issue arising from the professional practice of management.</p> <p>The DBA program aims to integrate the theory and practice of business within the context of current issues that the business world faces. The DBA program will be available to a small, select group of experienced executives in senior leadership positions who hold a master's degree in a business or related field and are committed to pursuing a formal, rigorous program as practitioner-scholars. The program is designed to meet the special requirements of working professionals. Students meet the program's requirements by a mix of online and in-residence delivery and by successfully defending their final project.</p>	

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Market factors including competition, reputation, brand identity and delivery format will determine tuition rates for the DBA program.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan.

The Warrington College of Business Administration DBA is well aligned with both the mission of the University of Florida and the Board strategic plan:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching. The DBA will enable graduates to acquire faculty positions in academic institutions. The Doctoral Faculty Commission (DFC), which was commissioned by the Board of Directors of AACSB International to analyze past and future trends in the supply and demand of business doctoral faculty and offer solutions in the event of market imbalances, issued its report in December 2002. The DFC concluded that there is a significant shortage of business Ph.D.'s and that this shortage is expected to grow. A soon to be released report by the Doctoral Education Task Force (DETF) expresses concerns about the supply and demand of faculty with doctorates and urges institutions to think broadly about access and scalability. Part-time models targeted at working professionals and nontraditional delivery methods including the utilization of online technology are among the recommended solutions.

The reasons for the expected shortage in doctoral faculty are two-fold: (a) a reduction in the production of business doctoral-level scholars and (b) increased demand for individuals with business doctorate degrees. The trend is particularly noticeable among the top 50 accredited doctoral producers in the US, the world's largest producer of business doctorates. The DFC report identified the following as the most important reasons for the decline in the production of doctorates:

- Heavy emphasis for business schools to produce MBA degrees
- High cost of financial support for doctoral students
- High cost of faculty resources to support doctoral programs
- The substantial time required to complete a full-time doctorate program (usually four to six years), which discourages many good candidates from applying.

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The DFC identified the following reasons for increased demand for doctoral faculty:

- The growth in undergraduate and graduate business school enrollment in the US and worldwide.
- More and more business schools have sought to become more research-oriented, resulting in desire to hire more doctoral faculty.
- AACSB International and EQUIS accreditation require schools with global aspirations to exceed minimum standards for faculty qualifications.

To address the doctoral faculty shortage, the DFC included the following as one of their recommendations:

“Different models of Ph.D. programs to address faculty shortages, e.g., “teaching doctorates”, “professional doctorate,” or executive Ph.D.’s”, may be viable to address the needs of alternative segments of the business school industry, e.g., those with a non-research mission, and to augment the teaching capacity of research faculties.”

Research and Scholarship. The proposed DBA program is in response to the doctoral faculty shortage problem in the industry and is in accordance with the above DCF and DETF recommendations. Many top-rated business schools in the US have already established practitioner faculty positions. A typical graduate of the UF DBA program will have an appreciation for the scientific method and the importance of theory and will be a very strong candidate for practitioner faculty positions in high-quality business schools.

Service. Although an important objective of the proposed program is to train individuals who will be able to acquire faculty positions in academic institutions, the potential value of the program in training senior executives and consultants in the private sector should not be overlooked. The DBA program will help candidates develop proficiency in applied research by improving their methodological and analytical skills. The DBA program will thereby prepare candidates to apply research-based practice in business and management. The analytical and research skills of the candidates will help them advance in their career paths as senior managers and consultants.

Board of Governors Strategic Plan:

Goal 1: Access to and production of degrees

Goal 2: Meeting statewide professional and workforce needs

Goal 3: Building world-class academic programs and research capacity

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

Graduates of the DBA program at the University of Florida will help the State of Florida meet many of its professional needs as outlined in the BOG Strategic Planning Goals including teaching and academic research at Colleges of Business all over the state and country. The program will

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prepare professionals who will help reduce the critical doctoral faculty shortage for practitioner scholars in the field of business administration in the state of Florida as well as across the whole country. Some of the graduates of the DBA program may choose to serve as key leaders in public or private institutions or in the private sector, particularly in the service industry.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

The UF DBA will not result in an increase in the state's fiscal liability or obligation nor will the program supplant an existing E&G funded degree program in business administration.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy.

Tuition increases will depend on market conditions but will be limited to no more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The following accountability measures will monitor the success of the UF DBA:

- **Student Enrollment.** Program pricing for the DBA will reflect market rates and economic conditions within the state and country. Strategic pricing will enable the program to recruit top DBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 15 top quality students is an indicator of a successful pricing approach. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into the DBA program will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Each DBA cohort will have a minimum mean professional work experience of 12 years and satisfactory GMAT/GRE scores and GPAs.
- **Faculty Excellence.** Establishing market rate pricing enables UF to utilize Warrington College of Business Administration professors in the DBA program. This ensures a top quality experience for students and strengthens UF's value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program will involve

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word of mouth advertising. It is vital that we produce a DBA experience of the highest quality in all areas. The College will monitor exit interview survey data to track student satisfaction in each DBA cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The course schedule and instructors will be determined before students are admitted into a cohort. The students are required to take 60 credit hours and the program is expected to take approximately 3 years to complete.

The program consists of the following components:

1. Foundations Review: 12 half-day sessions where each half-day session consists of four hours of instruction (3 credit hours).
2. Managerial Statistics: 5 days, 8 hours of instruction per day (3 credit hours).
3. Six terms: In each term participants take 6 credit hours for a total of 36 credit hours. Courses in terms 1-6 have both an online and in-residence component.
4. Final Project: Terms 7 and 8 are devoted to the final project (18 credit hours).

Given that the students will have a master's degree in business or related field, and given that they will complete a one-week MBA level foundations review, the courses to be offered in the program are expected to be more advanced than the MBA curriculum. In fact, a great majority of the courses to be offered are already existing Ph.D. level courses.

No similar E&G courses will be eliminated or scaled back due to DBA implementation.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rates for the UF DBA program offers one such avenue while

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simultaneously providing a service that is clearly in demand. The College has to date received close to 100 inquiries about the DBA program. Many of these inquiries come from the graduates of our Professional and Executive MBA programs.

Assuming a class size of 20 and market rate tuition of \$90,000 per student (includes laptop hardware/software and books/supplies/refreshments) the DBA is expected to have a positive cash flow beginning with the first year. Therefore, no E&G or Contracts and Grants funding will be needed. Start-up funding will be provided from the College's DOCE funds. Any revenues exceeding expenses will be used to support college activities including faculty and Ph.D. support.

There are no plans to utilize private vendors for program delivery. Funds will be budgeted through the University's Division of Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

The most important benefits of the UF DBA program include the following:

- Increased graduate enrollment.
- Establish the University and the College as leaders in Professional doctoral education in the field of Business Administration.
- Provide important financial support to College faculty research and Ph.D. program.
- Address the business faculty shortage in both the state and the country.

The supplemental form is attached.

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University: University of South Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
		Graduate Certificate Applied Behavior Analysis (ABA)				
1	Degree Program					
2	CIP Code	42.999				
3	Has the program been approved pursuant to Regulation	Yes				
4	Does the program lead to initial licensing or certification?	Yes				
5	Is the program identified as a state critical workforce need?	No				
6	Are the program's admission & graduation requirements the same as other programs?	Yes				
7	Current Tuition Rate	\$7,755 Res and \$15,3967 NR				
8	Proposed Market Tuition Rate	\$12,600				
	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No				
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Umass Lowell: \$8,175				
12	University name and rate:	Penn State: \$13,698				
13	University name and rate:	Florida Institute of Technology: \$16,110				
14	University name and rate:	University of Cincinnati: \$13,050				
15	University name and rate:	University of West Florida (courses, but no certificate): \$6,838				
16	Length of Program (Student Credit Hours)	18				
17	Current E&G Student Enrollment (Headcount):					
18	Resident	28				
19	Non-Resident	16				
20	Total	44				
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes				
22	University and program name:	UWF: Online BCBA Program				
23	University and program name:	No other online SUS programs				
24	University and program name:					
25	University and program name:					

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University: University of South Florida

Proposed Market Tuition Program: Graduate Certificate, Applied Behavior Analysis

Date	
University Board of Trustees approval date:	09/04/13
Proposed Implementation Date (month/year):	Summer 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	42.999
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The online Graduate Certificate in Applied Behavior Analysis is an extension of the existing well-regarded USF Master's of Arts in Applied Behavior Analysis (ABA) and utilizes the core six courses from the existing MA program which are approved pursuant to regulation 8.011. The coursework covers the content required to take the certification exam from the Behavior Analyst Certification Board.</p> <p>The ABA Graduate Certificate will allow students to seek certification to become Board Certified Behavior Analysts (BCBAs). BCBAs work in a variety of important and impactful fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation.</p> <p>Students seeking certification as a Behavior Analyst can come from a variety of backgrounds, and this program is aimed at individuals with master's degrees in related fields such as Education, Special Education, Psychology, or Counseling who need the required ABA coursework. Offering an online program will allow greater access to working professionals who would not otherwise be able to attend on-campus courses. USF is already an approved provider of university training through the Behavior Analyst Certification Board, and the online graduate certificate will allow increased access to this valuable content.</p> <p>A proposed market tuition rate of \$700 per credit hour was determined by analyzing factors including competition, reputation, brand identity, and delivery format. The College of Behavioral & Community Sciences worked in conjunction with University College to conduct a detailed market analysis to determine the appropriate competitive tuition rate and the program's market viability.</p>	
Mission Alignment	

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Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The online graduate certificate in ABA fully aligns with the University of South's Florida's approved 2013 – 2018 Strategic Plan.

USF Goal 1: Well-educated and highly skilled global citizens through our continuing commitment to student success

- USF's outstanding and well-established reputation in this field will attract high-quality students who would otherwise not be able to attend an on-campus program, contributing to their career and personal success.
- Behavior analysts are in high demand in areas of Autism, Intellectual Disabilities, Special Education, Education, Parent Training, and Organizational Behavior Management.

USF Goal 2: High-impact research and innovation to change lives, improve health and foster sustainable development and positive societal change

- The ABA Graduate Certificate teaches evidence based strategies for producing positive and sustainable behavior change in individuals which has the powerful potential to change lives, improve health, and lead to positive societal changes. All course content is based on established research findings, often produced by USF's own faculty members.

USF Goal 3: A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy

- Students obtaining the ABA Graduate Certificate will be eligible for certification as a Board Certified Behavior Analyst and, once certified, will join the ranks of well-paid professional in the state of Florida and beyond.
- With many opportunities for Board Certified Behavior Analysts in Florida, graduates will contribute to the economic well-being of the state and help build a strong and sustainable future.

USF Goal 4: Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement

- The proposed tuition and student enrollment potential of the online ABA Graduate Certificate will enable the department to fully self-fund the program development and delivery.
- Residual revenue will add to the department's ability to attract and retain talented graduate faculty, to provide assistantships and scholarships, and will contribute to the continued growth of the ABA minor, master's degree and doctoral degree programs.

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The online ABA Graduate Certificate closely aligns with the Florida Board of Governors' 2025 points of emphasis including Excellence, Productivity, and Strategic Priorities for a Knowledge Economy, which inform the Goals as laid out in the 2012 – 2025 Strategic Plan.

Teaching and Learning

USF's has an outstanding reputation in the area of Applied Behavior Analysis as part of the Department of Child & Family Studies (CFS). In 2012, 9 students in the existing Master's program had papers/chapters published, 18 students presented at the 2012 ABA national conference with 25 students presenting papers as the Florida ABA conference. Students in the program provided over 35,000 hours of community service through practicum placements. The adult students that will enroll in the online program will benefit from the department's research and make a meaningful, positive difference in their communities in Florida and beyond. The online program will also strengthen the USF brand in the national and international market, as students around the globe can take this coursework to achieve certification as a BCBA.

Scholarship, Research, Innovation

The creation of this online program will allow more working professionals to broaden their employment opportunities and potentially to become certified as Applied Behavior Analysts. Certification is impossible without the required academic coursework, and USF currently is approved to offer this training, but can help a larger audience of students access the material and knowledge through an online format. Additionally, the online program's on-going and residual revenues will allow for support of doctoral students within the department, increasing scholarship and research within the College of Behavioral & Community Sciences.

Community and Business Engagement

Professionals that practice Applied Behavior Analysis help people at every stage of life to improve behavior and function in society. Positive behavioral changes improve learning outcomes for children/teens and ultimately contribute to their ability to learn, earn degrees, and contribute to the economic well-being of the state of Florida and our nation. Certified Behavior Analysts work with and improve the lives of people living with Autism, intellectual disabilities, and special education needs. They also help improve work environments and ultimately business outcomes through their skills and training in Organizational Behavior Management.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

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USF's market rate policy will not result in an increase in the state's fiscal liability or obligation. The existing E&G program will continue to grow and thrive, and enrollments will remain completely separate between the existing program and the new online graduate certificate.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Program pricing will be determined by market forces that may result in an increase or decrease in price. Per the BOG requirement, pricing will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Graduate Certificate in Applied Behavior Analysis market tuition program also include:

- **Student Enrollment:** Student enrollment is expected to launch at 15 students, and with appropriate market outreach, will grow year over year. The program has potential to attract students from a variety of fields, and the student demographic will be monitored to encourage enrollment growth.
- **Student Quality:** Students admitted in the online program will be expected to meet the same rigorous standards for admission into the college's on-campus programs. Part of the admissions criteria will include a master's degree in a related field, so the students will have an established track record of success in an academic program. Student grades in the program will be tracked as an indicator of student quality. Students must achieve a grade of A or B to pass each class and to qualify to test for certification.
- **Student Placement:** We will survey students upon receipt of the Certificate to identify their success in obtaining their Board Certified Behavior Analyst certification and to

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identify their success in obtaining employment.

- **Student Satisfaction:** The department will perform a culminating survey upon receipt of the Certificate to identify student satisfaction with the program. In addition, students will complete individual evaluations of each course taken, and satisfaction will be assessed from the course evaluations.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The courses associated with the online ABA Graduate Certificate are courses that are regularly utilized and scheduled within existing degree options within the department. These courses will continue to be offered as long as the college is offering the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Students who complete this online graduate certificate will have the coursework needed for certification as a Board Certified Behavior Analyst. With this credential, numerous jobs are available in which individuals can earn from \$50,000 to \$90,000+, depending upon where they live and practice. Many individuals with such certification form their own businesses and employ others as well, thereby positively impacting the economy in their community.

This program will attract students from myriad backgrounds, and will generate in excess of \$2.8 million in revenue the first 5 years, creating the ability to fully self-fund the online course conversion and delivery, as well as the program faculty, administration and management. Residual revenues will be generated that allow the College/Department the ability to attract and retain talented graduate faculty, to provide assistantships and scholarships, and will contribute to the continued growth of the ABA minor, master's, and doctoral degree program.

Private vendors will be utilized under the supervision of USF's University College to recruit highly qualified students into the program. The budget will run through University College as an auxiliary account, and all revenue and expenses will be tracked and monitored to meet BOG regulations and requirements.

Other Information

Provide any additional information if necessary, and complete the attached supplemental

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form.

Please see the attached supplemental form.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
Market Tuition Proposals**

University: Florida Atlantic University

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	Executive Master of Health Administration	Master of Science in Finance	Master of Business Administration	N/A	N/A
2 CIP Code	52.0701	52.0801	52.0201		
3 Has the program been approved pursuant to Regulation?	Yes	Yes	Yes		
4 Does the program lead to initial licensing or certification?	No	No	No		
5 Is the program identified as a state critical workforce need?	No	No	No		
6 Are the program's admission and graduation requirements the same as other programs?	Yes	Yes	Yes		
7 Current Tuition (Resident/Non-Resident)	\$11,464.42 / \$31,769.11	\$11,094.60 / \$30,744.30	\$15,902.26 / \$44,066.83		
8 Proposed Market Tuition Rate	\$30,000.00	\$30,000.00	Executive MBA: 44,390 Professional MBA: \$41,400 Online MBA: \$36,800		
9 Different Market Tuition Rate for Resident vs. Non-Resident Student?	No	No	No		
10 5 Other Public/Private Rates for Similar Program:			Resident/Non-Resident		
11 University name and rate: (Resident/Non-Resident)	University Southern California \$57,000 / \$57,000	FIU: \$30,000 / \$33,600	FIU EMBA: \$65,000 / \$70,000 FIU PMBA: \$46,000 / \$50,000 FIU Online MBA: \$42,000 / \$42,000		
12 University name and rate: (Resident/Non-Resident)	University of Minnesota \$59,500 / \$59,500	University of Texas \$43,000 / \$48,000	UF EMBA: \$51,000 / \$51,000 UF PMBA: \$43,500 / \$43,500 UF Online MBA 1 Year: \$46,000 UF Online MBA 2 Year: \$52,500		
13 University name and rate: (Resident/Non-Resident)	Western Kentucky University \$23,250 / \$23,250	FSU: \$15,286 / \$35,491	UCF EMBA: \$50,000 / \$50,000 UCF PMBA: \$39,000 / \$39,000		
14 University name and rate: (Resident/Non-Resident)	University of Colorado Denver \$51,000 / \$51,000	UF: \$16,786 / \$39,997	UM EMBA: \$84,500 / \$84,500 UM PMBA: \$84,500 / \$84,500		
15 University name and rate: (Resident/Non-Resident)	University of Central Florida \$36,652 / \$36,652	USF: \$14,003 / \$26,738	FSU Online MBA: \$29,250 / \$29,250		
16 University name and rate: (Resident/Non-Resident)			NSU Online MBA: \$34,271 / \$34,271		
17 Length of Program (SCH)	30	30	46		
18 Current E&G Student Enrollment (Headcount)					
19 Resident	Master of Health Administration (MHA): 42	N/A: Launching Fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 60 (Not E&G funded) EMBA: 210 (Not E&G funded)		
20 Non-Resident	N/A: Launching fall 2014	N/A: Launching fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 2 (Not E&G funded) EMBA: 1 (Not E&G funded)		
21 Total	N/A: Launching fall 2014	N/A: Launching fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 62 (Not E&G funded) EMBA: 211 (Not E&G funded)		
22 Similar Program at other SUS Institutions (if yes, provide university and program name)	UCF Executive MHAS	See Above	See Above		

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Declaratory Statement

Restrictions / Limitations

May 2013

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Declaratory Statement

Restrictions / Limitations

May 2013

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Market Tuition Proposals

University: Florida International University		Proposal 1	Proposal 2	Proposal 3	Proposal 4
		Master of Science in Human Resources Management (Online)	Masters of Science in International Real Estate	Executive Master's in Public Administration	Professional Masters of Science in Counseling Psychology
1	Degree Program				
2	CIP Code	52.1001	52.1502	44.0401	13.1101
3	Has the program been approved pursuant to Regulation	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	Yes
5	Is the program identified as a state critical workforce need?	No	No	No	No
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes
7	Current Tuition Rate	\$32,500	\$25,000R/ \$29,000NR	\$32,000	\$32,000
8	Proposed Market Tuition Rate	\$35,000R/NR with up to 15% increase each year thereafter	\$26,000 R/ \$30,000 NR plus up to 15% each year thereafter	\$33,000R/NR plus up to 15% each year thereafter	\$36,000R/NR plus up to 15% each year thereafter
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	Yes (\$26,000 R/ \$30,000 NR)	No	No
10	5 Other Public/Private Rates for Similar Program:				
11	University name and rate:	NYU, \$63,462R/NR, 42 credits	NOVA Southeastern U, \$29,326R/NR	Barry University, \$35,080R/NR, 36 Credits	Nova Southeastern U (M.S. in Mental Health Counseling), \$36,300R/NR, 60 credits
12	University name and rate:	Penn State, \$25,575R/NR, 33 credits	UCF (MSRE), \$29,500R/\$34,000NR	University of Miami, \$59,100R/\$60,100NR, 36 Credits	University of Miami (M.S. in Mental Health Counseling), \$103,800R/NR, 60 credits
13	University name and rate:	Devry Univ., \$33,824R/NR, 48 credits	U of Miami (MSRED) \$53,120R/NR	Nova Southeastern U, \$28,500R/NR, 40 credits	St. Thomas University (M.S. in Mental Health Counseling), \$52,740R/NR, 60 credits
14	University name and rate:	Villanova Univ., \$27,899R/NR, 30 credits	University of San Diego \$46,080R/NR		Barry University (M.S. in Clinical Psychology), \$57,600R/NR, 60 credits
15	University name and rate:	Univ. of Scranton, \$33,617R/NR, 39 credits	DePaul University \$44,800R/NR		
16	Length of Program (Student Credit Hours)	36	30	42	60
17	Current E&G Student Enrollment (Headcount):				
18	Resident	0	0	0	0
19	Non-Resident	0	0	0	0
20	Total	0	0	0	0
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No	No	No, not in Executive delivery format	No
22	University and program name:	n/a	n/a	n/a	n/a
23	University and program name:	n/a	n/a	n/a	n/a
24	University and program name:	n/a	n/a	n/a	n/a
25	University and program name:	n/a	n/a	n/a	n/a

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Master of Science in Human Resource Management

Date	
University Board of Trustees approval date:	June 12, 2013
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	52.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition. Explain the process used to determine market tuition.</p> <p>The market rate tuition for the Online Master of Science in Human Resource Management (MSHRM) program was determined by benchmarking against other national and State of Florida programs. All associated costs of managing the program are also included in the rate.</p> <p>Below are other factors that are taken into account when determining the rate:</p> <ul style="list-style-type: none"> - Development cost and support for online courses. - Marketing and recruitment. - Additional services provided to students including a 4-day residency, graduation reception, and course materials including electronic and academic preparation. <p>The demand for online programs, particularly professional master's degrees is increasing. Analysis of other online master's degrees in the human resource management presents a favorable environment for program success.</p> <p>Several factors point to program success.</p> <ol style="list-style-type: none"> 1. Relatively low number of programs being offered online by reputable institutions. 2. Current demand experienced in FIU's on-campus MSHRM program. 3. We believe there is a demand for the program in all Caribbean countries, especially Puerto Rico that operates under same legal framework for HR. 4. The program was previously successfully offered in Jamaica and the success in Jamaica makes us believe there will be continuous demand for the program in the region due to FIU CBA reputation. 5. We also expect demand from the northeast where few accredited schools exist other than Cornell University and the name recognition of our faculty is higher in other schools in the Northeast except for Cornell. 6. The average minimum time to completion of comparable online MSHRM degree is 	

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24 months. FIU's proposed online MSHRM degree program utilizes mini-terms and thus is completed in half that time (12 months).

For 2014-2015, the online MSHRM program tuition will be \$35,000 for residents and non-residents. All these may be adjusted by up to 15% for 2015-16 and each year thereafter.

The following comparable programs were used to set the market rate tuition:

NYU, \$63,462R/NR 42 credits
Penn State, \$25,575R/NR 33 credits
Devry Univ. \$33,824R/NR, 48 credits
Villanova Univ. \$27,899R/NR, 30 credits
Univ. of Scranton, \$33,617R/NR, 39 credits

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Online MSHRM program is well aligned with the mission of the University, the College of Business Administration, and the Department of Management and International Business.

In serving the mission of the University, the Online MSHRM program promises to engage our local and global community by providing greater access to this program's AACSB accredited first rate education via the flexible online format.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant the existing E&G funded degree program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

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Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all graduate programs. An end of the program survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in human resource management.</p>
Course Availability
<p>Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?</p> <p>The program will be managed in a lock-step cohort format that will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. No similar E&G courses will be eliminated or scaled back if this program is implemented.</p>
Economic Impact
<p>Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.</p> <p>The program will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.7 million for one year of the program. The revenue will be spent to cover direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, course development (online and face to face) and online delivery, technical support, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise. The expected enrollment per cohort is 50 students.</p>
Other Information
<p>Provide any additional information if necessary, and complete the attached supplemental form.</p> <p>See attached supplemental form.</p>

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Master of Science in International Real Estate

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	52.1502
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market tuition for the Master of Science in International Real Estate (MSIRE) was determined by benchmarking against other national and State of Florida programs. Hence, revenues are based on comparable market tuition rates of competing schools. All associated costs of managing this program were included in the cost projections.</p> <p>The Master of Science in International Real Estate is a one-year (10-month) program that provides a strong foundation of knowledge and skills required by the real estate industry with a focus on analysis and decision-making. Graduates pursue many career paths in real estate including commercial brokerage, direct and securitized real estate investments, investment management, commercial underwriting, development, property management, residential sales and management and other areas. The program differentiates itself from existing programs by embedding international aspects of the profession into a well-focused skills and knowledge based program.</p> <p>MSIRE is currently offered as a continuing education self-supporting program. For Fall 2012, there are 66 students enrolled in the program in both traditional face to face classroom settings and on-line. FIU is the only AACSB accredited school to provide formal graduate level education in real estate in the on-line format. The proposal is for all delivery modes in this degree program to be offered at market tuition rates in all locations.</p> <p>For 2014-15, the resident market tuition rate for the Master of Science in International Real Estate degree program offered in a classroom setting for residents will be \$26,000 with non-residents at \$30,000. The on-line tuition will be \$30,000 for residents and non-residents. All of these may be adjusted by up to 15% for 2015-16 and each year thereafter.</p> <p>The following comparable programs were used to set the market tuition:</p> <p>NOVA Southeastern U, \$29,326R/NR UCF (MSRE), \$29,500R/\$34,000NR</p>	

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Florida Board of Governors
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U of Miami (MSRED), \$53,120R/NR
University of San Diego, \$46,080R/NR
DePaul University, \$44,800R/NR

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market tuition will enable the Master of Science in International Real Estate program to provide students with better support from career services, a greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in real estate.

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Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff. No similar E&G courses be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.8 million during the one year program. The revenue will be spent to cover direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, course development (online and face to face) and online delivery, technical support, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached supplemental form.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Executive Master of Science in Public Administration

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Spring 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	44.0401
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market rate tuition for the Executive Masters in Public Administration was determined by benchmarking against other national and State of Florida programs. All associated costs of managing the program are also included in the rate.</p> <p>This program provides graduate professional education to executives and upper management public service professionals and is currently a continuing education self-supporting program at the Downtown at Brickell location with 15 students. The program delivers the curriculum in a unique schedule that meets the needs of this population.</p> <p>For 2014-15, the resident and non-resident market tuition rate will be \$33,000 which may be adjusted by up to 15% for 2015-16 and each year thereafter.</p> <p>The following comparable programs were used to set the market tuition:</p> <p>University of Miami, \$59,100R/\$60,100NR Nova Southeastern U, \$28,500R/NR Barry University, \$35,080R/NR</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The market tuition will enable the Executive Master of Public Administration to provide students with better support from career services and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem solving engagement. Specifically it will enhance the following goals:</p>	

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▪ Goal 1: Access to and production of degrees

The EMPA is scheduled in a way that current executives in the public and non-profit sector can access it. It allows FIU to better serve the community of public sector and non-profit sector executives.

▪ Goal 2: Meeting statewide professional and workforce needs

It is estimated that within 10 years, the public sector workforce will lose 30-40% of current employees to retirement. This program also enhances opportunities for those already in public service to assume higher executive leadership positions.

▪ Goal 3: Building world-class academic programs and research capacity

Compared to other public administration programs, the FIU EMPA is the only NASPAA-Accredited EMPA program in the State of Florida.

• Goal 4: Meeting community needs and fulfilling unique institutional responsibilities

As Miami's first and largest public institution, FIU has the responsibility to train and prepare a qualified public service workforce to assume the challenges of managing the complicated public and non-profit sectors.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of program survey will be used to measure student satisfaction.

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Course Availability
<p>Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?</p> <p>Courses will be offered in a 16-month lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate program completion. All instruction and program administration will be performed by University faculty and staff. No similar E&G courses will be eliminated or scaled back if this program is implemented.</p>
Economic Impact
<p>Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.</p> <p>There is no economic impact on the University as the proposed program targets a population segment that is currently not served by the on-Campus MPA program. The new program might help provide more exposure to the traditional MPA program.</p> <p>The expected revenues of \$825,000 will be used to support the direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, professional development, facility rental, and university and college initiatives. The funds will be budgeted in the auxiliary enterprise. The expected enrollment per cohort is 25.</p>
Other Information
<p>Provide any additional information if necessary, and complete the attached supplemental form.</p> <p>See attached supplemental form.</p>

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Professional Master of Science in Counseling Psychology

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	13.1101
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market tuition for the Professional Masters of Science in Counseling Psychology (PMSCP) was determined by benchmarking against other national and State of Florida programs. All associated costs of managing this program are also included in the rate.</p> <p>The program consists of 60 credit hours of graduate study. Students are trained to utilize various methods in examining and implementing evidence based treatments in mental health and psychotherapy that have a significant impact on maladaptive and adaptive functioning with populations that range across the life span within multi-cultural environments. The program is designed to train practitioners and researchers who can function in a variety of mental health settings in both the private and public sector.</p> <p>The program leads to students' eligibility for a license to practice as a Mental Health Counselor (LMHC) in Florida. The LMHC is not identified as a state critical workforce need area.</p> <p>The market tuition rate will be \$36,000 for completion of the 60 credit program. This market rate tuition may be adjusted by up to 15% for 2015-16 and each year thereafter. The following table provides cost data for five similar programs at other institutions.</p>	

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Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)
Nova Southeastern University (M.S. in Mental Health Counseling)	60	\$36,300	\$36,300
University of Miami (M.S. in Mental Health Counseling)	60	\$103,800	\$103,800
St. Thomas University (M.S. in Mental Health Counseling)	60	\$52,740	\$52,740
Barry University (M.S. in Clinical Psychology)	60	\$57,600	\$57,600
University of Central Florida (M.A. in Counselor Education)	63	\$23,143	\$75,080

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Professional Counseling Psychology MS is aligned with FIU's mission to provide state-of-the-art educational opportunities and collaborative engagement with our local and global communities. It is also fully aligned with University's Goal 2: To educate graduate and professional students.

The overall mission of the counseling psychology master's program is to prepare students for advanced study in psychology as well as provide students with the knowledge and competencies necessary to become licensed by the Florida Board of Social Work, Marriage & Family Therapy, and Mental Health Counseling.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

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Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using three metrics: 1) Number of students enrolled, 2) student satisfaction levels and 3) license exam pass rates. Retention and graduation rates are currently accountability measures for all graduate programs. A survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. To maintain high quality teaching in the program, all courses will be taught by university faculty and academically qualified adjuncts. No similar E&G courses will be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The Professional Counseling Psychology Master's program will provide excellent employment opportunities to its graduates in a variety of institutions such as hospitals, schools, clinics, and community mental health agencies. Graduates from the program are eligible for a professional license in mental health counseling that allows professionals to function as private practitioners in areas of clinical practice, research, and teaching.

The program will provide a needed service to the community. It is expected that the program will generate total revenue of \$1,260,000 per cohort of 35, which will be used to cover direct and indirect instructional costs, program administration, enhanced student, career and academic services, marketing, professional development, and university and college initiatives. Outside vendors will provide marketing and promotional material, as budgeted. The funds will be budgeted in the auxiliary enterprise.

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Other Information
Provide any additional information if necessary, and complete the attached supplemental form. See attached supplemental form.

**State University System
Market Tuition Proposals**

University: University of West Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4
Degree Program	M.Ed. In Educational Leadership*	M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate)	Ed. D. In Curriculum & Instruction General	M. Accountancy
CIP Code	13.0401	13.0301	13.0301	52.0301
Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes
Does the program lead to initial licensing or certification?	Yes	No	No	No
Is the program identified as a state critical workforce need?	No	No	No	No
Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes
Current Tuition Rate (resident and non-resident, includes fees)	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55
Proposed Market Tuition Rate**	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year
Different Market Tuition Rate for Resident vs. Non-Resident Student? <i>If yes, list.</i>	No	No	No	No
5 Other Public/Private Rates for Similar Program: ***				
Appalachian State University	\$235.0/\$820.75	-	-	-
Georgia Southern University	-	-	-	\$515.00/\$1,322.00
Kennesaw State University	\$1,051.50/\$1,745.50	-	-	-
LSU-Shreveport	\$498.44/\$810.31	\$292.46	-	-
New Mexico State University	-	-	\$259.20/\$818.50	-
Northeastern University	-	-	\$641	-
Nova Southeastern University	\$600	\$500	\$955	\$816.00
Stephen F Austin State University	\$332.00/\$452.00	\$332.00/\$452.00	-	-
Stetson University	-	-	-	\$784
University of Alabama, Birmingham	-	\$424/\$904	-	\$530.00/\$983.00
University of Connecticut	-	-	-	\$680.00
University of Louisiana at Monroe	-	-	590.50/\$1,254.25	-
University of South Alabama	\$444	\$444	-	\$465.00
Valdosta State University (GA)	-	\$453.50/\$1,051.50	\$453.50/\$1,051.50	-
Length of Program (Student Credit Hours)	33	36	66 (excludes 11 hours of seminar credit)	30
Current E&G Student Enrollment (Headcount):				
Resident	0	9	0	28
Non-Resident	0	7	0	2
Total	0	16	0	30
Similar Program at other SUS Institutions <i>(if yes, provide university and program name)</i>	Yes	No	No	No
Florida State University	Educational Leadership, M.S.	--	--	--
University of Florida	Educational Leadership, M.Ed.	--	--	--

*non-FTE generating program effective 2011-2012 academic year

**UWF Board of Trustees will approve exact market prices closer to actual market rate implementation to account for any changes in competitive market rates

***peer, aspirant, similar institutions, similar online programs

UWF - October 18, 2013

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: University of West Florida

Proposed Market Tuition Program: M.Ed., Educational Leadership

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0401
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Ed., Educational Leadership is a 33 hour program that prepares students to attain the skills required to prepare them for administrative and supervisory positions such as principal, assistant principal, district supervisor, in-service director, curriculum developer, or dean in public and private elementary and secondary schools. The program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional offerings. There is an expanding market of students who would be able to participate in advanced education in the Educational Leadership area.</p> <p>The market tuition for the M.Ed., Educational Leadership was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions, in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The proposed market rate tuition for the M.Ed., Educational Leadership will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are</p>	

**State University System
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Request to Establish Market Tuition Rates – Regulation 7.001(15)**

critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state’s fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, M.Ed., Educational Leadership will not increase the State’s fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student

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demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue from the market rate tuition for the M.Ed., Educational Leadership is \$540,000 for 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional skills that will have a direct positive impact on the success of their own students back in the classroom. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Currently, this program is offered through cost recovery through Continuing Education.

See attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: M.Ed., Curriculum & Instruction: Reading Endorsement Cognate

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Ed., Reading program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional offerings. Reading is one of several specializations in the C&I Masters and will be the only specialization delivered through Market Rate. There is an expanding market of students who would be able to participate in advanced education in the Reading area.</p> <p>The M.Ed. is a 36 credit hour program which combines a professional core with a Reading specialization. The professional core combines concepts of issues in Teacher Education, Exceptionalities, Assessment, and Classroom Management with an applied research sequence that directly aligns to practice. For the Reading Endorsement Cognate, students complete 15 hours of Florida DOE approved coursework related to Reading Assessment, Literacy, Differentiating Instruction, and Practicum.</p> <p>The market tuition for the M.Ed., Curriculum & Instruction: Reading Endorsement Cognate was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p>	

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The proposed market rate tuition for the M.Ed., Curriculum & Instruction, Reading Endorsement will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, M.Ed. in Curriculum and Instruction, Reading Endorsement will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test

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scores, GPAs, and student performance.

- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue for the market tuition M.Ed., C&I-Reading Cognate is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: Ed.D., Curriculum & Instruction: Curriculum Studies (specialization)

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Ed.D., Curriculum & Instruction: Curriculum Studies specialization is 66 (excludes 11 hours of seminar credit) credit hours which students can complete in 4 years. This is a new specialization in the Ed.D. Curriculum and Instruction degree. The program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional campus-based offerings. There is an expanding market of students who would be able to participate in advanced education related to leading instructional systems framed by a curriculum and instruction program of study.</p> <p>The program consists of a professional core that includes a foundational knowledge base made up of psychology, philosophy, research and technology. The specialization includes courses in curriculum, instructional design, assessment, measurement, and technology and is designed to prepare students for a broad range of leadership positions in postsecondary education, training, governmental, and social and military settings. Students participate in the equivalent to a 1-credit hour seminar class each semester from the beginning of their program of study to facilitate completion by working on research, statistics, and dissertation.</p> <p>The market tuition for the Ed.D., Curriculum & Instruction: Curriculum Studies was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions, in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	

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Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed market rate tuition for the Ed.D., Curriculum and Instruction: Curriculum Studies program will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, Ed.D., Curriculum and Instruction: Curriculum Studies will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.

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- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses will be eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue for the market tuition Ed.D., Curriculum and Instruction: Curriculum Studies is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional skills that directly impact success of students back in their own career setting. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: Masters of Accountancy

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	52.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Acc. Degree is a 30 hour program that is designed to help students develop analytic and communications skills in the areas of governmental, financial and managerial accounting, contemporary professional issues, auditing, tax, and financial management. Graduates pursue careers in public accounting as auditors, consultants, and tax practitioners; in industry as financial and operational managers; and in government in a variety of roles.</p> <p>Plans are to offer this program fully online to provide greater access to working adults. This is a one-year program that prepares students for the CPA exam which is an important credential for career advancement in Accounting and related fields.</p> <p>The market tuition for the Masters in Accountancy was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation of an analysis of different institutional tuition rates in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The proposed market rate tuition for the Masters in Accountancy will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree</p>	

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completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, Masters in Accountancy will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any

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similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue from the market rate tuition Masters in Accountancy is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional and analytical skills that will have a positive impact on their career progression. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Supplemental form attached.



OFFICE OF THE PRESIDENT

UNIVERSITY of
NORTH FLORIDA

September 27, 2013

Jan Ignash, Interim Chancellor
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399

Dear Chancellor Ignash:

The University of North Florida (UNF), in accordance with Board of Governors Regulation 7.001(15)(a)2, is requesting a special exception to establish market-rate tuition for three graduate programs that lead to certification in a state critical workforce need area. The exception is requested because market rate tuition will increase the number of graduates in Florida. The three graduate programs are:

- M.Ed. in Special Education, Autism and Applied Behavior Analysis concentrations
- M.S. in Nutrition and Dietetics
- Doctor of Nursing Practice

These three graduate programs will be delivered fully online and with the market-rate tuition, UNF will see an increase in the number of students admitted to each program and, therefore, the number of graduates from each program will increase.

The M.Ed. in Special Education, Autism and Applied Behavior Analysis concentrations will be fully online and will prepare graduate students for positions as professional clinical practitioners who work with exceptional individuals. The majority of these clinical practitioners become teachers in self-contained classes or resource rooms while others serve in positions such as consulting teacher, behavior analyst or parent-infant specialist.

The M.S. in Nutrition and Dietetics is a 43 credit-hour program that will be delivered fully online and is designed for those students who wish to emphasize the application of advanced nutrition knowledge in clinical or community-based health programs.

The Doctor of Nursing Practice is 48 credit hours in length and will be delivered fully online. The program is designed as a post-graduate degree program for those who already possess, at a minimum, a M.S. in Nursing and specialty certification.

We look forward to a favorable review and approval of this request for an exception. The completed *Request to Establish Market Tuition Rates* for each of these three programs has been submitted to your office.

Sincerely,

John A. Delaney

1 UNF Drive Jacksonville, Florida 32224-2645
Tel: (904) 620 2500 Fax: (904) 620 2515

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Market Tuition Proposals

University: University of North Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of Education in Special Education (Autism concentration and ABA concentration)	Master of Science in Nutrition	Doctor of Nursing Practice		
2	CIP Code	13.1001	51.3101	51.3818		
3	Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes		
4	Does the program lead to initial licensing or certification?	No	No	No		
5	Is the program identified as a state critical workforce need?	Yes	Yes	Yes		
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes		
7	Current Tuition Rate	\$14,691.60 R, \$33,573.96 NR	\$17,548.30 R, \$40,102.23 NR	\$19,588.80 R, \$44,765.28 NR		
8	Proposed Market Tuition Rate	\$16,500	\$19,708.19	\$22,000.00		
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	No	No		
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Georgia State University \$ 12,096.00	University of Alabama \$ 12,600.00	Georgia Southern University \$ 12,953.33		
12	University name and rate:	University of Alabama \$ 15,120.00	Liberty University \$ 19,530.00	Georgia State University \$ 15,853.50		
13	University name and rate:	University of South Carolina \$ 16,908.00	Northeastern University \$ 22,880.00	University of Alabama \$ 11,220.00		
14	University name and rate:	Georgia Southern University \$ 9,468.00	University of Bridgeport \$ 29,725.00	Walden University \$41,075		
15	University name and rate:	Mississippi State University \$ 20,880.00	Drexel University \$ 48,825.00	Drexel University \$ 38,016.00		
16	Length of Program (Student Credit Hours)	36	43	48		
17	Current E&G Student Enrollment (Headcount):					
18	Resident	20	43	26		
19	Non-Resident	0	0	0		
20	Total	20	43	26		
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	No	Yes		
22	University and program name:	FGCU M.Ed. Special Education (online)	FSU M.S. Nutrition (traditional)	FIU DNP (web assisted)		
23	University and program name:	FSU M.S. Special Education (online)	UCF M.S. Sport Nutrition (traditional)	UCF DNP (online)		
24	University and program name:	UWF M.A. Exceptional Student Education (online)	USF M.S. Metabolic & Nutritional Medicine	UF DNP (online)		
25	University and program name:	UF M.Ed. Special Education (online)		USF DNP (web assisted)		

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University: University of North Florida
Proposed Market Tuition Program: Master of Education, Special Education

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	13.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Master of Education (M.Ed.) in Special Education, with emphasis on Autism or Applied Behavior Analysis, is a graduate program in Special Education that prepares graduate students for positions as professional clinical practitioners who work with exceptional individuals. The majority of these clinical practitioners become teachers in self-contained classes or resource rooms while others serve in positions such as consulting teacher, behavior analyst, or parent-infant specialist. Practitioners may serve individuals with special needs ranging in age from preschool through adulthood. Additionally they may work with the families of individuals with special needs. The degree program is 36 credit-hours. The current M.Ed. in Special Education is not offered online.</p> <p>The market tuition for the M.Ed. in Special Education was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 16,500.00.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The online graduate degree program in the area of special education supports the mission of the College of Education and Human Services (COEHS) by preparing educators who are competent and contributing professionals for diverse learning communities. In addition, the COEHS seeks to enhance teaching and learning of K-12 students and the addition of the</p>	

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online degree program would increase the overall impact of the COEHS on K-12 students and teachers.

The online graduate degree program in the area of special education will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in not only an increase in enrollment, but also in the number of graduates from the program who will be well-equipped to make a significant impact on the field.

The online graduate degree program in the area of special education aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, or individuals who may not be local to NE Florida, to enroll and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives with the college, as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's Master of Education in special education program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of courses needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for the first year is \$ 495,000.00 and the revenue will be used to cover

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the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is \$ 174,969.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of North Florida
Proposed Market Tuition Program: MS in Nutrition

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	51.3101
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Master of Science in Nutrition and Dietetics is designed for those students who wish to emphasize the application of advanced nutrition knowledge in clinical or community-based health programs. There are two options (i.e., thesis, non-thesis) to this 43-semester hour, fully online degree program. The Master of Science in Nutrition thesis option allows students to pursue an independent research project as a culminating experience in their master's program. The Master of Science in Nutrition non-thesis option allows students to complete 12 pre-approved credits through a series of project, field experience, and independent study courses. These two options are designed for Registered Dietitians who wish to pursue graduate training with an emphasis in clinical or community dietetics.</p> <p>The market tuition for the M.S. in Nutrition and Dietetics was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 19,708.19.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The online graduate degree program in nutrition supports the mission of the Brooks College of Health (BCH) by developing competent and caring health professionals for the 21st century who are diligent in the pursuit of knowledge, make significant contributions to the communities and individuals that they serve, and become leaders of their chosen profession. The addition of the online degree program at market rate would increase the number of</p>	

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prepared professionals.

The online graduate degree program in nutrition will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in an increase not only in enrollment but in the number of graduates from the program who will be well-equipped to make a significant impact on the field and the nutritional status and health of the public.

The online graduate degree program in nutrition aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, and individuals who may not be local to NE Florida, to enroll in and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives within the college as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's Master of Science in Nutrition will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of courses needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for the first year is \$ 825,000.00 and the revenue will be used to cover the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is

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\$ 298,074.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of North Florida
Proposed Market Tuition Program: Doctor of Nursing Practice

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	51.3818
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Doctor of Nursing Practice (DNP) is designed as a post-graduate degree program for those who already possess, at a minimum, a Master of Science in Nursing and specialty certification. The program's objectives are based on the American Association of Colleges of Nursing essentials for Doctoral Education for Advanced Practice (2006). The program objectives build upon those for the masters in nursing program. The objectives (graduate learning outcomes) for the DNP program state that upon completion of the program the graduate will be able to, among other things, develop, implement, and evaluate new practice approaches based on scientific knowledge; ensure accountability for quality care and patient safety for populations with whom they work; develop, evaluate, and provide leadership for health care policy which shapes health care financing, regulation, and delivery; work collaboratively with transdisciplinary teams to meet health care needs of individuals and populations; and, base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, ethical and nursing science as appropriate to the area of specialization. The degree program is 48 hours in length.</p> <p>The market tuition for the DNP was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 22,000.00.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p>	

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The online graduate DNP program supports the mission of the Brooks College of Health (BCH) by developing competent and caring health professionals for the 21st century who are diligent in the pursuit of knowledge, make significant contributions to the communities and individuals that they serve, and become leaders of their chosen profession. The addition of the online degree program at market rate would increase the number of prepared professionals.

The online graduate degree program will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in not only an increase in the enrollment, but also in the number of graduates from the program who will be well-equipped to make a significant impact on the field.

The online graduate degree program in the area of nursing practice aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, or individuals who may not be local to NE Florida, to enroll and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives within the college, as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's DNP program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of each course needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing

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and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for FY 13/14 is \$ 825,000.00 and the revenue will be used to cover the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is \$ 323,910.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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Market Tuition Proposals**

University:		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Transitional Doctor of Physical Therapy Program				
2	CIP Code	51.2308				
3	Has the program been approved pursuant to Regulation	Yes				
4	Does the program lead to initial licensing or certification?	No				
5	Is the program identified as a state critical workforce need?	Yes				
6	Are the program's admission & graduation requirements the same as other programs?	Yes				
7	Current Tuition Rate	NA				
8	Proposed Market Tuition Rate	\$450 / credit hour				
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No				
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	University of South Florida: \$475 per credit hour				
12	University name and rate:	Nova Southeastern University: \$500 per credit hour plus \$250 student activity fee per semester				
13	University name and rate:	program)				
14	University name and rate:	University of Tennessee - Chattanooga: \$3675.00 per semester for in-state, \$4075.00 per semester for out of state (30 credit hour program)				
15	University name and rate:	the entire degree program (# of credits determined on portfolio evaluation)				
16	Length of Program (Student Credit Hours)	30 credit hours				
17	Current E&G Student Enrollment (Headcount):					
18	Resident	NA - we anticipate 8 in-state (per year)				
19	Non-Resident	NA - we anticipate 2 in-state (per year)				
20	Total	10 (per year)				
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes				
22	University and program name:	University of South Florida - Transitional DPT				
23	University and program name:					
24	University and program name:					
25	University and program name:					

It will cost ~\$1000.00 per credit hour to deliver the program
(~\$15,000.00)

A minimum of 5 students will need to be run in the program to
double instructional costs; a maximum of 20 students will be
enrolled per year.

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University: Florida Gulf Coast University

Proposed Market Tuition Program: Transitional Doctor of Physical Therapy Program

Date	
University Board of Trustees approval date:	June 2013
Proposed Implementation Date (month/year):	January 2104
Graduate online or Graduate Continuing Ed. Course:	Online
CIP Code:	51.2308
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Department of Physical Therapy and Human Performance proposes to offer a Transitional Doctor of Physical Therapy (t-DPT) program, in addition to currently existing entry-level DPT program. The t-DPT program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.</p> <p>Physical Therapy (PT) has been evolving as a profession since its founding of “Reconstruction Aides” following World War I. As the profession has matured, the level of education has expanded in response to the needs of the practice and demands from consumers. In 1989, an American Physical Therapy Association (APTA) task force recommended to the APTA Board of Directors that the Doctorate in Physical Therapy (DPT), which is a clinical doctorate degree, should be the appropriate entry-level degree for physical therapists based on the framework of practice and academic requirements (Detweiler,1999). Entry-level refers to the professional education that prepares graduates for entry into the practice of physical therapy in contrast to a post-professional Doctorate in Physical Therapy, which reflects education for the advancement or practicing physical therapists. This perceived need for change in the entry-level degree was facilitated by observed changes in society’s expectations for health, wellness and prevention of disease and disability, changes in health care delivery systems, and expanding scope of practice.</p> <p>In June 2000, APTA’s House of Delegates endorsed the APTA Vision Statement for Physical Therapy 2020 which envisions physical therapy will be provided by physical therapists who are doctors of physical therapy:</p> <p>“Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct</p>	

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access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidenced based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences. While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.”

The APTA Vision Sentence that was also approved in June 2000 states:

“By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other healthcare professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.” The APTA is unequivocally committed to a fully inclusive transition to the status of a doctoring profession. Inclusiveness means that every US-licensed physical therapist will be afforded the opportunity to attain degree parity with those practitioners who possess the DPT. In addition to the benefits for the physical therapist, an inclusive transition also benefits the profession as a greater critical mass of physical therapists are prepared to practice using the most current body of knowledge and skills, including all aspects of patient/client management.

In response to this vision, the increasing number of programs offering the entry-level DPT and an increasing number of graduates earning the entry-level DPT degree, there is a growing demand from practicing physical therapists who entered the practice of physical therapy with either a bachelor or master degree for a “Transitional” DPT (t-DPT) or sometimes called post-professional DPT. These practicing therapists are seeking to demonstrate continued competence through a t-DPT that will signify and recognize the acquisition of knowledge that could more strongly position the graduate in the current practice environment and in the future health care marketplace. The t-DPT program is intended to provide an academic augmentation that is analogous to the current professional education DPT standard, and that focuses on the changes that have occurred in physical therapy practice over the past 5 to 10 years. The t-DPT degree is conferred upon completion of a structured, post-professional educational experience and enables the US-licensed physical therapist to attain degree parity with therapists who hold the entry-level professional DPT by "filling in" any gaps between

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their professional baccalaureate or master's degree or post baccalaureate certificate in PT education and the current academic standards for the professional entry-level DPT degree education.

Although the specific number of practicing PT's who possess a BSPT or MPT degree is not exactly known, according to the 2010 Physical Therapist Member Demographic Profile conducted by the APTA, 24.7% and 32.0% of the membership's highest degree earned is the BSPT or the MSPT, respectively. Moreover, only ~35% of the total membership has a DPT or t-DPT. These data strongly suggests the continued demand for offering the t-DPT to meet expanding educational needs for BSPT and MPT prepared therapists. Additionally, in the July 2008 PT Magazine published by the APTA, they indicated that a strong possibility exists for graduates with a BSPT to continue practicing for another 20 to 30 years because the final dissolution of accredited BSPT programs occurred in 2002. If we project a career span of 40 years, the majority of BS-prepared PTs will retire around 2027, with some perhaps practicing through 2040. Additionally, the number of accredited Master's degree programs in PT (MPT) peaked in 2000, so it can be surmised that nearly all MPT-prepared individuals will be retired by around 2040. Given these data, the APTA anticipates a period of at least 20 years during which Physical Therapists with a BSPT or MPT will be in practice. Given that the t-DPT at FGCU would be available to students nationwide, we anticipate no shortage of prospective students who would apply and be admitted to our proposed program.

The decision to develop a t-DPT program is fully within the prerogative of institutions of higher education since post-professional physical therapist education programs are not accredited by CAPTE. CAPTE presumes in most cases, quality is assured by virtue of the fact that rigorous standards are applied by regional accrediting agencies to the higher education institutions and by CAPTE to the professional programs (entry-level), which offer the transition DPT programs. Although t-DPT programs are not subject to accreditation by CAPTE, APTA has chosen to take a supporting role for programs that choose to develop the t-DPT through the development of voluntary products/resources that have been designed to serve the interests of licensed physical therapists, entry level DPT programs and the entire profession.

The purposes of the t-DPT at FGCU are to provide:

1. a quality educational program, through an on-line curricular format, that reflects an augmentation in the physical therapist professional body of knowledge and practice over the last 5-10 years, allowing Physical Therapists to complete the program in a format that supports continued employment
2. a mechanism whereby experienced Physical Therapists may augment their knowledge and skills in areas that, together with any specialized knowledge and experience acquired over the years, would position them more strongly as a provider of physical therapy in a competitive health care system.

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3. a valuable and exciting context for learning, including the rich and diverse interactions between Physical Therapists whose respective experiences provide an invaluable source of shared learning.
4. a curriculum that is customized to particular learners based on the date and degree level awarded in physical therapy, and their knowledge and experience, thereby minimizing the prospects for duplication of content.
5. a learning context, including the learner's experience and discourse, that reflects a breadth and depth of experience that cannot be present in a professional degree program with students who have no clinical experience.
6. credentialing at the clinical doctorate level with the opportunity for graduates to achieve parity with other clinical and associated professions that have converted to the doctorate level including Optometry, Podiatry, Audiology, Pharmacy and Law.

Has the program been approved pursuant to regulation 8.011?

Yes. The CIP code is: 51.2308.

Diploma: Doctor of Physical Therapy

Does the program lead to initial licensing or certification?

No, the t-DPT program is designed for physical therapists who are already licensed to practice physical therapy in the students as respective state. Students for this program will need to show evidence that they are currently licensed to practice physical therapy in the state where they currently reside.

Is the program identified as a state critical workforce need?

Yes, physical therapists are absolutely in high demand in the state of Florida is a critical workforce need. Physical therapists rank within the top 10 of workforce shortage needs within health professions. Nationally, according to the US Bureau of Labor Statistics, employment of physical therapists is expected to increase 39% from 2010 to 2020 much faster than the average for all occupations. The demand for physical therapy services will continue to rise in large part to the aging baby boomer generation. Due to the large amount of physical therapists who are currently practicing who hold a bachelors or Master's degree in physical therapy, the desire for current physical therapist to receive their DPT through transitional programs such as the one proposed will be large. Additionally, the Southwest Florida region has a significant cohort of FGCU PT alumni who graduated with a Master of Science degree in Physical Therapy for whom this proposed program would be appropriate and attractive. Data from the program evaluation surveys indicates the large majority (>75%) are interested in pursuing the t-DPT. The Office of Graduate Studies reports frequent

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inquiries about a t-DPT program, both from FGCU alumni and other licensed physical therapists.

Are the program's admission and graduation requirements the same as other similar programs?

Yes, the admissions criteria for the proposed-DPT are very similar to the current criteria used for entrance into the Doctor of Physical Therapy degree at FGCU.

Students seeking admission into the t-DPT must successfully meet the following admission criteria:

1. A Bachelor's or Master's degree in Physical Therapy from a program accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE).
2. An active Physical Therapy license issued by the State of Florida.
3. A minimum GPA of 3.0 or greater (on a 4.0 scale) for the last 60 hours of the baccalaureate degree in physical therapy, or a minimum GPA of 3.0 for the Master's degree in physical therapy. If the GPA is less than 3.0, then an applicant must have a minimum entrance score on the Graduate Record Exam (GRE).
 - a) A minimum score of 4.0 on the Analytical portion of the Graduate Record Examination (GRE).
 - b) A minimum total Quantitative-Verbal GRE score of 1000, with a minimum score of 400 on both the Quantitative and Verbal portions of the GRE, if taken prior to August 2011 or Equivalent Quantitative-Verbal (combined and individual) scores for GRE tests taken after August 1, 2011.

The graduation requirements for the t-DPT program are as follows:

Students entering program with a baccalaureate degree in physical therapy will complete all coursework listed above for a total of 30 credit hours. Transcripts of students entering the program with a master's degree in physical therapy will be evaluated for course equivalency and e provided an individualized program of study. Additionally, students must apply for graduation per university guidelines and timeline; they must satisfy all university and program graduation requirements as outlined in the catalog and the DPT Student Guidebook; students must follow a Program of Study approved by the student's faculty advisor; students must receive a grade of "B" ("S" if applicable) or better on all courses within the program curriculum; and students must maintain a minimum cumulative GPA of 3.0 for all required courses in their program. Collectively, these graduation requirements are the same as the current DPT program because we are bringing the original BSPT and MPT graduates up to the current minimal graduation requirements for the DPT.

What is the market tuition rate to be charged for each of the next three years? What is the current tuition rate? Explain the process used to determine market tuition. Provide a tuition

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rates from at least five other human institutions (private and public).

What is the market tuition rate to be charged for each of the next three years?

The market tuition rate includes all associated student fees, marketing, faculty development, and instructional costs:

Cohort beginning January 2014: \$67,500.00 (10 students x 15 credits a yr x 450.00 / credit hr)

Cohort beginning January 2015: \$67,500.00

Cohort beginning January 2016: \$67,500.00

The following process was used to establish the market tuition rate.

The market tuition for the program was determined by benchmarking against other transitional doctor of physical therapy programs nationally and throughout the State of Florida. Additionally, all associated costs for managing the program were incorporated into determining the final tuition rate.

Describe any similar programs offered by another State University institution.

Currently, there is only 1 t-DPT program currently being offered as a completely distance (online program) in the State of Florida SUS system (University of South Florida). USF is scheduled to shut their t-DPT program down in 2014 as their external 3 year contract that outsources the program will not be renewed; thus, there will not be a State of Florida SUS institution delivering a t-DPT program beyond 2014. Nationally, there are only 24 distance t-DPT programs. Additionally, there are 2 other t-DPT programs offered in the State of Florida as a hybrid programs (Nova Southeastern and University of St. Augustine). Based on the available data from distance programs, we propose to charge a tuition rate of \$450 per credit hour which is \$25.00 less per credit hour than the University of South Florida. Moreover, it represents \$15.00 and \$50.00 less than University of St. Augustine's and Nova Southeastern's programs, respectively.

University of South Florida: \$475.00 per credit hour (30 credit hour program)

Nova Southeastern University: \$500.00 per credit hour with student activity fee of \$250 / semester (30 credit hour program)

University of St. Augustine: \$465.00 per credit hour (60 credit hour program)

Here are some data for distance programs that are out of state:

University of Tennessee - Chattanooga: \$3675.00 per semester for in-state, \$4075.00 per semester for out of state (30 credit hour program)

Arizona School of Health Sciences at A.T. Still University: \$9500.00 for the entire degree program (# of credits determined on portfolio evaluation)

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

Central to the mission of the Program in Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions and Social Work. Reflective of this, the academic program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The policy will not increase the State's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations, or condition on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The University will monitor the success of the policy utilizing two metrics. It will monitor the number of students enrolled on an annual basis. It will also monitor the graduation rate for each cohort.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will insure that sufficient courses are available to meet student demand and facilitate completion of the program. No

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similar E & G courses will be eliminated by the implementation of this program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the university to offer the program and provide a needed service to the community. The program is expected to generate ~\$67,500.00 annually based on 10 students completing 15 credits each year at \$450.00 /credit hour. We anticipate the program will not be able to accept more than 20 students a year based on current faculty resources available to deliver the program.

The revenue generated from the t-DPT will be expended to cover the direct and indirect instructional costs, marketing, program administration, further enhance professional development of the faculty in the Department of Physical Therapy & Human Performance. No private vendors will be utilized, and the budget for the program will be placed in an auxiliary fund.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA

Board of Governors Meeting
Ballroom, Graham Center
Florida International University
Miami, Florida
November 21, 2013
8:30 a.m.

or Upon Adjournment of Previous Meetings

1. Call to Order and **Chair's Report:** *Chair Dean Colson*979
2. **Approval of Meeting Minutes:** *Chair Colson*.....980
 - A. Board of Governors **Retreat, September 10-11, 2013**
 - B. Board of Governors, **September 12, 2013**
 - C. Board of Governors, **September 27, 2013**
3. **Interim Chancellor's Report:** *Interim Chancellor Jan Ignash*1001
4. **Public Comment:** *Chair Colson*.....1002
5. **Presentation, Frost Scholarship Programme,
University of Oxford:** *Vice Chancellor Andrew Hamilton,
University of Oxford*1003
6. **Election of Officers, Chair and Vice Chair, Board of
Governors, January 1, 2014 - December 31, 2015**1004

7. **Confirmation of Reappointment of President for Florida International University:** *Chair Colson*1005
8. **Confirmation of Reappointment of President for University of North Florida:** *Chair Colson*1012
9. **Approval of the Board of Governors Commission on Florida Higher Education Access and Degree Attainment Final Report and Solicitation of Grant Applications:**
Dr. Jan Ignash, Interim Chancellor and Chief Academic Officer.....1017
10. **Facilities Committee Report:** *Governor Dick Beard*.1092
Action:
 - A. Final Approval of Amendment of State University System Board of Governors Debt Management Guidelines
 - B. Final Approval of Amendment of Board of Governors Regulations
 - i. Regulation 9.005 Naming of Buildings and Facilities
 - ii. Regulation 14.0025 Action Required Prior to Capital Outlay Appropriation
 - iii. Regulation 14.023 Notice and Protest Procedures
11. **Audit and Compliance Committee Report:** *Governor Alan Levine*
12. **Academic and Student Affairs Committee Report:**
Governor Norman Tripp.....1124
Action:
 - A. Final Approval of Amendment of Board of Governors Regulations
 - i. Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen
 - ii. Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students
 - iii. Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities
 - B. Academic Program Items
 - i. Ph.D. in Criminal Justice, CIP 43.0104, UCF
 - ii. Termination of Ph.D. in Physical Education, CIP 13.1314, FSU
 - iii. Request for Limited Access Status, B.S. in Radiography, CIP 51.0911, UNF

- C. Approval of Memorandum of Agreement with the Southern Regional Education Board for the Electronic Campus Regional Reciprocity Agreement

- 13. **Strategic Planning Committee Report: Governor Patricia Frost**1143
Action:
 - A. Programs of Strategic Emphasis Update
 - B. Preeminent State Research University Benchmark Plans
 - C. Florida Center for Cybersecurity Report

- 14. **Trustee Nominating and Development Committee Report:**
Governor Mori Hosseini1146
A. Appointment of University Trustee: University of Central Florida
(1 vacancy)

- 15. **Budget and Finance Committee Report: Governor Tom Kuntz**1147
Action:
 - A. Final Approval of Amendment of Board of Governors Regulations
 - i. Regulation 7.003 Fees, Fines and Penalties
 - ii. Regulation 7.008 Waiver of Tuition and Fees
 - iii. Regulation 9.007 State University Operating Budgets
 - B. Final Approval of New Board of Governors Regulation 9.014 Collegiate Operating Budgets
 - C. Performance Funding Board of Trustees Choice Metric
 - D. Market Tuition Proposals

- 16. **Concluding Remarks and Adjournment: Chair Colson**

(As to any item identified as a "Consent" item, any Board member may request that such an item be removed from the consent agenda for individual consideration.)

Public comment will only be taken on agenda items before the Board. Public comment forms will be available at the staff table at each meeting and must be submitted prior to the plenary meeting of the Board. A maximum of 15 minutes will be set aside after the Chancellor's Report to accept public comment from individuals, groups, or factions who have submitted a public comment form.)

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

November 21, 2013

SUBJECT: Chair's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Chair, Dean Colson, will convene the meeting with opening remarks.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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

November 21, 2013

SUBJECT: Approval of Minutes of Retreat held September 10-11, and Meetings held September 12, 2013, and September 27, 2013

PROPOSED BOARD ACTION

Approval of minutes of the Retreat held on September 10-11, 2013, in Sarasota; of the meeting held on September 12, 2013 at New College of Florida, Sarasota; and of the meeting held on September 27, 2013 via telephone conference call.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Board members will review and approve the minutes of the Retreat held on September 10-11, 2013, in Sarasota; of the meeting held on September 12, 2013 at New College of Florida, Sarasota; and of the meeting held on September 27, 2013 via telephone conference call.

Supporting Documentation Included: Minutes: September 10-11, 2013; September 12, 2013; and September 27, 2013

Facilitators/Presenters: Chair Dean Colson

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RETREAT
SARASOTA, FLORIDA
SEPTEMBER 10-11, 2013

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
RETREAT
SARASOTA, FLORIDA
SEPTEMBER 10-11, 2013

The Chair, Dean Colson, convened the Board of Governors Retreat at 6:09 p.m. on September 10, 2013. The following members were present: Mori Hosseini, Vice Chair; Dick Beard; Matthew Carter; Manoj Chopra; Carlo Fassi; H. Wayne Huizenga, Jr.; Ned Lautenbach; Alan Levine; Wendy Link; Ed Morton; Pam Stewart; Norman Tripp; and Elizabeth Webster.

1. Introductions

Chair Colson thanked the Board members for participating in the retreat. He asked the newest member of the Board Interim Commissioner Pam Stewart to introduce herself to the other Board members.

2. Discussion: September 10, 2013

Chair Colson reviewed the retreat agenda and the meeting agenda. He updated the members on the Chancellor transition. He informed the members that he and Vice Chair Hosseini met with Chancellor Brogan and staff at the Board office on August 15th to discuss the transition.

Chair Colson reminded members that the agenda at the Board meeting will include a recommendation for Dr. Jan Ignash, Vice Chancellor and Chief Academic Officer to become Interim Chancellor. Chair Colson said that the office runs smoothly now, and he is confident that the office will continue to do so while the search for a new chancellor is completed.

Chair Colson said that he will appoint a Chancellor Search Committee in the next couple of weeks, and Randy Goin, Jr. will staff the Committee. He would like the Search Committee to develop a position description and search process. He also said that the Search Committee will decide whether to hire a search consultant.

The discussion ended at 8:14 p.m. on September 10, 2013.

3. Discussion: September 11, 2013

Mr. Colson called the retreat to order at 8:38 a.m. on September 11, 2013, with the following members present: Mori Hosseini, Vice Chair; Dick Beard; Matthew Carter; Manoj Chopra; Carlo Fassi; H. Wayne Huizenga, Jr.; Tom Kuntz; Ned Lautenbach; Alan Levine; Wendy Link; Ed Morton; Pam Stewart; Norman Tripp; and Elizabeth Webster.

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Chair Colson, Chancellor Brogan, Vice Chancellor Jan Ignash, and Chief Financial Officer Tim Jones presented an overview of major Board initiatives in budget, facilities, strategic planning, and academic and student affairs. The overview included a review of staffing levels at the Board office, a comparison to staffing levels at System offices in other states, and a review of a master calendar of Board activities for 2014.

The Board's General Counsel Vikki Shirley presented an overview of the governance responsibilities of the Board of Governors. The presentation included the 2002 constitutional amendment, the delegation of authority to the university boards of trustees, and the 2010 governance agreement between the Board and the Legislature.

Ms. Shirley also reviewed the Board of Governors-Board of Trustees Communication protocol adopted on November 13, 2006, and revised on January 24, 2007. Chair Colson stated that the Board had worked hard over the last couple of years to provide opportunities for communication with the members of the university boards of trustees. Vice Chair Hosseini talked about the new Trustee orientation sessions and the Trustee Summit being held in November. He stated that the goal was to foster cooperation with the university boards of trustees.

Chancellor Brogan, Dr. Ignash, and Mr. Jones presented an update on performance funding. The update included a review of the four principles utilized in the development of the Board performance funding model: (1) use metrics that align with State University System Strategic Plan goals, (2) reward excellence or improvement, (3) have a few clear, simple metrics, and (4) acknowledge the unique mission of the different institutions. The update also included a review of performance funding systems in other states.

Along with Chief Financial Officer Tim Jones, Governor Kuntz discussed the three metrics used to award the \$20 million in performance funding appropriated during the 2013 Legislative Session. They also reviewed the ten metrics proposed for future performance funding. They informed members that eight of the metrics would be common to all universities except New College – only seven metrics apply to New College because no graduate degrees are offered. They explained that the Board of Governors will choose one metric for each institution – two for New College. They explained that each university board of trustees will recommend the final metric to the Board of Governors for approval. Vice Chair Hosseini asked Board staff to prepare a talking points document on performance funding.

The meeting adjourned for lunch at 12:02 p.m. and reconvened at 1:08 p.m.

Chair Colson, Chancellor Brogan and Dr. Ignash presented an update on the Commission on Access and Attainment. Chair Colson reviewed the formation of the Commission, its membership, and its guiding questions. The update included a discussion of the areas of need identified by the gap analysis and the \$15 million appropriated during the 2013 Legislative Session to provide grants to universities and colleges to address the identified gap areas. Members discussed the disconnect between employers in Florida who cannot

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2013

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find engineers and the findings of the gap analysis. Vice Chancellor Ignash agreed to provide specific numbers for the supply, demand, and gap to allow members to analyze the disconnect.

Governor Beard, Chancellor Brogan, and the Board's Facilities Director Chris Kinsley presented an update on facilities funding. The update included a review of the work of the Facilities Task Force on space needs in the System and a review of the decline in Public Education Capital Outlay funding. Mr. Kinsley said that the current focus is on continuation projects, utilities/infrastructure needs, and renovation rather than on new projects. Governor Beard proposed that the Facilities Committee hold a workshop for universities to present new projects and tie the requests to the Strategic Plan. Members want to understand which facilities are needed rather than which are requested.

Chancellor Brogan and Dr. Ignash presented an update on the academic coordination. The update included a review of the work of the Council of Academic Vice Presidents Academic Coordination Project.

Chair Colson reviewed the changes to the Board's operating procedures to address statutory changes for public comment. He also discussed the possibility of changing the responsibilities of the Trustee Nominating and Development Committee to encompass governance items.

Dr. Ignash updated members on online education. The review included the UF Online Advisory Board, the Florida Virtual Campus, and the Task Force on Postsecondary Online Education in Florida.

Members discussed shared services efforts. Members requested an update on System shared services at an upcoming Board meeting.

4. Adjournment

The retreat concluded at 4:15 p.m., September 11, 2013.

Dean Colson,
Chair

Monoka Venters,
Corporate Secretary

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 12, 2013

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STATE UNIVERSITY SYSTEM OF FLORIDA
NEW COLLEGE OF FLORIDA
SUDAKOFF CONFERENCE CENTER
5845 GENERAL DOUGHER PLACE
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

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

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BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
NEW COLLEGE OF FLORIDA
SUDAKOFF CONFERENCE CENTER
5845 GENERAL DOUGHER PLACE
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

1. Chair's Report

Chair Dean Colson convened the meeting at 1:10 p.m., on September 12, 2013, with the following members present: Vice Chair Mori Hosseini; Matthew Carter; Dr. Manoj Chopra; Carlo Fassi; Pat Frost (participating by phone); H. Wayne Huizenga, Jr.; Tom Kuntz; Ned C. Lautenbach; Alan Levine; Wendy Link; Ed Morton; Norman Tripp; and Elizabeth Webster (participating by phone).

Chair Colson thanked the New College, Chair Johnston, and President O'Shea for hosting the meeting.

2. Recognition of Chancellor Frank T. Brogan

Chair Colson recognized Chancellor Frank T. Brogan who will be leaving Florida at the end of September to head the university system in Pennsylvania. He thanked New College for kicking off Chancellor Brogan's farewell tour with a wonderful reception.

Chair Colson said that the presidents have prepared a video tribute for Chancellor Brogan. The video included remarks from Presidents Bense, Rosenberg, Bradshaw, Genshaft, Delaney, Barron, Hitt, and O'Shea; Interim Presidents Robinson and Crudele; Provost Glover; and Chief Operating Officer Parker.

Chair Colson added the Board's appreciation for Chancellor Brogan's leadership, commitment, and vision for the State University System. He thanked Chancellor Brogan for reminding the Board of its special purpose – creating the best higher education System in the country to serve Florida's greatest resource: its students. Chair Colson thanked Chancellor Brogan for his work to create a System and for leaving Florida better than he found it.

Chair Colson introduced a video from the members of the Board. The video included messages from Governors Beard, Levine, Kuntz, Webster, Lautenbach, Carter, Chopra, Tripp, Fassi, Link, Huizenga, Morton, Stewart, Colson and Hosseini. The video

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concluded with a look-back at Chancellor Brogan's time as Lieutenant Governor with Governor Jeb Bush.

Chair Colson presented Chancellor Brogan with a resolution recognizing his service to the State University System of Florida. Vice Chair Hosseini moved that the Board approve the resolution recognizing Chancellor Frank T. Brogan. Mr. Fassi seconded the motion, and the members concurred.

Chancellor Brogan remarked that he knew he was leaving Florida in the good hands of the members of the Board, the staff at the Board office, the university presidents, and the staff at the universities. Chancellor Brogan said that the most important thing to him had always been serving the needs of the students. He thanked the members of the Board and said that he wanted to leave everyone with the gift of knowing that he was a better man for having known every single person who had wished him well since his announcement.

Chair Colson thanked Chancellor Brogan for standing strong when the need arose. He said that Chancellor Brogan was a gift to the System.

3. Approval of Meeting Minutes

- A. Board of Governors Meeting held June 10, 2013
- B. Board of Governors Meeting held June 20, 2013

Mr. Lautenbach moved that the Board approve the Minutes of the Meeting held by conference call on June 10, 2013, as presented. Mr. Huizenga seconded the motion, and the members concurred.

Chair Colson asked Ms. Shirley to read into the record the memorandum of voting conflict filed by Governor Kuntz as required by Section 112.3143, Florida Statutes. Ms. Shirley reported that Governor Kuntz abstained from voting on two matters during the June 20, 2013, meeting and filed the memorandum of voting conflict with the Corporate Secretary as required by statute.

Ms. Shirley read the following statement from Governor Kuntz's memorandum of voting conflict:

The measures before the Board of Governors entailed approval of the issuance of debt by the Seminole Boosters, Inc. to finance construction of a student housing facility, and by the University of South Florida Financing Corporation to reimburse the University of South Florida for a portion of the costs associated with the renovation of the USF Arena and Convocation Center. In both measures, the financing will be in the form of a loan made by SunTrust Bank, Florida and the bank was selected pursuant to a competitive procurement

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process. As the Chairman, President, and Chief Executive Officer of SunTrust Bank, Florida, I felt it prudent to abstain from the vote on these measures to avoid any appearance of a potential conflict of interest between my responsibilities as a Board of Governors' member and my position with SunTrust Bank, Florida.

Mr. Morton moved that the Board approve the Minutes of the Meeting held on June 20, 2013, as presented. Mr. Carter seconded the motion, and the members concurred.

4. Chancellor's Report

Chancellor Brogan introduced Dr. Chris Mullin, Assistant Vice Chancellor for Policy and Research. He remarked that Dr. Mullin will assist in turning the System's data into good public policy.

He also introduced Joe Maleszewski, who joined the office this Monday as the new Inspector General. Chancellor Brogan reported that Mr. Maleszewski was the former Inspector General for the Department of Economic Opportunity and came with great recommendations. He said that the Board is fortunate to hire Joe.

Chancellor Brogan reported that the office has posted two jobs for STEM initiatives – an in-house person and a consultant to help create a strategic plan. He said that the hope is to complete these hires by the November meeting.

5. Board Consideration of Interim Chancellor

Chair Colson recommended that Vice Chancellor and Chief Academic Officer Jan Ignash assume the duties as interim chancellor beginning October 1, 2013. He reported that Dr. Ignash joined the Board office in 2012 after serving as chief academic officer for the State of Washington Higher Education Coordinating Board. He reported that Dr. Ignash is not interested in the permanent chancellor position.

Vice Chair Hosseini moved that the Board appoint Dr. Jan Ignash to serve as Interim Chancellor beginning October 1, 2013, and that the Board delegate to the Chair authority to approve a temporary compensation adjustment for Dr. Ignash during her employment as Interim Chancellor. Mr. Kuntz seconded the motion, and the members concurred.

6. Confirmation of Reappointment of President for University of Florida

Chair Colson informed members that the Board of Governors must confirm the reappointment of a university president by a university board of trustees under Florida law. He further stated that the Board of Trustees of the University of Florida

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unanimously re-appointed Dr. J. Bernard Machen to serve as the president of the University of Florida on June 7, 2013. He said that David Brown, Chair of the University of Florida Board of Trustees submitted a request that the Board of Governors confirm Dr. Machen's re-appointment.

Chair Colson called on Mr. Brown to present President Machen for re-appointment. Mr. Brown said that President Machen has had an outstanding presidency, so the board of trustees tried to get him to stay for five years; in the end, President Machen would only agree to stay for one additional year.

Mr. Levine moved that the Board confirm the re-appointment of Dr. J. Bernard Machen as the president of the University of Florida. Mr. Hosseini seconded the motion. Mr. Hosseini asked Mr. Brown to clarify the ending date of President Machen's contract. Mr. Brown said that the contract goes through December 31, 2014. The members of the Board concurred in the motion unanimously.

Chair Colson congratulated President Machen. He thanked Dr. Machen and Mr. Brown for their service to the System.

7. Confirmation of Interim President for Florida Atlantic University

Chair Colson informed the members that the Board of Trustees of Florida Atlantic University on June 27, 2013, selected Dennis J. Crudele to serve as the interim president beginning on August 13, 2013. He further stated that Anthony Barbar, Chair of the Florida Atlantic University Board of Trustees submitted a request that the Board of Governors confirm Mr. Crudele as interim president.

Chair Colson recognized Mr. Barber to present Mr. Crudele for confirmation. Mr. Barber said that it was a pleasure to present Mr. Crudele to the Board of Governors on behalf of the Florida Atlantic University Board of Trustees. Mr. Barber reported that Mr. Crudele has spent his career in the State University System of Florida and spent twenty-six years at Florida Atlantic University, most recently as Vice President of Finance and Administration. He reported that Mr. Crudele has been extremely well-received by the university community.

Chair Colson recognized Mr. Crudele. Mr. Crudele thanked the Board of Trustees at Florida Atlantic University for its confidence in him. He said that there is no better place to be than in higher education in Florida.

Mr. Tripp moved that the Board confirm Mr. Dennis J. Crudele as the Interim President of Florida Atlantic University. Mr. Fassi seconded the motion. The members of the Board concurred in the motion unanimously. Chair Colson congratulated Mr. Crudele.

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8. Consideration of Amendments to Board Operating Procedures

Chair Colson recognized the Board's General Counsel Vikki Shirley to explain amendments to the Board Operating Procedures. Ms Shirley explained that during the 2013 legislative session a new Sunshine law was enacted to become effective on October 1, 2013. She informed the Board that the new law requires boards and commissions that are subject to the Sunshine law to provide a reasonable opportunity for the public to be heard on propositions pending before the body.

Ms. Shirley reported that the Board of Governors already had an "appearance" section in its operating procedures at Article V, Section H. She stated that the new law allows boards to set reasonable parameters on how the public will interface with the board, including a time limit for each speaker. Ms. Shirley explained that the proposed amendment provides three minutes per speaker, which could be shortened or extended at the discretion of the Chair, during a fifteen-minute comment period near the beginning of the plenary meeting. She stated that the amendments also specify that any groups or factions must designate one representative to speak on their behalf.

Ms. Shirley explained that the amendments also add the Health Initiatives Committee to the standing committees of the Board. She informed the Board that the Health Initiatives Committee will have the responsibility for providing leadership on the development of System-wide policy related to health initiatives and medical education.

Mr. Lautenbach moved that the Board approve the amendments to the Board Operating Procedures. Ms. Link seconded the motion, and the members concurred.

9. Update, Commission on Higher Education Access and Attainment

Chair Colson asked Dr. Ignash to provide an update on the Commission on Higher Education Access and Attainment. Dr. Ignash reported that the Commission began its work about fifteen months ago and has held approximately seven meetings. She reported that two groups support the Commission: (1) a group of researchers from workforce and higher education and (2) a group of senior policy staff from the same agencies.

Dr. Ignash outlined the membership of the Commission: (1) Dean Colson, Chair, Board of Governors, (2) Marshall Criser III, Higher Education Coordinating Council and AT&T Florida, (3) Tom Kuntz, member, Board of Governors, (4) Wendy Link, member, Board of Governors, (5) Susan Pareigis, Florida Council of 100, (6) former Representative Bill Proctor, Flagler College, and (7) Kathleen Shanahan, member, State Board of Education.

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Dr. Ignash reviewed the Commission's guiding questions: (1) Will the pipeline of college-age students produce enough college-ready students? (2) Should these new students attend our state universities, or is there a major role to be played by the State's colleges? (3) Will there be any future need for additional universities or colleges to meet this demand? and (4) Will the increased demand be evenly distributed around the state – or will some geographic areas be disproportionately affected? She reported that the Commission's gap analysis produced a sub-set of questions about which industries and occupations will be in greatest demand in Florida through 2020.

Dr. Ignash reported that the Commission's analysis married the Department of Labor's coding system (standard occupational classifications) and education's coding system (classification of instructional programs) to identify gaps. She stated that the gap analysis was developed by researchers from the Florida Council of 100, the Department of Economic Opportunity, the Florida College System, the Independent Colleges and Universities of Florida, and the State University System. She elaborated that the Legislature is supportive of the analysis.

Dr. Ignash reviewed the findings of the Commission. She stressed that the Commission found that the top three critical workforce needs are computer and information technology, financial services and auditing, and middle school teacher retention. She emphasized that the research found that the current system has sufficient capacity to expand without building new colleges or universities.

Dr. Ignash stated that the Legislature provided \$15 million in funding for grants for the three critical workforce need areas. She stated that there will be a Request for Proposals (RFP) process for these grants. She reviewed the proposed deadlines for the applications for the RFPs from institutions – applications are proposed to be due in February 2014 with proposed awards occurring at the Board's March 2014 meeting. She reported that the Legislature has required a State University System institution to be the lead on all grants and institutions will receive extra points for partnering with another institution. She stated that these grants should allow regions to address the existing workforce gaps.

10. Facilities Committee Report

Chair Colson recognized Mr. Huizenga to report on the Facilities Committee. Mr. Huizenga reported that the Committee has four action items.

- A. Review and Approve 2014-2015 Fixed Capital Outlay Legislative Budget Request

Mr. Huizenga moved that the Board approve the five-year Fixed Capital Outlay request and asked that universities with continuation projects with less than 25% funding

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present those projects at an upcoming Facilities Committee Workshop. Mr. Carter seconded the motion, and the members concurred.

Mr. Huizenga moved that the Board approve the 2014-2015 Capital Improvement Trust Fund Legislative Budget Request (cash portion and bond portion). Mr. Fassi seconded the motion, and the members concurred, with the exception of Mr. Kuntz who was temporarily absent from the meeting.

- B. Debt Approval: Resolution of the Board of Governors Requesting the Division of Bond Finance of the State Board of Administration to Issue Revenue Bonds on behalf of the University of Florida to Finance the Construction of a Student Housing Facility on the Main Campus of the University of Florida

Mr. Huizenga moved that the Board approve the resolution requesting the Division of Bond Finance of the State Board of Administration to issue revenue bonds on behalf of the University of Florida to finance the construction of a student housing facility on the main campus of the University of Florida. Mr. Carter seconded the motion. The members of the Board concurred, with the exception of Mr. Kuntz who was temporarily absent from the meeting.

- C. Public Notice of Intent to Amend
 - a. Regulation 9.005 Naming of Buildings and Facilities
 - b. Regulation 14.0025 Action Required Prior to Capital Outlay Appropriations
 - c. Regulation 14.023 Notice and Protest Procedures
 - d. State University System of Florida Board of Governors Debt Management Guidelines

Mr. Huizenga moved that the Board approve notice of proposed amendments to Regulation 9.005 Naming of Buildings and Facilities, Regulation 14.0025 Action Required Prior to Capital Outlay Appropriations, Regulation 14.023 Notice and Protest Procedures, and the State University System of Florida Board of Governors Debt Management Guidelines. Mr. Carter seconded the motion, and the members concurred, with the exception of Mr. Kuntz who was temporarily absent from the meeting.

Chair Colson recognized Representatives Greg Steube, Ray Pilon, and Jim Boyd. Representative Boyd thanked the Board for coming to his district and wished Chancellor Brogan the best. He said that the Legislature will continue to support higher education.

Representative Steube also thanked Chancellor Brogan for his service to the State. He said that he authored the public-private partnership bill, and the Legislature intended

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the State University System to utilize that bill for infrastructure projects. He recognized that there has been some confusion and committed to working with the universities on that issue as well as the bonding issue that passed the House last Session.

Representative Pilon thanked the Board for its commitment to the State. He recognized that the State needs more educated people to fill the jobs that are moving to Florida. He said that he knows that supporting the universities will support the State.

11. Budget and Finance Committee Report

Chair Colson recognized Mr. Kuntz to report on the Budget and Finance Committee. Mr. Kuntz reported that the Committee has several action items.

- A. Approval of Amendment of Regulation 18.002 Notice and Protest Procedures for Protests Related to a University's Contract Procurement Process

Mr. Kuntz reminded members that Regulation 18.002 was approved for public notice at the June Board meeting. He reported that no public comments were received.

Mr. Kuntz moved that the Board approve Amended Regulation 18.002 Notice and Protest Procedures for Protests Related to a University's Contract Procurement Process. Mr. Hosseini seconded the motion, and the members concurred.

- B. Public Notice of Intent to Amend Board of Governors Regulations
 - i. Regulation 7.001 Tuition and Associated Fees
 - ii. Regulation 7.003 Fees, Fines and Penalties
 - iii. Regulation 7.008 Waiver of Tuition and Fees
 - iv. Regulation 9.007 State University Operating Budgets

Mr. Kuntz moved that the Board approve public notice of intent to amend Regulation 7.001 Tuition and Associated Fees; Regulation 7.003 Fees, Fines and Penalties; Regulation 7.008 Waiver of Tuition and Fees; and Regulation 9.007 State University Operating Budgets. Mr. Tripp seconded the motion, and the members concurred.

- C. Public Notice of Proposed New Board of Governors Regulation 9.014 Collegiate License Plate Revenues

Mr. Kuntz moved that the Board approve public notice of intent to propose Regulation 9.014 Collegiate License Plate Revenues. Ms. Link seconded the motion, and the members concurred.

- D. 2013-2014 Operating Budgets

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 12, 2013

- i. State University System
- ii. Board General Office

Mr. Kuntz moved that the Board approve the 2013-2014 State University System operating budget as presented. Mr. Carter seconded the motion, and the members concurred.

Mr. Kuntz moved that the Board approve the 2013-2014 Board General Office operating budget and authorize the Chancellor to make budgetary changes as necessary to operate the office. Ms. Link seconded the motion, and the members concurred.

E. Methodology for the Allocation of \$20 Million in Performance Funding

Mr. Kuntz reported that the committee discussed the definitions associated with the three metrics related to the allocation of \$20 million in performance funding. He reported that staff will transmit information to the Legislature by October 31 if the Board approves the methodology. He explained that an approval of the methodology would also entail an approval of the allocation for each university.

Mr. Kuntz moved that the Board approve the methodology for the allocation of \$20 million in performance funding and the amount approved for each university as presented. Mr. Lautenbach seconded the motion, and the members concurred.

- F. 2014-2015 Legislative Budget Requests
- i. State University System
 - ii. Board General Office

Mr. Kuntz reported that the committee approved a System budget request that is a 2% increase over the 2013-2014 appropriation and a 0% increase for the Board office. He stated that the LBR will be submitted to the Legislature and Governor by October 15.

Mr. Kuntz moved that the Board approve the 2014-2015 legislative budget request for the state university system and approve the 2014-2015 legislative budget request for the Board general office and authorize the Chancellor to make technical changes as necessary. Mr. Fassi seconded the motion, and the members concurred.

Mr. Kuntz reported that the Board has been working on a performance funding model with ten metrics – eight of the metrics will apply to all universities, one metric will be chosen by the Board of Governors, and one metric will be chosen by the university's board of trustees. He stated that the Committee is recommending one Board of Governors metric for each university and two Board of Governors metrics for New College. He informed the Board that each university board of trustees will choose a metric and request approval by the Board of Governors at the November meeting.

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Mr. Kuntz moved that the Board approve the following metrics : (a) "Percent of Bachelor's Degrees without Excess Hours" for Florida A&M University, Florida Atlantic University, Florida Gulf Coast University , Florida International University, the University of Central Florida, the University of North Florida, the University of South Florida, and the University of West Florida; (b) "Faculty Awards" for Florida State University and the University of Florida; and (c) "National Ranking for Institutional and Program Achievements" and "Freshmen in Top 10 Percent of Graduating High School Class" for New College of Florida. Mr. Tripp seconded the motion, and the members concurred.

12. Academic and Student Affairs Committee Report

Chair Colson recognized Mr. Tripp to report on the Academic and Student Affairs Committee. Mr. Tripp reported that the Committee reviewed the baccalaureate degree approval processes of the Florida College System and the State University System. He reported that the committee also received an update on the pilot cooperative summer course offered under the auspices of the Florida Institute of Oceanography.

- A. Public Notice of Intent to Amend Board of Governors Regulations
 - i. Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen
 - ii. Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students
 - iii. Regulation 6.008 Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities

Mr. Tripp moved that the Board approve public notice of intent to amend Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen; Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students; and Regulation 6.008 Postsecondary College-level Preparatory Testing, Placement, and Instruction for State Universities. Mr. Carter seconded the motion, and the members concurred.

13. Strategic Planning Committee Report

Chair Colson provided the report for the Strategic Planning Committee. He reported that the Committee reviewed a list of issues from the university work plans that impact multiple institutions, such as improving retention and graduation rates, increasing STEM production, reducing student debt, addressing academic program duplication, identifying unique academic programs and research agendas, and addressing excess hours. He stated that the Committee also reviewed a list of issues raised for each institution during the course of the work plan presentations.

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Chair Colson reported that the Committee began a discussion of Strategic Plan alignment. The discussion included the extent to which the System is on target to meet 2025 goals, an anticipated update of the Board's Programs of Strategic Emphasis, and the extent to which each university's strategic plan reflects the goals of the Board of Governors' Strategic Plan.

A. Request to Close Florida Atlantic University Treasure Coast Campus

Chair Colson reported that the Committee considered a request from Florida Atlantic University to close its Treasure Coast Campus due to declining state support and increased competition for a limited pool of students. He informed the Board that the Florida Atlantic University Board of Trustees approved the transfer of the property to Indian River State College on June 11, 2013.

On behalf of the Strategic Planning Committee, Chair Colson moved that the full Board approve the closure of the Treasure Coast Campus of Florida Atlantic University. Mr. Carter seconded the motion, and the members concurred.

14. Concluding Remarks and Adjournment

Chair Colson announced that Governors Beard, Chopra, Levine, Morton, and Webster will be the members of the Health Initiatives Committee. He informed members that Mr. Morton will serve as chair, and Ms. Webster will serve as Vice Chair.

Chair Colson reminded members about the conference call of the Strategic Planning Committee and the full Board on September 27th at 10:00 a.m. He said that the Committee and the Board will consider the recommendations for the UF Online Advisory Board regarding the University of Florida's plan for its online institute.

He also reminded members that the next in-person meeting will be on November 20th and 21st at Florida International University in Miami. He announced that the Board will be holding our first Trustee Summit on the November 20th.

Having no further business, the meeting was adjourned at 2:20 p.m., September 12, 2013.

Dean Colson, Chair

Monoka Venters,
Corporate Secretary

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 27, 2013

INDEX OF MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
SEPTEMBER 27, 2013

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

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MINUTES
BOARD OF GOVERNORS
STATE UNIVERSITY SYSTEM OF FLORIDA
BY TELEPHONE CONFERENCE CALL
TALLAHASSEE, FLORIDA
SEPTEMBER 27, 2013

1. Call to Order

Chair Dean Colson convened the meeting of the Board of Governors, State University System of Florida by telephone conference call at 10:58 a.m., with the following members present: Vice Chair Mori Hosseini, Dick Beard, Manoj Chopra, Carlo Fassi, Pat Frost, Tom Kuntz, Ned Lautenbach, Alan Levine, Wendy Link, Ed Morton, John D. Rood, Norman Tripp and Elizabeth Webster.

2. Strategic Planning Committee Report

Chair Colson asked Mr. Rood to report out from the Strategic Planning Committee. Chair Colson added his appreciation for the support that the Governor, members of the Legislature, and Legislative staff have shown our System in the area of online learning, particularly Speaker Will Weatherford and Lynn Cobb.

A. Comprehensive Business Plan for UF Online

Mr. Rood reported that the Strategic Planning Committee just adjourned and most members were on the call; therefore, he would briefly summarize the meeting. He stated that online learning has been on the Board's agenda for several years. He said that the Board was fortunate to have the support of Speaker Weatherford, the entire Legislature, and Governor Scott to fund the study by the Parthenon Group.

Mr. Rood further reported that the Strategic Planning Committee and the full Board held numerous meetings and ultimately developed a plan for the pre-eminent university to lead the charge as the online university. He stated that the Board designated the University of Florida as the institution to develop an online institution. He added that the University of Florida has been working on a plan since July 1, 2013.

Mr. Rood reported that the Legislature established a special committee to work with the pre-eminent university on the online institution. He stated that this committee was called the UF Online Advisory Board, and it met several times. He added that the University of Florida's plan incorporated the suggestions of the Advisory Board. He informed the Board that the Advisory Board approved the business plan presented by the University of Florida for UF Online. Mr. Rood said the Strategic Planning

MINUTES: BOARD OF GOVERNORS

SEPTEMBER 27, 2013

Committee today heard the comprehensive business plan, and the plan is detailed and will provide a great path for the University of Florida.

Mr. Rood moved that the Board approve the comprehensive business plan for UF Online. Ms. Frost seconded the motion, and the members of the Board concurred.

Chancellor Brogan thanked Governor Rood for his leadership on online education and commended the work of the Strategic Planning Committee. He recognized Nancy McKee for her work on all things virtual including online education. Chair Colson echoed the appreciation for Mr. Rood and Ms. McKee.

3. Concluding Remarks and Adjournment

Chair Colson reported that the next meeting will be an in-person meeting in Miami on November 20th and 21st at Florida International University. He reminded members about the Trustee Summit on November 20th.

Chair Colson pointed out that today is Chancellor Brogan's last meeting. He thanked Chancellor Brogan for his wisdom, his commitment, and his sense of humor. He wished Chancellor Brogan and his family the best in Pennsylvania.

Having no further business, the meeting was adjourned at 11:06 a.m., September 27, 2013.

Dean Colson, Chair

Monoka Venters,
Corporate Secretary

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

November 21, 2013

SUBJECT: Interim Chancellor's Report to the Board of Governors

PROPOSED BOARD ACTION

For Information Only

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Interim Chancellor Jan Ignash will report on activities affecting the Board staff and the Board of Governors since the last meeting of the Board.

Supporting Documentation Included: None

Facilitators/Presenters: Jan Ignash

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

November 21, 2013

SUBJECT: Public Comment

PROPOSED BOARD ACTION

For Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article V, Section H, Board of Governors Operating Procedures; Section 286.0114, Florida Statutes

BACKGROUND INFORMATION

Article V, Section H, of the Board of Governors Operating Procedures provides for public comment on propositions before the Board. The Board will reserve a maximum of fifteen minutes during the plenary meeting of the Board to take public comment.

Individuals, organizations, groups or factions who desire to appear before the Board to be heard on a proposition pending before the Board shall complete a public comment form specifying the matter on which they wish to be heard. Public comment forms will be available at each meeting and must be submitted prior to the plenary meeting.

Organizations, groups or factions wishing to address the Board on a proposition shall designate a representative to speak on its behalf to ensure the orderly presentation of information to the Board. Individuals and representatives of organizations, groups or factions shall be allotted three minutes to present information; however, this time limit may be extended or shortened depending upon the number of speakers at the discretion of the Chair.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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

November 21, 2013

SUBJECT: Presentation, Frost Scholarship Programme, University of Oxford

PROPOSED BOARD ACTION

For Information.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Professor Andrew Hamilton, Vice-Chancellor of The University of Oxford will present information about the Frost Scholarship Programme. The Patricia and Phillip Frost Philanthropic Foundation endowed a Master of Science Scholarship Program at The University of Oxford for students of the State University System of Florida. Ten scholarships (all tuition fees and a grant for living expenses) will be provided each year to students who have graduated from the State University System of Florida and who wish to obtain a Master of Science Degree from Oxford University in the area of science, technology, engineering or mathematics (STEM). This program will begin in October 2014 after a week-long orientation at Exeter College, one of Oxford's oldest colleges.

Supporting Documentation Included: None

Facilitators/Presenters: Professor Andrew Hamilton

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

November 21, 2013

SUBJECT: Election of Officers, Chair and Vice Chair, Board of Governors, January 1, 2014 - December 31, 2015

PROPOSED BOARD ACTION

Election of Chair and Vice Chair, for a two-year term beginning January 1, 2014, and ending December 31, 2015

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Article IV, Section B, Board of Governors Operating Procedures

BACKGROUND INFORMATION

In accordance with Article IV, Section B, of the Board of Governors Operating Procedures, the Chair and Vice Chair shall be elected by a majority vote of the Board at a meeting held during the month of November of each odd-numbered year. Each officer shall be elected to serve a two-year term of office beginning on the first day of January following the November election. At the November 21, 2013 meeting, the Chair and Vice Chair will be elected for a term beginning January 1, 2014, and ending December 31, 2015.

Supporting Documentation Included: None

Facilitators/Presenters: Chair Dean Colson

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

November 21, 2013

SUBJECT: Confirmation of Reappointment of the President for Florida International University

PROPOSED BOARD ACTION

Confirm the reappointment of Dr. Mark B. Rosenberg as the president of Florida International University as recommended by the Board of Trustees of Florida International University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Subsection 1001.706(6)(a), Florida Statutes provides, "The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

On September 10, 2013, the Board of Trustees of Florida International University reappointed Dr. Rosenberg to serve as the president of the Florida International University. Dr. Rosenberg's current contract ends on August 3, 2014. The reappointment extends the term of Dr. Rosenberg's contract for five years through August 3, 2019.

During President Rosenberg's tenure as president of Florida International University, the university grew its workforce by over 2000 and increased its enrollment by almost 12,000 students. The university received initial accreditation of the Herbert Wertheim College of Medicine by the Liaison Committee on Medical Education and reaffirmation of its accreditation by the Southern Association of Colleges & Schools. In addition, the university established the Life Sciences South Florida industry cluster to attract high-tech enterprises focused on life science, biotechnology, pharmaceuticals, diagnostics, and information technology. In collaboration with the Miami-Dade County Public Schools System, the university established a partnership to improve student learning through increased access to the university called ACCESS (Achieving Community

Collaboration in Education and Student Success). Highlights of Dr. Rosenberg's leadership of Florida International University are included in the Board materials.

Florida International University Board of Trustees Chair Albert Maury requested confirmation of Dr. Rosenberg 's reappointment by the Board of Governors. The reappointment is pending confirmation by the Board of Governors.

Supporting Documentation Included:

1. Letter from the Florida International University Board of Trustees Chair
2. Highlights of Leadership
3. Summary of Key Contract Terms.

Facilitators/Presenters:

Dean Colson, Chair, Board of Governors
Albert Maury, Chair, Florida International University Board of Trustees



October 31, 2013

Mr. Dean Colson, Chairman
Board of Governors
State University System of Florida
325 W Gaines Street, Suite 1614
Tallahassee, FL 32399-0400

Dear Chairman Colson:

At the September 10, 2013 meeting of the FIU Board of Trustees, a new employment agreement for President Mark B. Rosenberg was approved. President Rosenberg's new employment agreement is for a period of five years beginning August 4, 2014 and ending August 3, 2019. In accordance with Florida Statute 1001.706(6)(a), I am requesting that the Board of Governors confirm Dr. Rosenberg's reappointment as President of FIU at their upcoming November meeting at FIU.

As Chairman of the FIU Board of Trustees, I am pleased to speak on behalf of the board and its overwhelming praise for the university's accomplishments under Dr. Rosenberg's leadership these past four years. During Dr. Rosenberg's tenure, FIU has honed its vision to be a leading student-centered urban public research university that is locally and globally engaged. The achievement of various milestones including the skilled, managed enrollment growth of nearly 12,000 academically qualified students, expansion of our workforce by over 2,000 faculty and staff, and the reaffirmation of FIU's accreditation by the Southern Association of Colleges & Schools confirms Dr. Rosenberg's proficiency in overseeing what has become the seventh largest university in America.

Furthermore, the success of Dr. Rosenberg and the team he has assembled to lead FIU is underscored by the establishment of a number of engagement initiatives aimed at ensuring that FIU plays a fundamental role in solving the most pressing problems in the South Florida community and beyond. One of Dr. Rosenberg's initiatives early in his presidency led to the establishment of the Life Sciences South Florida industry cluster, targeted to strengthen Florida's position to attract high-tech enterprises focused on life sciences, biotechnology, pharmaceuticals, diagnostics, and information technology. FIU and the Miami-Dade County Public Schools System have also established ACCESS – Achieving Community Collaboration in Education and Student Success – an achievement-oriented partnership that is firmly focused on improving student learning through broadening access to university resources and expanding learning resources within our public school system.

BOARD OF TRUSTEES

Modesto A. Maidique Campus, PC 548, Miami, Florida 33199 • Tel: 305.348.6495 • Fax: 305.348.6426 • bot.fiu.edu

Equal Opportunity/Access Employer and Institution • TDD via FRS 1-800-955-8771

Included among the university's most impactful successes in the past four years is the accreditation of the Herbert Wertheim College of Medicine – South Florida's only public medical school – by the Liaison Committee on Medical Education. We are proud of the fact that the Herbert Wertheim College of Medicine will positively impact the critical national shortage of physicians by graduating doctors who are culturally sensitive to Florida's increasingly diverse population.

FIU's ability to strengthen and maintain its impact on public higher education and both local and global community needs will be fortified by the realization of our most significant capital campaign to-date. Dr. Rosenberg's strategy to revitalize and expand FIU's financial base will be critical to ensuring the long-term success of the university.

I am confident that the agreement approved by our board outlines a compensation package that is both fair and fitting for a President as accomplished as Dr. Rosenberg and a university of FIU's growing prominence. A term sheet which outlines the major changes in Dr. Rosenberg's employment agreement is attached for your review. Should you have any questions or desire additional information, do not hesitate to contact me directly or through our Board of Trustees staff at 305-348-6495.

Thank you for your consideration and support.

Sincerely,



Albert Maury
Chairman

Cc: Mori Hosseini, Vice Chair, BOG
Mark B. Rosenberg, President, FIU
Monoka Venters, Corporate Secretary, BOG
Vikki Shirley, General Counsel, BOG
Monica Gonzalez, BOT Staff, FIU
Kristina Raattama, General Counsel, FIU



Notable institutional accomplishments under President Mark B. Rosenberg's leadership.

Revitalized and expanded financial base

- Launched Next Horizon capital campaign, which has yielded over \$195 million to-date
- Secured additional \$408 million in total federal, state, and other sponsored research grant awards
- Increased financial aid awarded to students by \$194 million
- Increased Business Services auxiliary revenue by \$26 million

Enhanced results-oriented student-centered academic excellence

- Increased enrollment by 8,000 academically-qualified students
- Secured reaffirmation of accreditation from the Southern Association of Colleges and Schools (SACS) Commission on Colleges and implemented QEP aimed at developing a global understanding and citizenship within all undergraduate students
- Established the Graduation Success Initiative which improved 6-yr graduation rates from 41% to 50
- Increased the number of undergraduate STEM degrees awarded by 41% in the last four years to 1315
- Increased external funding in STEM disciplines by 31% in the last four years to more than \$65M
- Secured full accreditation by the Liaison Committee on Medical Education (LCME) for the Herbert Wertheim College of Medicine
- Created 14 residency positions at West Kendall Baptist Hospital (12) Miami Children's Hospital (2) and Mount Sinai Hospital (1). Thirty-nine additional residency positions are in progress

Built a strong research base

- Hired 252 additional faculty to enhance research and student success
- Led the initiative to establish the Life Sciences South Florida industry cluster, targeted to strengthen Florida's position to attract high-tech enterprises focused on life sciences, biotechnology, pharmaceuticals, diagnostics, and information technology
- Established 2 new Ph.D. programs in Biomedical Science and Biochemistry
- Increased faculty and student research opportunities through the acquisition of the Jewish Museum of Florida and the Aquarius Reef Base, the world's only underwater research laboratory
- Established the STEM Transformation Institute and the Institute for Extreme Events
- Increased research expenditures by 10% in the last four years to \$118M

Engage the community

- Secured the Community Engagement institutional classification from the Carnegie Foundation for the Advancement of Teaching
- Expanded partnership with Miami-Dade County Public Schools by:
 - increasing high school dual enrollment participation by 5,200 students to ensure a seamless transition to accelerated full-time post-secondary study
 - establishing ACCESS - Achieving Community Collaboration in Education and Student Success - an achievement-oriented partnership that is firmly focused on improving student learning through broadening access to university resources and expanding learning resources within our public school system
 - opening Maritime and Science Technology (MAST) Academy magnet school on FIU's Biscayne Bay Campus which emphasizes the sciences and leverages leading FIU faculty in order to produce more high school graduates ready to enter STEM college programs
- Established an internship program through a partnership with Florida Power & Light

Intercollegiate Athletics

- Football - 2010 Sun Belt Conference Champions
- Baseball - 2010 Sun Belt Conference Champions
- Football - two bowl appearances
 - Little Caesar's Bowl, champions (2010)
 - Beef 'O' Brady's Bowl (2011)
- Successful move to Conference USA



Summary of Key Terms
Extension of President Mark B. Rosenberg's Employment Agreement

The Florida International University Board of Trustees voted unanimously, on September 10, 2013, to renew President Mark B. Rosenberg's appointment for five years. Key terms of the new contract include:

- 1) Extends the term five years, through August 3, 2019 (the current contract continues until August 3, 2014 and, except where noted otherwise in this summary, all new terms become effective August 4, 2014);
- 2) \$50,000 bonus upon signing the contract extension;
- 3) Base salary remains at current level with potential for increases at discretion of Board continuing;
- 4) Provides incentive compensation up to \$50,000 following 2013-14 academic year and up to \$100,000 for each subsequent academic year based on Board-approved goals;
- 5) Annual retirement supplement in the amount of \$80,000 in lieu of deferred compensation (current agreement includes annual contributions of \$75,000 to a 457(f) plan which will vest on August 3, 2014 per current contract).
- 6) Retention bonus of \$100,000 payable at the end of the term.

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

November 21, 2013

SUBJECT: Confirmation of Reappointment of the President for University of North Florida

PROPOSED BOARD ACTION

Confirm the reappointment of John A. Delaney as the president of the University of North Florida as recommended by the Board of Trustees of the University of North Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.706, Florida Statutes.

BACKGROUND INFORMATION

Subsection 1001.706(6)(a), Florida Statutes provides, “The Board of Governors shall confirm the presidential selection and reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected.”

On September 10, 2013, the Board of Trustees of the University of North Florida unanimously reappointed Mr. Delaney to serve as the president of the University of North Florida. The reappointment extends the term of Mr. Delaney's contract through May 31, 2018.

During President Delaney's tenure as president of the University of North Florida, the university has attracted increasingly brighter students – students with higher average SAT scores and high school grade point averages. Graduates of the university are among the most likely to be employed in Florida with 78% being employed in the state. In addition, the university was chosen as a Top Florida College for Return on Investment based on the high average starting and mid-career salaries of its graduates. In addition, the university has initiated Transformational Learning Opportunities for students to engage in community-based learning such as guided internships and field-based research. The university has also identified six Flagship Programs including Coastal Biology, Transportation and Logistics, International Business, Nutrition and Music, and each of these programs has received national recognition. Highlights of Mr.

Delaney's leadership of the University of North Florida are included in the Board materials.

The University of North Florida Board of Trustees Chair R. Bruce Taylor requested confirmation of President Delaney's reappointment by the Board of Governors. The reappointment is pending confirmation by the Board of Governors.

Supporting Documentation Included:

1. Letter from the University of North Florida Board of Trustees Chair
2. Summary of Key Contract Terms
3. Highlights of Leadership

Facilitators/Presenters:

Dean Colson, Chair, Board of Governors
R. Bruce Taylor, Chair, University of North Florida Board of Trustees



BOARD OF TRUSTEES

November 20, 2013

Dean Colson, Chairman
Florida Board of Governors
325 West Gaines Street
Tallahassee, Florida 32399

Re: Extension of the Appointment of President John A. Delaney, University of North Florida

Dear Chairman Colson,

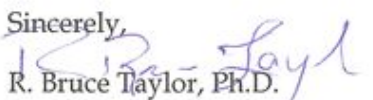
As you know, at its September 10 meeting, the University of North Florida Board of Trustees voted unanimously to extend John A. Delaney's appointment as President of the University of North Florida through May 31, 2018.

On behalf of our Board of Trustees, I am submitting this request that the Board of Governors confirm this extension of President Delaney's appointment through May 31, 2018, pursuant to Subsection 1001.706(6)(a), Florida Statutes, which states: "[t]he Board of Governors shall confirm the presidential...reappointment by a university board of trustees as a means of acknowledging that system cooperation is expected."

For ten years, President Delaney has successfully led the University of North Florida, as highlighted in the attached list of accomplishments. Because we, and the community, have unwavering faith in President Delaney's ability to achieve the goals we hold for UNF, we asked President Delaney to continue his service for another five years and stay at the helm of our institution.

The UNF Board of Trustees thanks the Board of Governors for its continued support of the entire State University System, and UNF in particular, as we work to serve the state of Florida and society.

Sincerely,


R. Bruce Taylor, Ph.D.
Chair, UNF Board of Trustees

cc: Mori Hosseini, Vice Chair, BOG
President John A. Delaney
Monoka Venters, Corporate Secretary, BOG
Vikki Shirley, General Counsel, BOG
Tom Serwatka, VP and Chief of Staff, UNF
Karen Stone, VP and General Counsel, UNF

**President Delaney Contract Extension
(through May 31, 2018)**

SUMMARY OF KEY ELEMENTS

The contract extension is revenue neutral when considering compensation, incentives and post presidential pay provisions of the current contract.

- Contract extension through May 31, 2018
- No pay increase
- Revenue neutral restructure of incentive pay with a focus on retaining President Delaney as president for the next five years
- Professional development leave pay tied to retention through July 1, 2015, with right forfeited at the conclusion of contract
- Contract terms relating to severance conformed to the requirements of s. 215.425, Florida Statutes (2013)

John A. Delaney

John A. Delaney became the University of North Florida's fifth president in 2003. In his inaugural address, President Delaney outlined four commitments he and the UNF Board of Trustees would use in decision making: a consistent **focus** on UNF's mission, achieving **excellence** in inputs and outcomes, ensuring **relevance** to students and the community, and documented **accountability** to UNF students, our community and Florida's taxpayers. Under his leadership:

- Since 2003, UNF has attracted increasingly brighter students, as evidenced by the profile for fall FTICs. In the past 10 years, the SAT average has gone from 1145 to 1215. High school GPAs have gone from 3.63 to 3.94.
- Data from the Educational Testing Service – Proficiency Profile show that compared to students at similar institutions, UNF students enter with increasingly higher performance levels in critical thinking, writing and mathematics. Upon graduation, they also show higher rates of growth in these skill areas than peers from across the country.
- Upon graduation, 58 percent of these high-performing students are employed in the region and an additional 20 percent settle in other communities in Florida, contributing to the local and state economies.
- According to *College Data Base*, students who graduate from UNF are among the most likely to be employed in Florida. They are also among the highest paid as they start out their careers. This advantage continued into their mid-careers. As a result, UNF was distinguished as a Top Florida College for Return on Investment. This recognition was supported by repeated rankings from *Princeton Review*, *Forbes*, and *Kiplinger*.
- The University initiated a hallmark referred to as Transformational Learning Opportunities. In their TLOs, UNF's students engage in community-based learning. These experiences may be guided internships, opportunities to work with individuals from different cultures, and/or field-based research.
- Another form of TLO is study abroad and UNF students take part in short-term study abroad at twice the national average, exposing more students to global learning.
- UNF began to identify academic areas that could become signature programs for the University. Starting with UNF's Community Nursing, the University has identified six such Flagship Programs, including Coastal Biology, Transportation and Logistics, International Business, Nutrition and Music. Each of these has received national recognition. For example, UNF's baccalaureate program in Transportation and Logistics has been rated as the 13th highest ranked T&L program in research production. The 12 institutions ahead of UNF all have doctoral programs.
- In hiring, the university has stressed that faculty will be engaged in fostering student learning and have ongoing research agendas. This commitment to the teaching-scholar is highlighted by faculty members who teach undergraduate students that join in the faculty's research and are often credited as co-authors in resulting publications – experiences typically reserved for graduate students at larger institutions.
- UNF closed its second capital campaign with \$130,425,638 raised, exceeding the original goal by \$20.4 million. The largest capital campaign in the history of Northeast Florida, contributions included \$50 million in need- and merit-based scholarships for undergraduate and fellowships for graduate students. It also raised \$48 million to enhance specific academic programs and centers that are already well recognized, helping them achieve the next level.
- The Sierra Club recognized UNF as one of the top 100 Coolest Green Schools in the U.S. The Association for the Advancement of Sustainability in Higher Education ranked UNF as a STARS Bronze Institution.
- For five years in a row, *GI Jobs* has recognized UNF as one of the most military friendly campuses in the U.S. The recognition acknowledges the work of UNF's Military and Veterans Resource Center, smoothing the transition from combat to classroom.
- Since 2003, the built square footage on the campus has increased by 63 percent, supporting UNF's growth and its anticipated climb to 25,000 students.

John Delaney's presidency continues a distinguished career as a public servant. As a former state prosecutor and general counsel for the city, President Delaney served two terms as mayor of Jacksonville, spearheading major initiatives, including The Better Jacksonville Plan, a voter-approved initiative that gave the city new public facilities and other amenities. He also created the Preservation Project, a massive land conservation effort giving Jacksonville the distinction of having the largest urban park system in the United States.

While carrying out his duties as President of the University of North Florida, he served as President in Residence (Interim Chancellor) for the Board of Governors. He currently serves as chair of JAXUSA Partnership, the economic development engine of Northeast Florida. Most recently, he was elected by the business and community leadership to serve as chair of the Jax Chamber in 2015, which will further strengthen the relationship between UNF's emerging areas of academic excellence and the economic growth and prosperity of the Northeast Florida region.

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

November 20, 2013

SUBJECT: Approval of the Board of Governors Commission on Florida Higher Education Access and Degree Attainment Final Report and Solicitation of Grant Applications

PROPOSED BOARD ACTION

For approval.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Board of Governors Commission on Florida Higher Education Access and Degree Attainment was created by Chair Dean Colson on May 16, 2012 in order to focus on how Florida is currently addressing the statewide need for future degree attainment. Among other questions, the Commission has focused on the following:

- In what high-skill/high-wage areas is Florida currently experiencing a gap between supply (graduates) and employer demand?
- Will there be a need in the near future for additional universities or colleges to meet demand?
- Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
- Should all these new students attend our state universities, or is there a major role to be played by the State's colleges?
- Will the increased demand be evenly distributed around the state or will there be some geographic areas disproportionately impacted?
- Is the Board of Governors 2025 Strategic Plan goal of producing 90,000 baccalaureates an attainable and appropriate number?

The Commission relied on data to inform its recommendations and considered factors such as employer needs for workers with baccalaureate degree levels of knowledge and skills, identification of degree programs that responded to those employer needs, state

and national demographic and economic indicators, and regional or state-wide factors that could maximize or leverage existing resources. The Commission's near-term recommendations are intended to provide direction for:

- establishing a method and a set of guiding principles to identify gaps in baccalaureate level programs that are in high demand in Florida;
- expanding new or existing programs, including eLearning and alternative delivery programs; and
- developing a process to distribute funds from the Legislature that provides incentives for higher education to diminish the high demand area gaps, either by optimizing existing capacity or developing new programs.

The long-term result of the Commission's work will hopefully provide a sustainable, replicable method and process for a more focused delivery system of higher education to identify gaps in program offerings and alignment with the state's workforce needs.

The following persons serve as members of the Commission:

- Dean Colson - Chair, Board of Governors
- Kathleen Shanahan, member, State Board of Education
- Dr. William L. "Bill" Proctor, Chancellor, Flagler College
- Thomas G. Kuntz, member, Board of Governors
- Wendy Link, member, Board of Governors
- Marshall M. Criser, III, Chair, Higher Education Coordinating Council and Vice Chair, University of Florida Board of Trustees
- Susan Pareigis, President and CEO, Florida Council of 100

Interim Chancellor Ignash will present the final report of the Commission, inclusive of a Solicitation for Grant Applications designed to allocate \$15 million in legislatively appropriated grant funds on a competitive basis to institutions to address the targeted program areas identified in the Commission's gap analysis.

Supporting Documentation Included: 1. Final Draft of the Report
2. Final Draft of the Solicitation for Grant Applications

Facilitators/Presenters: Jan Ignash



Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment FINAL REPORT

November 21, 2013 DRAFT

Dean Colson - Chair, Board of Governors
Kathleen Shanahan, Member of the State Board of Education
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Wendy Link, Member of the Board of Governors
Marshall M. Criser, III, Co-Chair, Higher Education Coordinating Council and Vice Chair,
University of Florida Board of Trustees
Susan Pareigis, President and CEO, Florida Council of 100

Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment

FINAL REPORT

Executive Summary

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action to education, business and workforce, and legislative leaders to address Florida's need for future baccalaureate degree attainment. In response to the call, the Commission on Higher Education Access and Educational Attainment, composed of seven members, was established. Over the course of more than a year, the Commission wrestled with questions regarding Florida's future—near-term and long-term—and the kind of alignment between higher education and workforce that would be necessary for a changing world of work.

The major questions the Commission strove to answer were:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities, or is there a major role to be played by the State's colleges and other sectors?

This final report contains the Commission's answers to the questions as well as a plan for moving forward. Among the major products from the Commission's work this past year is a sustainable method for conducting a gap analysis of baccalaureate level workforce demand. In fact, the 2013 Legislature provided \$15 million for incentive funding to universities and colleges to expand targeted programs to meet workforce gaps.

Critical gap areas include computer and information technology, accounting/auditing/financial services, and middle school teacher retention. These are Florida's most critical baccalaureate-degree shortage areas, in which there is a projected under-supply of over 4,000 graduates for jobs in these areas each year. Although supply-demand gaps appear in other areas, none are as critical as these three.

How will it be possible to ramp up bachelor's degree production in the three targeted areas to meet the demand? First, there is sufficient capacity within Florida's postsecondary system to expand without having to build new colleges or universities. Second, higher education is developing programs in new and innovative ways through

partnerships, e-Learning and other alternative designs to decrease baccalaureate-level workforce gaps. Above all, expansion needs to be thoughtful and systematic. Without planning and partnerships, a plausible effect is the creation of numerous weak programs that compete with each other, resulting in an unnecessary waste of resources. Such a reaction is neither economically nor educationally justifiable.

The Florida College System, along with Florida's independent institutions of higher education, has a major role to play in expanding capacity. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida's needs.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcome measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's legislative and executive offices are taking.

If colleges and universities expand capacity, however, will the students come? Is the pipeline of college-age students going to be sufficient to supply the State with the educated workforce that it needs? The short answer to this question is "Yes," as long as we continue to see modest increases in college graduation rates along with modest increases in college enrollments of high school graduates or transfer students.

But there is also a long-term answer to this question, which depends upon the kind of future Florida wants. If the State desires to raise its standing from #33 out of 50 states in the *New Economy Index's* ranking of Knowledge-Workers, then the answer is "We still have a lot of work to do."

We have made progress in providing information to students and parents about job placement rates and average salaries in different curricular majors and fields as a result of an Economic Security Report, as directed by the Legislature during the 2012 session. But we need to do even more in letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. The choice of college major is theirs, but the opportunities must be there for them to choose.

Data informs policy. It is the hope of the members of the Commission for Access and Educational Attainment that the data-driven method on which the Commission built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

Aligning Workforce and Higher Education for Florida's Future

Commission on Higher Education Access and Educational Attainment

FINAL REPORT

November 21, 2013 DRAFT

In May 2012, the Chair of the Board of Governors of Florida's State University System issued a call to action¹ to address the state's need for future baccalaureate degree attainment. The call was prompted by an economic environment that demands better alignment between a changing world of work and the knowledge and skills of college graduates.

Florida is the fourth largest state in the nation, with 19.3 million² residents. It will continue to grow. In terms of growth rate, Florida ranks sixth in the nation, with a projected growth rate of 2.75%³. That means that there will be 3,600,000 new Floridians by 2025—a total population around 23 million people. Is Florida up to the task of providing the educated workforce that the state will need? Can the existing colleges and universities produce enough bachelor's degree graduates to fill employers' needs for educated workers, especially in high demand occupations?

The Genesis of the Commission

In its 2025 Strategic Plan, the Board of Governors embraced a vision to increase baccalaureate degrees awarded statewide from 53,000 per year to 90,000 per year. To generate these additional 37,000 graduates, the state needs a significant number of new students to graduate from Florida's institutions.

Unfettered growth of college graduates is not automatically positive, however, especially if graduates can't find jobs or don't have the knowledge and skills that employers need. If higher education can better align baccalaureate degree production with workforce demand, everyone benefits—graduates, employers, and the State. Florida's colleges and universities have a major role to play in advancing the overall health and well-being of all who call the state their home.

¹ "Board of Governors Commission on Higher Education Access and Degree Attainment." Letter from Dean Colson, Chair to Members, Board of Governors; Members, Boards of Trustees; Frank T. Brogan, Chancellor; University Presidents, May 16, 2012. Retrieved July 19, 2013 from http://www.flbog.edu/pressroom/doc/colson_brogan_FC100_may_17_2012.pdf

² U.S. Census Bureau Population Estimate for July 1, 2012.

³ "Annual Estimates of the Resident Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012" (CSV). *2012 Population Estimates*. United States Census Bureau, Population Division. December 2012.

What does that mean, then, in planning for a future Florida? How, then, do we grow in ways that are well-aligned with future needs? During the course of fifteen months, the Commission for Access and Educational Attainment addressed the following key questions:

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?
2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?
3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?
4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?
5. Should all these new students attend our state universities or is there a major role to be played by the State's colleges?

The Commission met seven times over the course of 15 months, between June 2012 and September 2013 and developed a sustainable methodology for a "gap analysis" that identifies the areas of highest demand for baccalaureate degree graduates. It also developed a plan to provide incentives for colleges and universities to expand or build targeted programs to reduce those gaps.

This report summarizes the work of the Commission and presents its plan to address targeted workforce gaps at the baccalaureate level in which the projected under-supply exceeds 100 openings a year through the year 2025. The Commission's recommendations provide for:

- a process that distributes funds appropriated by the 2013 Legislature to expand higher education in high demand areas to better align baccalaureate degree production with the state's workforce needs,
- encouragement of partnerships across higher education to fill the gaps, including innovative delivery designs that use e-Learning and other alternative methods to speed up degree production,
- a recommendation to build upon or expand existing capacity, rather than create additional universities or colleges, and
- consideration of next steps, including a sustainable methodology for updating the gap areas on a regular cycle.

This final report is organized into five sections that follow the questions listed above. A sixth section is added that describes the four recommendations in the bullet points above and a competitive process, funded by Florida's 2013 Legislature, to address the gap in knowledge workers in identified areas. The final section discusses the need to consider a longer-term view of Florida's workforce needs in future gap analyses. Appendices to this report provide greater detail about the gap analysis methodology and the Solicitation for Grant Applications process

The Gap Analysis: Results

1. In what fields do we expect substantial gaps in future workforce needs for bachelor's degree graduates?

Over more than a year, a group of researchers from both workforce and higher education that supported the Commission met for several hours approximately every two weeks. Their main task was to develop a sustainable methodology for a gap analysis that would identify occupations requiring a bachelor's degree in which the projected annual under-supply exceeded 100 workers. Researchers participated from the Department of Economic Opportunity, the Florida Council of 100, the Florida College System, the Independent Colleges and Universities of Florida, the Commission for Independent Education and the State University System.

As shown in Table 1, the top occupation in which there is a projected annual under-supply exceeding 2,000 projected positions is a the STEM (Science, Technology, Engineering and Math) field (computer occupations), followed by two professional fields with gaps hovering around 1,000 annually —teacher education and accountants, auditors and financial analysts.

Table 1: Annual Projected Under-Supply in Florida in Occupations Requiring a Bachelor's Degree

Occupation		Projected Annual Under-Supply	
Computer Occupations		2,361	
	<i>Computer Network Architects</i>	439	
	<i>Computer Systems Analysts</i>	564	
	<i>Computer Programmers</i>	316	
	<i>Software Developers - Applications</i>	459	
	<i>Software Developers – Systems Software</i>	370	
	<i>Graphic Designers</i>	213	
Middle School Teachers		1,024	
Accountants & Auditors & Financial Analysts		971	
Training & Development Specialists		348	
Operations Research Analysts		217	
Kindergarten Teachers		210	
Industrial Engineers		177	
Medical & Clinical Laboratory Technologists		169	
Insurance Underwriters		132	
Credit Counselors		118	
Public relations Specialists		116	

Missing from the list are many other occupations that require graduates in STEM and liberal arts fields. Health sciences are also missing from the list, but mainly because

those jobs tend to require education either above (e.g. physicians) or below (e.g. occupational therapy assistants) the baccalaureate degree level.

Although the highest gap is in a STEM area (computer occupations), the results of the analysis did not point to a general gap in occupations supplied by STEM graduates. The omission of more general STEM areas from the critical needs list does not imply, however, that Florida's higher education system should stop producing graduates in these areas. But it does suggest that we may be producing enough to support current demand. It may also suggest that we are not *retaining* graduates in Florida's workforce in these areas. Graduates in high demand occupations may leave Florida for employment elsewhere or, in the case of middle school teachers, may even switch fields.

Using Florida Department of Economic Opportunity statewide job growth data, Table 2 below presents the top 15 occupational groups that are projected to have the largest total number of openings from 2012 to 2020. *Please note that this is the annual number of openings—many of which are filled—not the annual gap between demand and supply.* The educational codes used by the U.S. Bureau of Labor Statistics were applied to identify the typical education level required for entry into the jobs that fall under a particular occupational category.

Table 2 illustrates that, for health occupations, many of the annual openings will occur in jobs that require an associate's or graduate degree to obtain employment.

Table 2: Florida's Top Occupational Groups by Projected Demand (Annual Job Openings, 2012-2020)

Occupational Group	Projected Annual Job Openings by BLS Typical Degree Required for Entry				
	Associate	Bachelor	Master	Doctoral	Total
Health Diagnosing and Treating Practitioners	7,228	234	1,104	3,727	12,293
Preschool, Primary, Secondary, and Special Education School Teachers	1,088	7,098	0	0	8,186
Business Operations Specialists	0	5,866	0	0	5,866
Financial Specialists	0	5,193	0	0	5,193
Computer Occupations	0	4,410	0	18	4,428
Postsecondary Teachers	0	315	506	2,269	3,090
Counselors, Social Workers, and Other Community and Social Service Specialists	0	1,369	1,435	0	2,804
Top Executives	1,996	703	0	0	2,699
Health Technologists and Technicians	2,308	240	15	0	2,563
Other Management Occupations	1,041	933	283	0	2,257
Lawyers, Judges, and Related Workers	0	27	0	2,185	2,212
Adult Basic and Secondary Education and Literacy Teachers, All Other	0	2,192	0	0	2,192
Engineers	0	2,114	0	0	2,114
Media and Communications Workers	0	1,355	0	0	1,355
Operations Specialties Managers	0	1,171	0	0	1,171
All Others	3,050	9,098	1,003	487	13,638
Total	16,711	42,318	4,346	8,686	72,061

Source: Employment projections were derived from Department of Economic Opportunity 2012-2020 Statewide Projections.

One caution about applying workforce gaps to educational programs needs to be stated here. Many degree programs can qualify students for a number of different jobs. There is often not a one-to-one relationship between a college major and the job a student obtains after graduation. For example, Table 3 below shows that students who qualify for jobs listed in the high demand computer and information science occupations usually major in a number of different degree programs. (Please see Appendix B for an

expanded list of occupational gaps and the educational programs that provide bachelor's degree graduates for these gaps.)

Table 3: College Majors that Prepare Students for the Jobs Listed in Computer Occupations Cited in Table 1

Major	CIP Code
Computer and Information Sciences, General	11.0101
Information Technology	11.0103
Computer Programming/Programmer, General	11.0201
Information Science/Studies	11.0401
Computer Systems Analysis/Analyst	11.0501
Computer Science	11.0701
Web Page, Digital/Multimedia and Information Resources Design	11.0801
Computer Graphics	11.0803
Computer Systems Networking and Telecommunications	11.0901
Computer and Information Systems Security/Information Assurance	11.1003
Computer Engineering, General	14.0901
Computer Software Engineering	14.0903
Management Information Systems, General	52.1201
Digital Arts	50.0102
Design and Visual Communications, General	50.0401
Industrial and Product Design	50.0404
Graphic Design	50.0409

The Gap Analysis: A Brief Overview of the Method

The “gap” in Florida’s future workforce needs includes two major components: 1) “demand” by occupation, and 2) “supply” by education program, which is the number of baccalaureate graduates being produced by Florida postsecondary institutions.

In order to identify the workforce gaps at the baccalaureate level, the researchers established “decision rules” to match two discrete taxonomies—one for labor and one for education—that were developed by different federal agencies. The Classification of Instructional Programs (CIP) taxonomy, developed by the U.S. Department of Education, assigns numbered codes to educational programs so that they can be tracked and compared in various databases at federal, state, and local levels. Similarly, the Standard Occupational Classification (SOC) system, developed by the U.S. Department of Labor, is a taxonomy of occupations. Officials developing each of these taxonomies did not do so collaboratively. We have therefore inherited a system in which, for example, a high school principal is classified as an “educator” by CIP code but a “manager” by SOC code. In other words, the two systems don’t “talk” to each other unless a cross-walk is built.

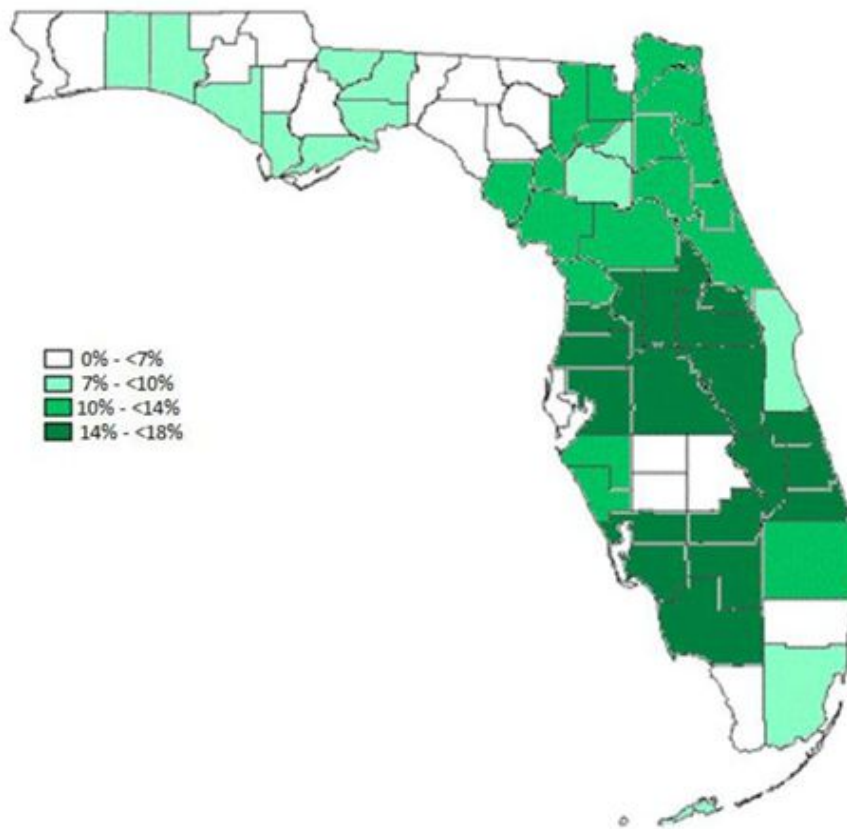
The next hurdle the researchers faced was choosing among several methodologies to classify educational levels needed by different occupations. These different methods are described in Appendix A, along with the rationale for the Commission's choice of the method used by the Bureau of Labor Statistics.

The step-by-step process and the method that the researchers developed in conducting this gap analysis have also been documented in materials contained on the Florida Board of Governors web site under the link to the Commission for Access and Educational Attainment.⁴

2. Will the increased demand be evenly distributed around the state or will some geographic areas be disproportionately impacted?

According to the state Demographic Estimating Conference, Florida's population is expected to grow to 21.2 million by 2020, but the growth rate will vary by region. As represented in Map 1 below, data from the Florida Legislature's Office of Economic & Demographic Research (EDR)⁴ shows that certain regions, such as the greater Orlando-Tampa region, will grow faster in terms of *percentages* of the population than the state's largest urban area, Miami. But because of its sheer size, the *numbers* of educated workers Miami will need will also continue to grow, although not as fast as in other parts of the state.

⁴ For a detailed explanation of the methodology for the gap analysis, also consult "Preliminary Discussion of Occupational Analysis Methodologies," September 26, 2012 meeting materials for the Access and Attainment Commission, available at <http://www.flbog.edu/about/commission/doc/commission-materials/Preliminary-Discussion-of-Potential-Occupational-Analysis-Methodologies-%20092512.pdf>

Map 1: Florida's 2012-2020 Projected Population Growth

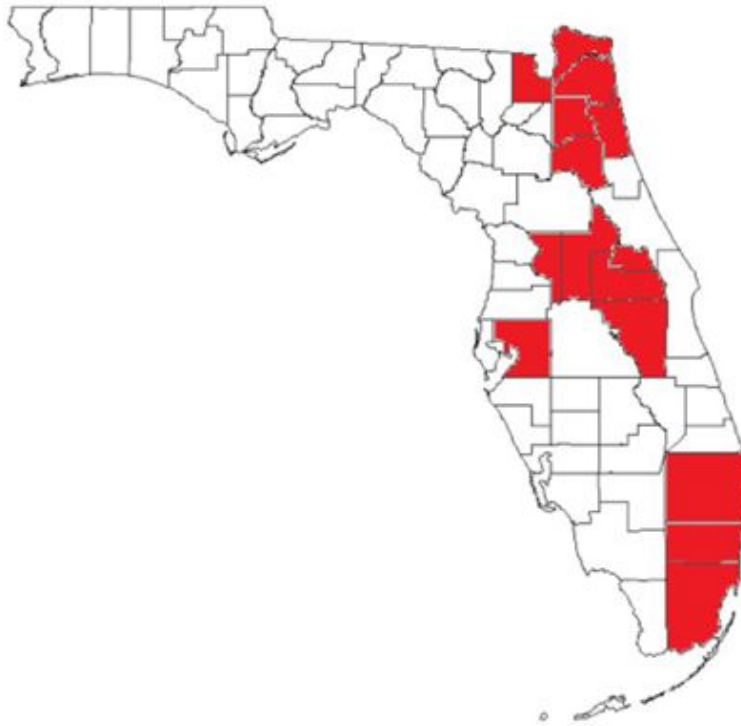
Although it may sound counter-intuitive, it may not be necessary to regionally align where Florida should increase its bachelor's degree production in high demand areas with where the population is growing the fastest. There are several reasons why. First, many college and university students are not placebound and expect to re-locate for work after graduation. Secondly, higher education is not "placebound," either. Today's colleges and universities are able to deliver all or part of their degree programs online—either by themselves or in partnership with other institutions. Thirdly, student-employer connections can be built into the curriculum regardless of employer location. Students can connect with potential employers in high demand fields before they graduate through internships and other on-site opportunities. With input from employers and occupational advisory boards, colleges and universities can embed certificates into existing curricula. And fourth, a key facet of any degree program should be career information about where jobs are located before students enroll in their program majors.

At several of its meetings, Commission members voiced concern about the potential for higher education to over-develop programs in high demand occupations in response to its gap analysis. The Commission noted on several occasions that the list of high demand programs should not be regarded as a "shopping list" by institutions throughout Florida to create new programs. Several of the Board of Governors' regulations address

the issue of unnecessary duplication of new programs, in particular Regulation 8.011.⁵ Florida needs to expand capacity to produce more baccalaureate trained employees in high demand occupations, but it needs to do so in a way that is *economically and educationally justifiable*.

How best, then, to expand capacity to produce baccalaureate graduates in high demand occupations? Should programs be centered in regions where the jobs are most plentiful? Let's look at a specific example. Based on regional workforce data from the Department of Economic Opportunity (DEO), 70% of the computer occupations identified by the Commission's gap analysis are found in the four shaded areas identified in Map 2 below, which represent six DEO workforce regions and sixteen counties.

Map 2: Highest Unfilled Workforce Demand in Computer Occupations, by Region in Florida



⁵ Board of Governors, State University System of Florida, "Authorization of New Academic Degree Programs and Other Curricular Offerings," Retrieved August 25, 2013 from http://www.flbog.edu/documents_regulations/regulations/8_011New%20Program%20Auth_reg%20final%20clean.pdf

In considering where to expand existing baccalaureate degree programs that lead to employment in these occupations, should only those institutions that are physically located in these regions be considered? For the State University System, that perspective would favor UNF, UCF, USF, FAU and FIU. But what if UWF, in the Pensacola area, or UF in Alachua County, has a strong program that could expand in a cost-effective manner?

To some extent, however, it does not matter which regions in Florida are expected to grow the fastest if demand for a particular program is clear. In addition, educational technology enables the delivery of programs students need at accessible times and locations—without regard to the location of the provider. It also may not matter which regions will need the greatest number of bachelor's degree trained workers in, say, computer science and information technology fields if students are told, when they enter these programs, where the jobs are located and if they are willing to move to these areas.

It does matter, however, if multiple institutions throughout the higher education system—public and private, predominantly two- or four-year--react to high demand by ramping up existing programs or building new programs. A lack of systemic thinking can result in unwarranted duplication of programs, the net effect of which can be numerous weak programs that compete with each other, incurring redundant costs. Such a reaction is neither economically nor educationally justifiable.

3. Is the pipeline of college-age students going to be able to produce a sufficient number of college-ready students?

The answer is “probably” if the composition and performance of Florida’s economy remains relatively unchanged. We are currently on track in making two needed improvements so that Florida produces the number of bachelor’s graduates the Board of Governors has projected by the year 2025: 1) increasing State University System enrollments and 2) improving graduation rates in *all* sectors—high school, college and university.

Students are considered college-ready when they have the knowledge, skills and academic preparation needed to succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program.

Maintaining the Status Quo

To support the status quo, the pipeline of potential baccalaureate degree-seeking students comes predominantly from high schools and transfer students from the 28 state public colleges. The Florida Department of Education, however, projects flat growth for the number of standard diplomas awarded through the year 2016. The actual numbers of students who earned standard diplomas in 2010-11 was about 150,000 students. That number is not expected to change at all through 2019-2020. Historically, roughly half—48 to 55%--of high school graduates who receive standard

diplomas (not GEDs or alternate diplomas) will enroll in college in Florida. If this projection proves correct and the number of high school diploma recipients stays flat, then we need to employ strategies to increase the percent that continue on to college.

A positive development is the fact that more students are graduating from high school “college-ready.” The Florida College System reports that the percentage of recent high school graduates, age 20 years or younger, who needed remediation upon entry to college declined from 20% in 2007-08 to 14% in 2011-12. These improvements have no doubt been influenced by an increase in the rigor of the high school curriculum and better communication about expectations for college entry.

Another factor that is important to consider in whether Florida is producing the college-ready students it needs is the selectivity of its State University System. Last year there were 150,000 high school diplomas awarded in Florida and 30,000 of these graduates were admitted to the State University System institutions. The SUS is currently a selective system and it turns away qualified applicants from Florida high schools. The average high school GPA for *all* first-time in college students, including profile admits⁶, at state universities in Fall 2012 was 3.8. At Florida State University, for example, entering freshmen in Fall 2013 had an average GPA of 4.0. For the Summer/Fall 2012 session, 30,040 unduplicated students applied to FSU. Of these applicants, 16,124 were admitted and 5,738 actually enrolled.⁷ To increase the number of Floridians who go to college within the state, it makes sense to expand baccalaureate capacity in the Florida College System.

The Florida College System’s transfer students are another critical piece of the pipeline of potential baccalaureate degree graduates. Transfer students have already demonstrated success in college by earning an associate’s degree and a desire to continue for a bachelor’s degree. Historically, 45%-50% of A.A. recipients continue their education the following year either within the State University System or the Independent Colleges and Universities of Florida. A portion of students who earn A.S. and other associate degrees also transfer into professional and more general bachelor’s degree programs.

The Commission’s efforts focused on gaps in baccalaureate degree production—and not gaps at the associate’s or graduate levels. Additional efforts to target associate degree completers to continue to the baccalaureate could also increase Florida’s baccalaureate degree production. A January 2010 OPPAGA report found that most A.A. degree recipients never applied to a state university and their survey of 3,000

⁶ A “profile admit” student is admitted to a state university via an “Alternative Admission,” process described in Board Regulation 6.002. Available at http://www.flbog.edu/documents_regulations/regulations/6.002Final_FTICAdmissions.pdf

⁷ Florida State University. Office of Institutional Research. Retrieved October 1, 2013 from http://www.ir.fsu.edu/Factbooks/2012-13/Admission_Statistics.pdf

students found that the most common reason was a lack of information about transfer policies.⁸

A third source in the pipeline of potential college-ready students results from the sheer increase in Florida's population. The Florida Legislature's Office of Economic & Demographic Research (EDR) projects that Florida's 18 to 24 year old population will increase by 147,000 from 2010 to 2025. If Florida enrolls 34% of the 18 to 24 year old population in 2025, the same percent as it did in 2009 (the year for which we have the latest data), then Florida is projected to add 50,000 undergraduates through population growth alone.

And finally, a fourth source in the pipeline is new Floridians. During the past five years, 39% of Florida's net migrants (25 years and older) have had a bachelor's or graduate degree, which is considerably higher than the educational attainment of Florida's resident population (25%). Based on analyses of geographic mobility estimates for 2006-2010, Florida annually imports a net of about 2,400 people with bachelor's and graduate degrees. Unfortunately, many of those who migrate to Florida with bachelors or graduate degrees are in the older age brackets; some are at or near retirement age. The additional 2,400 bachelor's degree-holders Florida gains through net migration, however, is small compared to the current 86,000 bachelor's degrees produced by all of Florida's colleges and universities each year.

Increasing College-Going Rates

If Florida wants to significantly improve its economic performance relative to that of other states, however, it will have to increase the number and percentage of its residents with bachelor's (or higher) degrees. For example, one reason Florida ranks 35th in the nation in terms of knowledge workers is that it ranks 37th in the nation (and last among the 10 most populous states) in the percentage of its population with at least a bachelor's degree.

Encouraging a greater percentage of Floridians to go to college will be a heavy lift. If we look at a broader range of students than just immediate high school graduates who continue to college, Florida ranks 31st in the nation and slightly below the national and "Big 10" state averages in the percent of its 18- to 24-year olds who are enrolled in higher education, based upon the most recent data available from 2009.⁹

⁸ See Office of Program Policy Analysis and government Accountability. (January 2010). "Most AA Graduates Pursue Baccalaureate Degrees, but Many Lack Information About Articulation Policies." Report No. 10-01. Tallahassee, Florida: OPPAGA. Retrieved August 23, 2013 from

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1001rpt.pdf>

⁹ Source: NCHEMS staff analysis of IPEDS Fall Enrollment Survey and U.S. Census Population estimates. (See Slide 13, 9/26/13 Commission for Higher Education Power Point materials.)

4. Is there going to be any need in the near future for additional universities or colleges to meet this demand?

The simple answer to this question is “No, Florida does not need any new colleges or universities to meet the workforce demand for bachelor’s degree graduates.” The state is currently on track to meet the Board of Governors’ bachelor’s degree production goals for 2025 with just modest improvements in the system--without even considering other sources of college-ready students. In its 2012-2025 *Strategic Plan*, the Board of Governors of the State University System set a goal to produce 90,000 bachelor’s degrees a year by 2025. The system of 12 public universities is currently on track to reach the 90,000 goal, with only modest improvements in graduation rates or enrollment increases, where there is room to do so.

If additional growth should also occur within the Florida College System, the ability of the state to produce the bachelor’s degrees it needs for high demand occupations would be assured. Although not every Florida College System institution is interested in ramping up baccalaureate production, it may be good public policy for the right institutions to get into the business of baccalaureate expansion in an organized, sustainable manner to meet Florida’s needs. For that to occur, the Florida College System should be funded to meet statewide need for baccalaureate degree production in high demand areas, with a clearer delineation of which Florida Colleges System institutions would be major baccalaureate producers.

Further, to avoid duplication and to maximize access to baccalaureate programs throughout the state, the Board of Governors and the State Board of Education should collaborate to ensure the best possible results for students and the State. For example, in cases in which both a university and a state college have an interest in expanding baccalaureate degree production, a joint standing committee of members and staff of both boards could serve as an annual review committee. Other possible mechanisms for collaboration could include a Listserv that all institutions, public and private, two- and four-year, could post the titles of prospective baccalaureate degree program offerings well in advance of actual program development, such as nine to twelve months before the institutional board would review the program for approval. The bottom line is that policy changes may be in order so that Florida expands baccalaureate program offerings in an effective, efficient manner.

5. Should all these new students attend our state universities, or is there a major role to be played by the State’s colleges and other sectors?

Yes, there is indeed a major role for Florida’s state colleges and independent sectors of higher education to play to meet workforce demand at the baccalaureate degree level. Florida has 12 public universities, including one that is brand new and that has yet to enroll any students. Almost 350,000 students enroll in the system. The Florida College

System's 28 state colleges enroll almost 879,948 full- and part-time students (headcount) with 25,389 of these currently enrolled in bachelor's level programs.¹⁰

The Independent Colleges and Universities of Florida also play a major role, producing 26% ($n = 19,000$) of Florida's bachelor's degree graduates at 31 private, non-profit institutions. Together, these institutions enroll 153,000 students throughout 141 actual sites throughout the state.¹¹

The Commission for Independent Education has jurisdiction over 921 independent institutions operating in Florida with 379,752 students enrolled. The majority, 60%, of the institutions are non-degree granting institutions. But the 369 institutions which are degree-granting enroll the overwhelming majority of students—302,517.¹²

Across the U.S., higher education has matured. Few states build new public colleges or universities today. Far and away the preferred path is to expand established colleges and universities to new locations or centers. In addition, the latest data available show that 65% of Florida's recent high school graduates—a total of 93,104 students--enrolled in one of the 28 Florida state colleges in 2010-11. Many of these will transfer to four-year programs. In 2011-12, 62,614 state college students earned an Associate in Arts degree, the degree that enables them to take advantage of Florida's 2+2 program and transfer to a four-year institution. In addition, almost 4,000 more state college students earned a bachelor's degree at a state college.

A focus on quality within the State University System so that every student who enrolls also graduates, coupled with a clear identification of Florida College System institutions that are well-positioned to expand baccalaureate degree production, would provide Florida with the workforce it needs.

Implementing a Process to Decrease the Workforce Gap in High Demand Occupational Areas

The 2013 Legislature provided \$15 million for the implementation of the gap analysis, as developed by the Commission on Access and Educational Attainment. Appendix C of this report is a draft Solicitation for Grants Application that will be released in November 2013 to award a small number of grants to colleges and universities to increase baccalaureate degree production in targeted gap areas.

¹⁰ 2013 Annual Report, The Florida College System, Florida Department of Education, Tallahassee, Florida. Retrieved August 25, 2013 from <http://www.fldoe.org/fcs/pdf/annualreport2013.pdf>

¹¹ The Independent Colleges and Universities of Florida. Retrieved August 25, 2013 from <http://www.icuf.org/newdevelopment/about-icuf/>

¹² Florida Department of Education. (April, 2011). Commission for Independent Education and Department Procurement and Expenditure Processes. Operational Audit. Report No. 2011-177. Retrieved August 25, 2013 from http://www.myflorida.com/audgen/pages/pdf_files/2011-177.pdf

In its gap analysis, the Commission identified occupations in which there were gaps of 100 or more unfilled positions a year, a criterion that yielded over a dozen broad occupational areas on which to focus. At its August 19, 2013 meeting, the Commission reviewed a process that is consistent with legislative intent to award between four and six grants in the highest demand gap areas, including:

- 1) computer and information technology gap areas (over 2,000 annual under-supply)
- 2) accounting, auditing and financial analyst gap areas (around 900 annual under-supply)
- 3) middle-school teaching, focusing on teacher *retention* rather than new teacher training programs (over 1,000 annual under-supply).

A word of explanation regarding the third area, middle-school teacher retention, is in order. Additional analysis of Florida Dept. of Education data on teacher retention show that some school districts in Florida experience significant loss of new teachers within a few years. The Solicitation for Grant Applications focuses on the need for inservice and pre-service efforts to develop effective strategies and activities to identify and address problems in retaining new middle-school teachers, such as targeted training in technology applications or classroom management.

The grant application process is competitive. Per legislative intent, a State University System institution must submit the application and serve as the fiscal agent. Partnerships with state colleges and independent institutions, however, are strongly encouraged. The grant criteria award additional points for state universities that partner with another institution. The rationale for encouraging partnerships is to provide an incentive for institutions within a region to work together to address gaps, thus avoiding any tendency for multiple institutions within a region to offer the same program, diluting the resources and negatively affecting long-term sustainability of one or more of the competing programs. One strong program within a region is better than several weak ones. Other award criteria include points for innovative curricular and delivery designs to speed up degree production, including eLearning and other alternative models.

The legislation calls for two years of funding to award winners, contingent upon legislative appropriations next year. Institutions that build upon existing capacity, rather than developing brand new programs, have a competitive advantage the first year. All award recipients must agree to monitoring and evaluation. If an institution is unable to implement the program it proposed the first year, those grant dollars would return to the Board of Governors to be added for distribution with the second year of available funds.

The Solicitation for Grants will be released in November 2013, review of proposals will be completed by the beginning of the next legislative session in March 2014, and funds will be distributed to institutions by the end of the 2013-14 fiscal year. The detailed process for reviewing applications and awarding the grant funds, along with deadlines is described in Appendix C.

A three-stage monitoring and evaluation process will be implemented. First, the same senior policy staff, or their designees, who provided support to the Commission during the development of the gap analysis will also monitor and evaluate institutions' progress in implementing the proposed programs. Staff will draft progress reports and evaluations and provide them to Commission members, who will meet twice a year to monitor progress and make any necessary recommendations for improvements. Commission reports and recommendations will be forwarded to the Board of Governors. As the fiscal agent for the appropriated funds, the Board of Governors will maintain final oversight authority to ensure progress is being made.

Next Steps: Considering a New Florida

Few states are able to steer higher education in a way that truly responds to workforce needs. One of the major reasons is that students can choose what majors to pursue—and they often don't make their choices based upon occupational demand. Another reason is the difficulty in wrestling disparate labor and education data into submission—the CIP-SOC exercise. The researchers from both workforce and higher education who developed the methodology have provided a useful, sustainable tool with which to conduct future analyses.

This gap analysis should be repeated every three years, preferably as part of an Estimating Conference that includes all of the parties who participated in this inaugural effort. Because the gaps are at the baccalaureate level and it takes at least several years to produce a graduate, the gap analysis does not need to be conducted more frequently than every few years.

What other next steps might be considered? First and foremost, we need to closely monitor and evaluate efforts of the programs that are funded through the grant application process with legislatively appropriated funds to reduce the gaps at the baccalaureate level over the next few years. If the programs and the process are successful, we need to make adjustments in the current gaps and develop new projections for the next 5 years or so.

But that is not all that we should do. Although the Commission for Access and Educational Attainment focused on the near future in its investigation of baccalaureate degree production and alignment of economic and educational resources to achieve that, it also spent some time looking further into the future.

The information below was discussed by Commission members at their September 26, 2012 meeting showing where Florida ranks on national indicators of economic and social well-being

- % of 18 to 24 year. olds enrolled in college: 31st
- High school to college continuation rate: 38th
- % of 2010 population with a bachelor's or higher: 37th
- Bachelor's degrees per 18 to 24 year population: 34th
- Per capita gross domestic product: 40th
- Per capita net earnings: 45th
- Knowledge jobs in 2010 New Economy Index: 33rd

Most growth in the New Economy stems from increases in knowledge and innovation. Florida fared worst in two categories highly related to education—Knowledge Jobs and Innovation Capacity. In the category of Knowledge Jobs, Florida ranked 33rd in the 2010 New Economy Index. In Innovation Capacity, Florida ranked 32nd. The category “Knowledge Jobs” includes indicators that track employment of IT professionals outside the IT industry; jobs held by managers, professionals, and technicians; the educational attainment of the entire workforce; immigration of knowledge workers; migration of domestic knowledge workers; employment in high-value-added manufacturing sectors; and employment in high-wage traded services. Innovation Capacity was measured by 1) the share of jobs in high-tech industries; 2) scientists and engineers as a share of the workforce; 3) the number of patents relative to the size of the workforce; 4) industry R&D as a share of worker earnings; 5) nonindustrial R&D as a share of GSP; 6) green energy production; and 7) venture capital invested as a share of worker earnings.

A recent report notes that “Over the long term, slow and consistent increases in state postsecondary attainment can attract high-value-added industries. But in the short term, the available jobs determine the demand for postsecondary talent. As a result, increasing postsecondary attainment without increasing the share of jobs that require postsecondary talent will simply further the brain drain into states where college-level jobs are available.”¹³

So therein lies the rub: How does Florida plan for a future that may require higher levels of educational attainment in its workforce, such as in Computer and Information Technology, if the state has traditionally been a low-producer of bachelor's degrees and lacks the resources to ramp up? This is the kind of question Floridians need to answer for the long-term. Are we content with the status quo for a Florida in which the economy

¹³ Carnevale, A.P. and Smith, N. (July 31, 2012). *A Decade Behind: Breaking Out of the Low-Skill Trap in the Southern Economy*. Georgetown University: Center for Education and the Workforce. Retrieved August 27, 2013 from <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/DecadeBehind.FullReport.073112.pdf>, p. 5.

is based upon tourism and agriculture—and low-skilled workers to support those industries? Or does Florida's future include strong growth in information technology, for example, that depends upon knowledge workers? If the latter, then Florida has some work to do.

Here are some other characteristics that will also make Florida's future different from its past:

- Florida's **older population** (age 60 and older) will account for most of Florida's population growth, representing 55 percent of the gains.
- In 2000, Florida's prime **working age population** (ages 25-54) accounted for 41.5 percent of total population. With the aging baby boom generation, this percentage is estimated to have fallen to 39.7 percent in 2009 and by 2030 is projected to represent 36.0 percent.
- The **ratio of taxpaying workers to retirees** will fall as baby boomers age, and new retirees will not be fully replaced by younger workers. An increasingly smaller percentage of individuals will assume the bulk of the tax burden as the number of elderly increases and the demand for services continues to grow.

Regarding the need to develop alternate future scenarios in projecting Florida's workforce needs, at its December 10, 2012 meeting, the Commission members discussed several possibilities:

- benchmarking Florida's needs to aspirational peer states,
- using Enterprise Florida Targeted Industry Clusters and also identifying aspirational clusters,
- thinking in terms of Existing, Evolving (starting to take off) and Emerging (on the horizon) industries and occupations, and
- thinking in terms of short- vs. long-term needs, with long-term defined as 8 years or more.

In considering aspirational states that would be appropriate comparators for targeted industries and occupations that Florida might pursue, the Commission suggested the following:

- Consider the educational resources that top states have that Florida may lack, such as better prepared K-12 students on NAEP scores or a very high rate of community college transfer activity to the universities and take these factors into consideration when considering alternate scenarios.
- Choose aspirational states according to the most likely areas of growth for Florida. Who is #1 in each of our targeted industries and who is #50? What are our aspirational goals? What's a reasonable number of job openings or percent of growth to increase?

- Consider our ranking in the New Economy Index. For example, what ranking do we want for Florida regarding the state's place in the "Innovation Jobs" category?
- Consider the need to diversify the economy, rather than simply increase the number of 18 to 24 year olds in college. Do we want to further increase large sectors—or do we turn our attention to smaller, but promising, sectors?

The Florida economy is improving. Thanks to legislative support, higher education has incentive funding to encourage institutions to expand baccalaureate degree production in areas that the state needs. But we also need to make progress on long-term strategies that will help the system grow in carefully planned ways as the economy improves. This includes looking at how we fund higher education and providing incentives for growth.

In recent years, performance-based funding has focused the discussion about higher education's alignment with the state's highest priorities in terms of "outcomes." A major outcome of higher education is the production of college graduates who are able to successfully fulfill jobs in high demand occupations. In 2013, the Florida Legislature and the Governor's Office elevated the discussion surrounding performance-based funding, providing \$20 million in additional appropriations linked to outcomes measures. In addition, the Board of Governors of the State University System has drafted a 10-metric performance-based funding model that clearly links outcomes to funding. The Access and Attainment Commission's focus on graduates for jobs in high demand occupations is consistent with the direction that Florida's policymakers are taking.

Data informs policy. It is our hope that the data-driven method on which the Commission on Access and Educational Attainment built its gap analysis will provide the groundwork for sustainable, effective policies that align Florida's workforce needs and higher education for both the near- and long-term future.

Appendix A

The Gap Analysis: Explanation of Method

In the Commission's work, supply was represented by the number of baccalaureate degrees awarded by Florida schools in 2010-11 as reported to the National Center for Educational Statistics' Integrated Postsecondary Educational Data System (IPEDS). All educational institutions receiving Title IV Financial Aid (approximately 400 in Florida) are required to report these data to IPEDS, assigning a Classification of Instructional Programs (CIP) code to each educational program.

Demand was based on the Florida Department of Economic Opportunity's Long-term Employment Projections that are presented annually at the fall Workforce Estimating Conference of the Florida Legislature. The projections are prepared using a commonly accepted methodology developed by a consortium of labor market information offices across the country. Demand for labor is forecast by industry (for over 300 industries) and by sub-state region. Industry demand for labor is transformed to demand by occupation for approximately 800 occupations by applying a staffing pattern specific to each industry. The staffing pattern is produced by the annual Occupational Employment Statistics (OES) survey, which includes data from more than 55,000 employers representing more than 4.4 million employees each year. Additional adjustment factors by the U.S. Bureau of Labor Statistics are applied to account for expected occupational change and retirements. Annual demand for labor is based on total annual openings, which is comprised of new job growth (expected increase in demand for labor due to economic growth in the industry) and replacements (job openings due to workers retiring or leaving the labor force).

Each occupation is assigned a Standard Occupational Classification (SOC) code and an educational attainment level by the U.S. Department of Labor Bureau of Labor Statistics (BLS). The BLS taxonomy classifies occupations by the typical level of skills needed to enter an occupation. However, Florida's Workforce Estimating Conference has traditionally used a modified version of educational codes as determined by the Florida Department of Education (FLDOE). The FLDOE codes consider the minimum level of skills needed to enter an occupation. A third potential source for occupational demand by educational level is the American Community Survey¹ (ACS), which provides survey data on the educational attainment of employees actually working in the occupation.

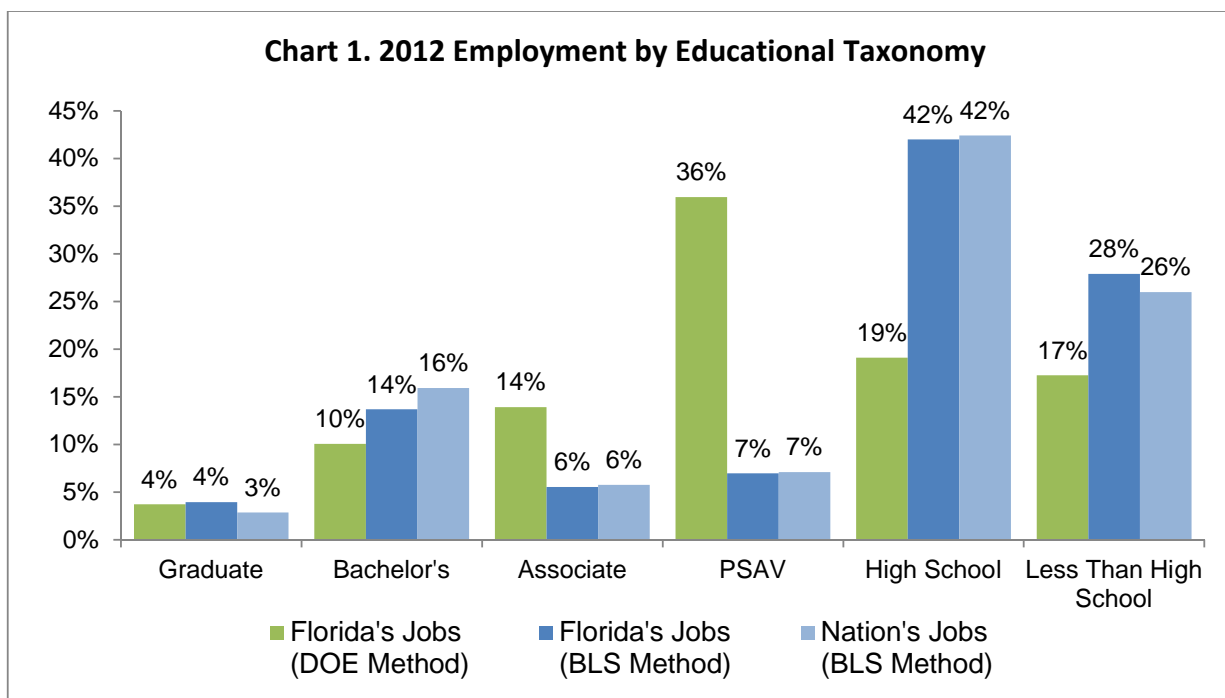
The Commission decided to use the U.S. Bureau of Labor Statistics (BLS) taxonomy, rather than the Florida Department of Education (FLDOE) codes or the American Community Survey (ACS) methodology. The Commission chose to use the BLS

¹ The American Community Survey is administered by the United States Bureau of the Census: "The American Community Survey (ACS) is an ongoing statistical survey that samples a small percentage of the population every year -- giving communities the information they need to plan investments and services." Retrieved September 19, 2013 from <http://www.census.gov/acs/www/#>

method to determine the gap between supply and demand for workers at the bachelor's degree level in Florida because it provides the most accurate depiction of the actual educational level that workers should complete in order to meet job requirements. The Commission was concerned that the FLDOE coding scheme underestimates baccalaureate demand while the ACS methodology overestimates it.

The FLDOE codes were created 15 years ago to direct state Workforce Investment Act funding to less-than-a-baccalaureate-level training programs and thus have an inherent bias toward classifying occupations at a less-than-baccalaureate-degree level. Further, this modification makes comparisons of Florida's labor market projections with those of other states and of the nation as a whole very difficult, if not impossible. In addition, the ACS data has an unknown amount of distortions due to phenomena such as "up-skilling" and "down-skilling" (e.g., waiters with baccalaureate degrees). The self-reported nature of the ACS also adds to this effect.

Chart 1 below shows the impact the FLDOE and BLS methods have on classifying all of Florida's current jobs (in 2012) by level of education. The green bars represent a breakout of Florida's jobs based on the FLDOE method and is currently used for Workforce Estimating Conference materials. The dark blue bars report the percentage of Florida's 2012 occupations based on the Bureau of Labor Statistics taxonomy. And, the light blue bars show the breakout of jobs by education for the entire nation using the BLS method. When using the standard BLS method (blue bars), Florida's economic workforce is on par with the national average for each educational level.



For the Commission's gap analysis presented in this report, a national CIP-SOC crosswalk built by the BLS and the U.S. Department of Education's National Center for Education Statistics (NCES) was used as a basis for linking occupations (the SOC code) with their correlated educational programs (the CIP code). Unfortunately, there is often not a one-to-one correspondence between CIP and SOC codes because a given educational program can often lead to multiple occupations and a given occupation can often be supplied by many different educational programs. Further, the list of CIP codes are updated annually and can better capture emerging fields, whereas the SOC codes are only updated every ten years and so potentially miss new occupations and emerging industries. It is important to note that the educational attainment level was maintained when matching occupations and degree programs so that only the baccalaureate-level program completers were matched to occupations classified at the bachelor's level.

In an effort to limit the problem of occupations linked to multiple academic disciplines and potentially overstating supply, the two following strategies were used:

- Managerial occupations (SOC codes beginning with '11') were excluded from the analysis because they require certain levels of experience beyond a degree, and managerial occupations had the highest number of links to academic disciplines.
- Supply data was adjusted to acknowledge that graduates typically have more than one choice of occupation after graduating. After the initial SOC-to-CIP match to derive the total number of recent graduates qualified for a particular 'target' occupation, it is imperative to also look from CIP-to-SOC to get a sense of all the occupations competing for those graduates. Thus, the adjusted supply was derived by multiplying the total supply of graduates linked to a target occupation by the target occupation's percentage of projected total openings for all the occupations (excluding managers) linked with the disciplines associated with the target occupation.

For example, the Financial Analyst occupation has 326 projected annual openings that are potentially supplied by the 3,093 graduates annually earning bachelor's degrees from three academic disciplines: Accounting and Finance, Accounting and Business Management, and General Finance (the SOC-to-CIP analysis). At first glance, it appears that there is a substantial oversupply of graduates qualified for the financial analyst openings. However, if you consider the other perspective (the CIP-to-SOC analysis), you also see that these graduates are qualified for multiple occupations with a combined 4,641 annual openings. (Also note that, as explained above, we excluded managerial occupations from the gap analysis because these occupations also require experience.) Therefore, the openings for financial analysts comprised only 7% of all the jobs available to these graduates (326 financial analyst openings divided by 4,641 total openings). Therefore, only 7% of the initial supply of 3,093 graduates is used in the gap analysis, resulting in an annual adjusted supply of 217.

Once the supply and demand data were calculated for each occupation, the 35 occupations that showed any supply gap (where supply was less than the projected annual demand) were sorted. Next, seven occupations were removed from consideration because an absence of IPEDS data for their related CIP codes indicated systemic classification error.² From the remaining list of occupations, we created a 100-opening threshold as an analytical safety net to account for methodological uncertainties (e.g., CIP-SOC mismatches and the vagaries of projecting long-term occupational demand).

The need for additional graduates in these occupations was further confirmed by examining certain “contextual metrics,” including annual projected demand growth rates, short-term demand as indicated by Help Wanted Online data, the existence of a waiting labor force “warehoused” by the recession, and average entry wage rates. In addition, it is important to note that certain occupations fell outside the scope of the analysis because they are educationally coded either above the baccalaureate level (e.g., physicians) or below the baccalaureate level (e.g., nurses).

Based on this supply-demand gap analysis, the Commission chose to focus its attention on the occupations with the largest gaps.

Further explanation of the methodology for the gap analysis is also available at the Florida Board of Governors web site.³

² The seven occupations were Compliance Officers, Exc. Safety, Agri, Constr & Transp. [13-1041]; Biological Technicians [19-4021]; Literacy, Remedial and GED Teachers and Instructors [25-3011]; Securities and Financial Services Sales Agents [41-3031]; Sales Representatives, Wholesale & Mfg, Tech. & Sci. Products [41-4011]; Captains, Mates, and Pilots of Water Vessels [53-5021]; and Ship Engineers [53-5031].

³ Please consult the archive of meeting materials for the Access and Educational Attainment Commission, available at <http://www.flbog.edu/about/commission.php>.

Appendix B

2010-11 Florida Baccalaureates Awarded in Fields Associated with Targeted Occupations by Higher Educational Sector Production and Bachelor's Annual Gap							
CIP		Degrees Awarded by Sector					Supply- Demand Gap
Code	Title	CIE	FCS	ICUF	SUS	Total	
Computer Network Architects (Gap: 439) Computer Systems Analysts (Gap 564) Computer Programmers (Gap: 316) Software Developers – Applications (Gap: 459) Software Developers – Systems Software (Gap: 370) Graphic Designers (Gap: 213)							2,361
11.0101	Computer and Information Sciences, General	62	0	234	481	777	
11.0103	Information Technology	27	0	60	334	421	
11.0201	Computer Programming/ Programmer, General	204	0	0	0	204	
11.0401	Information Science/Studies	23	0	26	9	58	
11.0501	Computer Systems Analysis/ Analyst	40	0	0	0	40	
11.0701	Computer Science	0	0	57	0	57	
11.0801	Web Page, Digital/Multimedia and Information Resources Design	39	0	0	0	39	
11.0803	Computer Graphics	229	0	2	0	231	
11.0901	Computer Systems Networking and Telecommunications	38	12	0	0	50	
11.1003	Computer and Information Systems Security/ Information Assurance	120	0	0	0	120	
14.0901	Computer Engineering, General	1	0	38	239	278	
14.0903	Computer Software Engineering	36	0	23	0	59	
52.1201	Management Information Systems, General	38	0	38	474	550	
50.0102	Digital Arts	22	0	19	110	151	
50.0401	Design and Visual Communications, General	5	0	0	0	5	
50.0404	Industrial and Product Design	28	0	0	0	28	
50.0409	Graphic Design	172	0	117	76	365	

Code	Title	CIE	FCS	ICUF	SUS	Total	Supply-Demand Gap
Middle School Teachers							1,024
13.1203	Junior High/Intermediate/Middle School Education and Teaching	0	0	45	29	74	
13.1302	Art Teacher Education	0	0	5	44	49	
13.1305	English/Language Arts Teacher Education	0	0	9	139	148	
13.1306	Foreign Language Teacher Education	0	0	0	11	11	
13.1309	Technology Teacher Education/Industrial Arts Teacher Education	0	7	0	0	7	
13.1311	Mathematics Teacher Education	0	71	7	97	175	
13.1312	Music Teacher Education	9	0	47	103	159	
13.1314	Physical Education Teaching and Coaching	0	0	40	221	261	
13.1316	Science Teacher Education/General Science Teacher Education	0	15	2	52	69	
13.1317	Social Science Teacher Education	0	0	7	182	189	
13.1318	Social Studies Teacher Education	0	0	1	0	1	
13.1322	Biology Teacher Education	0	7	0	0	7	
13.1323	Chemistry Teacher Education	0	1	1	0	2	
13.1324	Drama and Dance Teacher Education	0	0	0	0	0	
13.1328	History Teacher Education	0	0	0	0	0	

Code	Title	CIE	FCS	ICUF	SUS	Total	Supply-Demand Gap
Accountants and Auditors (Gap: 862), Financial Analysts (Gap: 109)							971
52.0301	Accounting	154	0	657	1,951	2,762	
52.0304	Accounting and Finance	0	0	17	0	17	
52.0305	Accounting and Business/Management	98	0	2	0	100	
52.0801	Finance, General	21	19	328	2,605	2,973	
Training and Development Specialists							348
52.1001	Human Resources Management/ Personnel Administration, General	3	0	91	63	157	
Operations Research Analysts							217
52.1301	Management Science	0	0	52	38	90	
Kindergarten Teachers							210
13.1209	Kindergarten/Preschool Education and Teaching	0	0	0	0	0	
13.1210	Early Childhood Education and Teaching	13	27	0	256	296	
Industrial Engineers							177
14.3501	Industrial Engineering	0	0	21	91	112	
Medical and Clinical Laboratory Technologists							169
51.1005	Clinical Laboratory Science/ Medical Technology/ Technologist	0	0	1	70	71	
Insurance Underwriters							132
52.1304	Actuarial Science	0	0	0	40	40	
52.1701	Insurance	0	0	0	69	69	
Credit Counselors							118
52.0803	Banking and Financial Support Services	8	0	0	30	38	
Public Relations Specialists							116
09.0100	Communication, General	0	0	145	0	145	
09.0101	Speech Communication and Rhetoric	0	0	73	429	502	
09.0900	Public Relations, Advertising, and Applied Communication.	0	0	101	0	101	

09.0902	Public Relations/Image Management.	0	0	90	175	265	
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Source: IPEDS Data Center. (2013). National Center for Education Statistics; Florida ExpertNet; The State University System of Florida.

Note: Institutional Affiliation with Governing Organization was determined through the Florida TalentNet Website: <http://expertnet.org/index.cfm?fuseaction=programs.home>. Baccalaureate data include first and second majors.



Board of Governors

Commission on Florida Higher Education Access and Degree Attainment

Solicitation for Grant Applications

Targeted Educational Attainment (TEAm) Grant Program

DRAFT

Program Name: Targeted Educational Attainment (TEAm) Grant Program

Key Dates: The closing date for receipt of applications under this announcement is **February 3, 2014**. Applications not submitted by 11:59 pm (EST) on this date will automatically become ineligible.

Method of Submission: All complete applications must be submitted to the following email address: SUS-teamgrant@flbog.edu.

Grant Duration: \$15 million in grant funds will be awarded by the Board of Governors for the 2013-14 academic year.

Executive Summary:

This grant program was developed as a response to the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors. Its findings, and the foundational work of this grant, was made possible by a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

Closing the gaps in educational attainment identified by the gap analysis requires smart, strategic decisions about the program offerings that the state's universities expand to meet the workforce needs of the future. To that end, the State University System of Florida, Board of Governors announces the availability of approximately \$15 million in competitively awarded grant funds to pay down the gap. The resulting Targeted Educational Attainment (TEAm) grant program is an extension of the cooperative nature of the Access and Educational Attainment Commission and related workgroups.

It is the expressed intent of this grant program to support Florida's public universities', and their partners', provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. By systemically addressing areas of need, in addition to the continual production of degrees not listed in the gap analysis but of continued importance to the citizens and employers of the State, the Board of Governors envisions making a marked improvement ensuring that the educational standing and thereby the workforce of the state improves wisely.

Institutions are invited to apply for grant dollars to support the expansion or building of one or more programs to meet demand for graduates from Targeted Program Areas. However, while applicants can focus on multiple Targeted Programs, all proposed programs must fall within a single Targeted Program Area.

All institutions of higher education in Florida are eligible, as long as they partner with a university that is a member of the State University System of Florida. Partnerships of this type are strongly encouraged. State University System of Florida institutions may apply for a grant by themselves as well. Furthermore, institutions are not prohibited from applying for more than one grant. The Board of Governors intends to fund 4 to 6 grants.

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I. Funding Opportunity Description

a. Program Overview

If Florida desires to raise its national standing, we need to do a better job letting prospective students know where the jobs will be and what programs are available to prepare them for these jobs. Ultimately the choice is theirs, but the opportunities must be there for them to choose.

This means smart, strategic decisions about the program offerings the state's universities expand to meet the workforce needs of the future. Recognizing there is a need for continual growth in educational attainment, especially in particular areas, the State of Florida Legislature appropriated \$15 million to pay down the gap. The result is the Targeted Educational Attainment (TEAm) grant program. It is the expressed intent of this grant program to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. Furthermore, the grant program will aid in meeting the State University System of Florida, Board of Governor's mission to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

The objectives of the TEAm grant program are to: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

This grant program was developed as a response to the collaborative work undertaken by the Access and Educational Attainment Commission of the Board of Governors. Its findings, and the foundational work of this grant, was made possible by a collaboration between researchers from the Board of Governors, the Florida College System, the Florida Department of Economic Opportunity, the Florida Council of 100, the Independent Colleges and Universities of Florida, and the Commission for Independent Education.

In light of the results of the gap analysis conducted by the Access and Educational Attainment Commission, applicants are encouraged to expand existing or newer Targeted Programs that focus on graduating substantially more students in three Targeted Program Areas: Computer and Information Technology, Middle School Teacher Retention, and Accounting, Financial Services and Auditing.

b. Core Elements

i. Targeted Program and Targeted Program Areas

The proposed program must address the increased production of bachelor's degrees in the Targeted Programs provided in Table 1 as identified by the gap analysis of the Access and Educational Attainment Commission. When applying for

the grant, applicants may select more than one Targeted Program to expand, but all programs must be within a Targeted Program Area.

Table 1. Targeted Programs and Targeted Program Areas for Development or Expansion

CIP code	Targeted Programs
Computer and Information Technology	
11.0101	Computer and Information Sciences, General
11.0103	Information Technology
11.0201	Computer Programming/Programmer, General
11.0401	Information Science/Studies
11.0501	Computer Systems Analysis/Analyst
11.0701	Computer Science
11.0801	Web Page, Digital/Multimedia and Information Resources Design
11.0901	Computer Systems Networking and Telecommunications
11.1003	Computer and Information Systems Security/Information Assurance
14.0901	Computer Engineering, General
14.0903	Computer Software Engineering
52.1201	Management Information Systems, General
Middle School Teacher Retention	
13.1203	STEM-related middle school teacher preparation programs
13.1309	Technology Teacher Education/Industrial Arts Teacher Education
13.1311	Mathematics Teacher Education
13.1316	Science Teacher Education
13.1322	Biology Teacher Education
13.1323	Chemistry Teacher Education
Accounting, Financial Services and Auditing	
52.0301	Accounting
52.0304	Accounting and Finance
52.0305	Accounting and Business/Management

Note. CIP is an acronym for Classification of Instructional Programs, which is a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

ii. Program Development or Expansion

It is the expressed intent of this grant program to support Florida's public universities, and their partners, provision of strategically identified access points to the high demand areas employers are seeking to fill by expanding or building academic program capacity. In order to complete this task, applicants may either expand existing or newer programs to meet this objective.

II. Award Information

a. Award Type and Amount

Funding for all applicants will be provided in the form of a lump sum grant by the end of the 2013-2014 academic year. There is the expectation that the granted programs will become self-supporting after the funding is awarded.

Pending legislative action, an additional \$15 million in grant funds may become available in the 2014-2015 academic year as a second grant program to be administered. This, potential, second grant program may further support grants awarded under this grant program, conditional upon the demonstration of satisfactory progress, or fund new applications. 2014-2015 funding is contingent on the availability of appropriated funds. As such, proposals under this program should operate within in the parameters of the current grant program.

b. Period of Performance

The period of performance for funded programs is 5 years. Applicants must plan to expend all funds by the end of the second year (2014-15), with a plan for sustainability in years three, four, five and beyond.

III. Eligibility Information

A single institution or a collaborative of two or more institutions of higher education may submit an application to expand or build programs. Collaboration with partnering institutions is encouraged, and serves as an expressed emphasis as reflected in the criteria for making awards.

Please note that this process is not intended to supersede any new degree program approval processes. Applicants will be expected to follow all required procedures.

A member institution of the State University System (SUS) of Florida must be the Lead Institution on any application submitted. However, the SUS institution may partner with any public or private college or university. The Lead Institution and all Partnering Institutions must agree to permit post-award monitoring and evaluation, to include all required reports.

a. Eligible Institutions

The Lead Institution must be a member institution of the State University System of Florida. The Lead Institution must be in compliance with all state laws and Board of Governors regulations to be eligible to apply [s. 1008.322 (5) (b) F.S.]. Partnering Institutions must be members of the State University System, Florida College System, the Independent Colleges and Universities of Florida or the Commission for Independent Education.

i. Partnership Applicants

1. Partnership applicants are comprised of two or more eligible institutions, one of which must be a member of the State University System of Florida, that are expanding or building programs that lead to completers in the Targeted Programs as identified in the gap analysis and listed in Table 1.

Eligible applicants who form a partnership will submit one application package. However, each Partnering Institution will have to provide separate program data, budget data, and a separate budget narrative that the Lead Institution will submit as appendices along with the application. The application packet materials, consisting of an application, budget narrative, budget information and historical program data are provided in appendices A or E, B, C, and D respectively.

2. Role of Lead Institution in the Partnership

A member of the State University System of Florida must serve as the Lead Institution. The Lead Institution is accountable for all fiscal and administrative activity associated with the grant and assumes responsibility to coordinate all fiscal and administrative activity. The roles of the Lead Institution include, but are not limited to, the following:

a. Communication

The Lead Institution will serve as the conduit for all communication with the Board of Governors. Partnerships should develop a communication process that promotes effective and efficient communication between partners as well as providing timely feedback of information gathered in discussing the grant with the grant program contact of the Board of Governors.

b. Tracking

The Lead Institution will track programmatic and fiscal progress against goals and flag problems related to the achievement of programmatic and fiscal goals of the project and compile performance metrics and fiscal reports. Problems will be identified and reported to the grant program contact of the Board of Governors.

c. Combined Reports

The Lead Institution will submit, on behalf of the partnership, a semi-annual narrative programmatic report that compiles the activities of the partnering institutions to provide a holistic picture of the award as well as progress of each institution.

3. Role of Partnering Institutions

As a member of the partnership, Partnering Institutions delegate certain authorities to the Lead Institution. Those authorities include submitting the programmatic reports on their behalf, submission of prior approval and modification requests on their behalf, communication regarding the grant to the grant program contact of the Board of Governors, and allowing the Lead Institution to track programmatic, fiscal and administrative progress of the grant. Partnering Institutions will provide the Lead Institution with all information and materials needed to meet the requirements outlined in III.a.i.2 above.

Partnering Institutions are responsible for meeting all criteria associated with this grant program.

If any institution identified in the application as a Partnering Institution plans to drop out of the partnership before or after award of the grant, that institution, along with the Lead Institution, must: 1) provide to the grant program contact of the Board of Governors in writing a letter of intent to withdraw from the consortium and terminate the grant award; and 2) contact the grant program contact of the Board of Governors to discuss next steps.

ii. **Single Institution Applicants**

Single institution applicants must meet all of the requirements placed on Lead Institutions, except those relating to interacting with Partnering Institutions. Only members of the State University System of Florida may apply for this grant program as a single institution.

b. Allowable Activities

It is anticipated that the majority of applications will include three categories of activities which are directly related to the purpose of the proposed program: a) hiring and/or training additional instructors or staff to enhance the program, b) purchasing or upgrading classroom supplies and equipment, and c) promoting the program to recruit students.

Allowable costs also include the costs of program development such as using subject matter experts from industry, education, state workforce agency, labor market and economic research entities, and other areas to inform and assist in curriculum design. Other allowable activities may include, but are not limited to, implementing and/or expanding the information technology infrastructure used to provide education and training and related activities; developing staff and infrastructure capacity to acquire, organize, and/or analyze program data for continuous improvement; and expanding and improving the capacity of student services that directly support the goals of the grant (for example, career guidance programs).

Activities not allowed under this grant include capital improvements, indirect costs and non-credit education.

c. Application Screening Criteria

Complete applications consist of a completed application form, budget narrative, project budget, and performance data. Incomplete applications, identified after the close of the application submission date, will neither be reviewed nor considered for funding.

Applications that do not include the signatures of the President, Chief Academic Officer and Board of Trustees (if applicable) of all participating institutions or that are not received by the specified deadline will not be considered.

d. Accessibility

All online and technology-enabled content and courses developed for funded programs must incorporate the principles of universal design (see <http://www.cast.org/udl/>) in order to ensure that they are readily accessible to qualified individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines (WCAG) 2.0, Level AA (<http://www.w3.org/TR/WCAG/>).

IV. Application and Submission Information

a. Content Submission

i. Grant Application.

Applicants must submit a completed grant application focused on a Targeted Program(s) in one of the three Targeted Program Areas identified in Table 1. The required application form for applications focused on Computer and Information Technology or Accounting, Financial Services and Auditing Targeted Program Areas is provided as Appendix A. A grant application form for applications focused on the Middle School Teacher Retention Targeted Program Area is provided as Appendix E.

ii. Budget Narrative.

In narrative form, summarize the current resources to be devoted to the proposed program. In addition, summarize the use of new resources gained through this Solicitation for Grant Application that will be devoted to the proposed program. Indicate how the program will be maintained after award dollars have been expended. Describe any resources (financial and in-kind) that will be available to support the program from outside entities, such as businesses, industrial organizations, governmental entities, etc. This information is to be provided on the form attached as Appendix B

iii. Project Budget.

Use the tables provided as Appendix C to display the projected new costs for Year 1 through 5 of the grant program. (NOTE: A separate table is to be provided for each participating institution. Projected new cost data reflect snapshots in time rather than cumulative costs.)

iv. Performance Metrics

The intent of this grant program is to ramp-up program productivity in areas of targeted need to the Florida's workforce. A way to ensure State funds are well spent is to compare expected outcomes to projected outcomes assuming the TEAm Grant Program did not exist.

1. Definitions. For the purposes of this grant, the following definitions apply:

- a. "Actual" refers to data that has been collected.
- b. "Completers" refers to either bachelor's degree earners or program completers for middle school teacher retention programs only.
- c. "Existing Programs" are those upper division programs that enrolled students prior to the Summer 2008 semester.

- d. "Expected" refers to a level of performance reflective of the appreciable increase in variables of interest expected to be met should an applicant receive a TEAm grant.
- e. "Newer Programs" are those upper division that enrolled or plan to enroll students on or after Summer 2008 semester.
- f. "Projected" refers to inferential data five years out into the future based on an analysis of actual data.
 - i. Process. Applicants must make projections for all grant applications using the LINEST function of Microsoft Excel.
 - ii. Purpose. The difference between the expected values submitted as part of this application and the projected values determined in the manner described in this section will serve as one way to evaluate the impact of the application and, to the greatest extent, allow for consistent data treatment across applicants, the evaluation for award determinations, and the performance of grantees in ensuing years.
 - iii. Newer Program Projections. As newer programs are not yet mature, applicants will need to provide projected values for newer programs along with a detailed description of the methodology used to arrive at the projections within the grant application.
- 2. Enrollments. The actual, projected, and expected counts of enrollments for each targeted program independently, at the junior level or higher, from the 2007-2008 academic year through to the 2017-2018 academic year.
- 3. Completion Rates. Institutions (whether single or partnering) must provide the percent of students admitted to and subsequently enrolled in the upper division of a Targeted Program that graduate within 3 years of enrolling in the program for graduates in years 2007-08 through 2012-13; cohorts starting 2005-2006 through 2010-2011.
- 4. Number of completers. The actual, projected, and expected counts of completers for each Targeted Program independently from the 2007-2008 academic year through to the 2017-2018 academic year. For programs focused on Middle School Teacher Retention, this is the number of enrolled students who either earned a bachelor's degree or other credential such as licensure or a graduate certificate, as a result of completing the Targeted Program.
- 5. Completer outcomes. For each Targeted Program, the percentage of completers employed and/or continuing their education further 1 year after graduation, or program completion for middle school retention programs. These data will not be utilized by the Review Committee; however grantees will be responsible for submitting these data for completers starting with

the 2012-13 graduating class(es) and ending with the 2016-17 graduating class(es).

b. Submission Date, Times, Process and Addresses

i. Submission Date and Time

The closing date for receipt of applications under this announcement is **February 3, 2014**. All applications must be submitted to the following email address: SUS-teamgrant@flbog.edu. Applications must be submitted by 11:59 pm (EST) on the due date, as determined by an electronic date and time stamp by the email system.

ii. Project Timeline and Due Dates

Grantees will be responsible for submitting the deliverables by 11:59 pm (EST) on the due dates outlined in Appendix F.

c. Funding Restrictions

Funds may not supplant other funding sources in existence prior to this grant program. Grantees will be responsible to submit a Certification of Maintenance of Effort, which will include documentation of program funding two years before the award and for each year of the award period, as an appendix to the narrative report for each Targeted Program. In addition, institutions will create a separate budget code for the funds awarded by the grant.

V. Application Review Information

a. Criteria for All Applicants

Applications will be evaluated by a Review Committee on the criteria provided in Appendix G. Each of the three criteria areas relate to the three objectives of the grant: 1) assist institutions of higher education in Florida grow programs that lead to high-skill jobs, 2) increase the number of Floridians completing programs in high demand areas, and 3) wisely leverage the strengths of institutions of higher education for a sustainable future.

b. Review and Selection Process

The review and selection process will proceed in accordance with the timeline in Appendix F. The maximum number of points an applicant is eligible to receive is 100 as detailed in Appendix G. The score will be dependent on the quality of information required as determined by the Review Committee.

i. Review Committee.

The Review Committee will be composed of Senior Policy Workgroup members of the Access and Educational Attainment Commission and Board of Governors staff, or an approved replacement. Review Committee members are to participate in all meetings.

ii. Scoring.

Reviewers will read the applications and score them using the Reviewer Sheet provided in Appendix G. The high and low score for each application will be dropped, and the remaining scores averaged to arrive at a score. The Review Committee will use application scores, along with reviewer comments, to inform the decision making process.

iii. Process.

Upon a review of the applications, the Review Committee will present the applications recommended for funding to the Access and Educational Attainment Commission members for consideration. The Access and Educational Attainment Commission members will then make recommendations as to which applications should be funded to the Board of Governors. The Board of Governors will then vote to approve the recommended applications at the March 2014 meeting of the Board of Governors.

Selection by the Review Committee does not constitute an approval of the grant application as submitted. Before awarding the grant, the Board of Governors staff, on behalf of the Review Committee and/or the Access and Educational Attainment Commission, may enter into negotiations about various elements of a recommended application. All award recommendations are unofficial until formally awarded by the Board of Governors at the March 2014 Board meeting, at which time formal award letters will be sent to the Lead Institution.

VI. Award Administration Information

a. Award Notices

Awards will be posted on the Florida Board of Governors website: www.flbog.edu. Applicants will be notified by mail or email. Non-selected applicants may request a debriefing on the comparative weakness of their application. Such a request must be in writing and submitted electronically, to SUS-teamgrant@fbog.edu by 11:59 pm (EST) May 15, 2014.

b. Reporting

The performance of grantees will be monitored by an Evaluation Committee. The Evaluation Committee will be composed of at least two (2) Board of Governors staff and at least one person from workforce/business. A total of up to four (4) Evaluation Committee members may be designated.

The grantee is required on January 10th and July 10th, or the next business day if this day falls on a weekend or holiday, of every year from receipt of grant funds through the 2017-2018 academic year to provide the reports and documentation listed below:

i. Narrative Reports.

Lead or Single Institutions shall submit a narrative report to the Evaluation Committee. The report shall provide the context necessary to understand those pieces of information not communicated by numeric values. At a minimum it should include a narrative for each performance metric in terms of program performance as compared to expected performance as detailed in the grant application, progress in capacity building, and key challenges and issues. The narratives may be supported by information that may include surveys of participants, employers, job sites or other related activities of the grant program that speak to its value and performance. Partner Institutions will submit their

reports to the Lead Institution, who will then write a single report, with each Partnering Institution's report included as an appendix.

ii. Performance Metrics.

Lead or Single Institutions shall submit performance data to the Evaluation Committee. Performance metrics will build upon the data provided as part of the grant application process. For each report, granted institutions will report actual values for enrollments, completers, completion rates and completer outcomes. Where applicable, these reported actual values will be compared to both the expected and projected values submitted as part of the grant application.

iii. Budget Documents.

Lead or Single Institutions shall submit updated budget documents (i.e. a budget narrative and project budget) to the Evaluation Committee. The Committee will review, in partnership with appropriate Board of Governors staff, the financial management of the grant program to ensure appropriate administration of fiduciary responsibilities.

These reports and documentation shall be submitted, by 11:59 pm (EST) on January 10th and July 10th, or the next business day if this day falls on a weekend or holiday, for the life of the grant beginning from the date the institution first receives funds, electronically to the grant program contact at the Board of Governors office.

VII. Grant Program Contact

Christopher M. Mullin, Ph.D.

Assistant Vice Chancellor, Policy & Research

State University System of Florida, Board of Governors

325 West Gaines Street, Suite 1602C

Tallahassee, FL 32399

Phone: (850) 245-0031

SUS-teamgrant@flbog.edu

VIII. Appendices

Appendix A. Grant Application for Developing or Expanding a Targeted Program Area

Board of Governors, State University System of Florida

Response to a Solicitation for Grant Applications to the

Targeted Educational Attainment (TEAm) Grant Program

SUS University Submitting Application & Application Title

_____ Signature of SUS President	_____ Date	_____ Partnering Institution President	_____ Date
_____ Vice President for Academic Affairs	_____ Date	_____ Partnering Institution Vice President for Academic Affairs	_____ Date
_____ Board of Trustees	_____ Date	_____ Partnering Board of Trustees	_____ Date
		_____ Partnering Institution President	_____ Date
		_____ Partnering Institution Vice President for Academic Affairs	_____ Date
		_____ Partnering Board of Trustees (if applicable)	_____ Date

By the signatures above, the institution(s) certify agreement to post-award monitoring and evaluation. In addition, the institutions agree to the provision of relevant performance data, and to the provision of required reports. For Lead Institutions submitting collaborative applications, the reports must include reporting on all Partnering Institutions.

I. Program Description

- A. Briefly describe the baccalaureate degree program under consideration, including (a) concentrations, tracks, or specializations; and (b) total number of credit hours. If this application involves multiple institutions, indicate which institutions and the manner in which they will be involved. Indicate whether this application is for building a new degree program by a single institution, expanding an existing degree program by a single institution, or a cooperative agreement between partner institutions. If any new degree programs must be created to fully implement the application, provide a timeline for achieving all necessary institutional and state-level approvals. Also provide a timeline for achieving any required approval by accrediting agencies.**

Insert response here.

- B. Identify any industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 that are currently or will be associated with the new or expanded program.**

Insert response here.

- C. Identify Cooperative Education and internship opportunities, paid or unpaid that combine classroom study with work experience directly related to a student's academic major over multiple semesters, typically with the same employer, allowing students to apply classroom theory in a practical world setting.**

Insert response here.

- D. Identify any collaborative partnerships with business and industry to provide instruction and/or research in a realistic work environment.**

Insert response here.

- E. Identify any established or planned educational sites at which the program is expected to be offered. Be sure to indicate whether the program will be offered *only* at sites other than the main campus. If the program will be offered at any new educational sites, include a timeline for seeking appropriate institutional, state-level, and accrediting agency approvals.**

Insert response here.

- F. Describe any curricular and/or delivery innovations that will speed up degree production, including the use of any online coursework. Provide an indication of when the first additional program majors will have graduated from the time they enter the program.**

Insert response here.

- G. Describe specific partnerships and collaborations with other institutions.**

Insert response here.

II. Enrollments and Degrees

- A. Provide a narrative to contextualize the required data for the Targeted Program Area, as detailed in Table 1a through 1d in Appendix G.**

Also, if applicable, please describe the extent to which prospective graduates may be place-bound or, conversely, the extent to which they are expected to move to other parts of Florida. If students are expected to move to other parts of Florida to get jobs after graduation, describe the marketing materials and other efforts that will be made to ensure that students are aware of the need to relocate and may be provided assistance with making contact with employers in the target area.

Insert response here.

- B. Describe the estimated future impact of the program on reducing the gap in high-demand workers as determined by the submission of expected outcomes should the application be funded as compared to projected outcome determined utilizing the prescribed methodology.**

Insert response here.

III. Access and Articulation

- A. If the proposed program is an AS-to-BS capstone, document that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FLVC.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Insert response here.

IV. Related Institutional Mission, Strength, and Program Quality Indicators

- A. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, existing academic programs, and/or institutes and centers.**

Insert response here.

- B. Document any other indicators of quality to demonstrate the ability to carry out the proposed program(s).**

V. Curriculum

- A. Describe the specific expected student learning outcomes associated with the program.**

Insert response here.

- B. Describe the admission standards and graduation requirements for the program.**

Insert response here.

- C. Describe the curricular framework for the program, including number of credit hours and composition of required core courses, restricted electives, and unrestricted electives. Identify the total numbers of semester credit hours for the degree.**

Insert response here.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis**

within the proposed program.

Insert response here.

- E. Discuss how any employer/industry-driven competencies and industry certifications were identified and incorporated into the curriculum. Also indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Insert response here.

- F. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).**

Insert response here.

VI. Faculty Participation

- A. For each institution, separately identify the number of existing ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new ranked faculty who will participate in the proposed program through Year 5.**

Insert response here.

- B. For each institution, separately identify the number of existing unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5.**

Insert response here.

VII. Non-Faculty Resources

- A. Describe existing classroom, teaching laboratory, research laboratory, office, and other space currently available to support the new/expanded program through Year 5. Describe any additional classroom, teaching laboratory, research laboratory, office, and other space needed to expand/build the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- B. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements. Describe any additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. These costs should be reflected in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- C. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- D. Describe currently available sites for cooperative education, internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Insert response here.

- E. Other: Please provide any additional information the reviewers should know.**

Insert response here.

- F. Feel free to append any letters of support/commitment that target the sustainability of the program.**

Appendix B. Budget Narrative

SUS University Submitting Application & Application Title

All Institutions participating in the grant must submit a Budget Narrative. The Budget Narrative must include a description of the costs associated with each line item of the Project Budget.

A. Funding Source**a. Program Expanding/Building Award**

INSERT DESCRIPTION HERE

b. Continuing Base (E&G) also referred to as Continuing Appropriation.

INSERT DESCRIPTION HERE

c. Enrollment Growth

INSERT DESCRIPTION HERE

d. Other New Recurring (E&G)

INSERT DESCRIPTION HERE

e. Contracts and Grants (C&G)

INSERT DESCRIPTION HERE

f. Auxiliary Funds

INSERT DESCRIPTION HERE

B. Expenditure Sources**a. Faculty Salaries and Benefits**

INSERT DESCRIPTION HERE

b. A&P Salaries and Benefits

INSERT DESCRIPTION HERE

c. USPS Salaries and Benefits

INSERT DESCRIPTION HERE

d. Other Personnel Services

INSERT DESCRIPTION HERE

e. Library Resources

INSERT DESCRIPTION HERE

f. Expenses

INSERT DESCRIPTION HERE

g. Operating Capital Outlay

INSERT DESCRIPTION HERE

h. Special Categories

INSERT DESCRIPTION HERE

Appendix C. Project Budget

See accompanying Excel Workbook.

Appendix D. Performance Data

TABLE 1a: Unduplicated Upper Division Headcount Enrollments in Targeted Programs

Institution Name	Data Type	Academic Year										
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Totals	Actual	0	0	0	0	0	0	0	0	0	0	0
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Expected Impact (Expected minus Projected values)							0	0	0	0	0	0
[FOR GRANTEES ONLY] Actual Impact (Actual minus Projected values)							0	0	0	0	0	0

If there are additional Targeted Programs, please add four rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

TABLE 1b: Unduplicated Upper Division Completers in Targeted Programs

Institution Name	Data Type	Academic Year										
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Totals	Actual	0	0	0	0	0	0	0	0	0	0	0
	Projected						0	0	0	0	0	0
	Expected						0	0	0	0	0	0
Expected Impact (Expected minus Projected values)							0	0	0	0	0	0
[FOR GRANTEES ONLY] Actual Impact (Actual minus Projected values)							0	0	0	0	0	0

If there are additional Targeted Programs, please add four rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

TABLE 1c: Upper Division Completion Rates in Targeted Programs

Institution Name	Data Type	Academic Year										
		Prior Year 5	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current Year	Year 1	Year 2	Year 3	Year 4	Year 5
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Expected						0	0	0	0	0	0
Institution – Targeted Program (Insert here)												
	Actual	0	0	0	0	0	0					
	Expected						0	0	0	0	0	0
Totals	Actual	0	0	0	0	0	0	0	0	0	0	0
	Expected						0	0	0	0	0	0

If there are additional Targeted Programs, please add three rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

TABLE 1d: Completer Outcomes in Targeted Programs [DO NOT COMPLETE AS PART OF THE GRANT APPLICATION PROCESS. TO BE COMPLETED BY GRANTEE ONLY]

Institution Name	Data Type	Academic Year										
		Prior Year	Prior Year 4	Prior Year 3	Prior Year 2	Prior Year 1	Current	Year 1	Year 2	Year 3	Year 4	Year 5
		5					Year					
		(2007-08)	(2008-09)	(2009-10)	(2010-11)	(2011-12)	(2012-13)	(2013-14)	(2014-15)	(2015-16)	(2016-17)	(2017-18)
Institution – Targeted Program (Insert here)												
Actual												
Institution – Targeted Program (Insert here)												
Actual												
Institution – Targeted Program (Insert here)												
Actual												
Totals	Actual							0	0	0	0	0

If there are additional Targeted Programs, please add two rows for each Targeted Program to allow for the reporting of required data. If a partnering institution is not the entity awarding the bachelor's degree, insert "n/a." Fill-in shaded areas. Institutions may have multiple Targeted Programs to be funded in the application.

Appendix E. Grant Application for Middle School Teacher Retention

Board of Governors, State University System of Florida

Response to a Solicitation for Grant Applications to the

Targeted Educational Attainment (TEAm) Grant Program

SUS University Submitting Application & Application Title

_____ Signature of SUS President	_____ Date	_____ Partnering Institution President	_____ Date
_____ Vice President for Academic Affairs	_____ Date	_____ Partnering Institution Vice President for Academic Affairs	_____ Date
_____ Board of Trustees	_____ Date	_____ Partnering Board of Trustees	_____ Date
		_____ Partnering Institution President	_____ Date
		_____ Partnering Institution Vice President for Academic Affairs	_____ Date
		_____ Partnering Board of Trustees (if applicable)	_____ Date

By the signatures above, the institution(s) certify agreement to post-award monitoring and evaluation. In addition, the institutions agree to the provision of relevant performance data, and to the provision of required reports. For Lead Institutions submitting collaborative applications, the reports must include reporting on all Partnering Institutions.

I. Program Description

- A. Briefly describe the middle school teacher retention program under consideration, such as in-service opportunities or professional training options, including (a) concentrations, tracks, or specializations; and (b) total number of credit hours. If this application involves multiple institutions, indicate which institutions and the manner in which they will be involved. Indicate whether this application is for building a new degree program by a single institution, expanding an existing degree program by a single institution, or a cooperative agreement between partner institutions. If any new degree programs must be created to fully implement the application, provide a timeline for achieving all necessary institutional and state-level approvals. Also provide a timeline for achieving any required approval by accrediting agencies.**

Insert response here.

- B. Identify any industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 that are currently or will be associated with the new or expanded program.**

Insert response here.

- C. Identify practicum, internship or other opportunities; paid or unpaid that combine classroom study with work experience directly related the program that allows students to apply classroom theory in a practical world setting.**

Insert response here.

- D. Identify any collaborative partnerships with business and industry to provide instruction and/or research in a realistic work environment.**

Insert response here.

- E. Identify any established or planned educational sites at which the program is expected to be offered. Be sure to indicate whether the program will be offered *only* at sites other than the main campus. If the program will be offered at any new educational sites, include a timeline for seeking appropriate institutional, state-level, and accrediting agency approvals.**

Insert response here.

- F. Describe any curricular and/or delivery innovations that will speed up degree production, including the use of any online coursework. Provide an indication of when the first additional program majors will have graduated from the time they enter the program.**

Insert response here.

- G. Describe specific partnerships and collaborations with other institutions.**

Insert response here.

II. Enrollments and Degrees

- A. Provide a narrative to contextualize the required data for the Targeted Program Area, as detailed in Table 1a through 1d in Appendix G.**

Also, if applicable, please describe the extent to which prospective graduates may be place-bound or, conversely, the extent to which they are expected to move to other parts of Florida. If students are expected to move to other parts of Florida to get jobs after graduation, describe the marketing materials and other efforts that will be made to ensure that students are aware of the need to relocate and may be provided assistance with making contact with employers in the target area.

Insert response here.

- B. Describe the estimated future impact of the program on reducing the gap in high-demand workers through the retention of middle school teachers as determined by the submission of expected outcomes should the application be funded as compared to projected outcome determined utilizing the prescribed methodology.**

Insert response here.

III. Access and Articulation

- A. N/A**

Insert response here.

IV. Related Institutional Mission, Strength, and Program Quality Indicators

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- A. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, existing academic programs, and/or institutes and centers.**

Insert response here.

- B. Document any other indicators of quality to demonstrate the ability to carry out the proposed program(s).**

V. Curriculum

- A. Describe the specific expected student learning outcomes associated with the program.**

Insert response here.

- B. Describe the admission standards and requirements to complete the program.**

Insert response here.

- C. Describe the curricular framework for the program, including number of credit hours and composition of required core courses, restricted electives, and unrestricted electives. Identify the total numbers of semester credit hours or its equivalent necessary to complete the program.**

Insert response here.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Insert response here.

- E. Discuss how any employer/industry-driven competencies and industry certifications were identified and incorporated into the curriculum. Also indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

Insert response here.

- F. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on**

main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).

Insert response here.

VI. Faculty Participation

- A. For each institution, separately identify the number of existing ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new ranked faculty who will participate in the proposed program through Year 5.**

Insert response here.

- B. For each institution, separately identify the number of existing unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5. For each participating institution, separately identify the number of new unranked (visiting or adjunct) faculty who will participate in the proposed program through Year 5.**

Insert response here.

VII. Non-Faculty Resources

- A. Describe existing classroom, teaching laboratory, research laboratory, office, and other space currently available to support the new/expanded program through Year 5. Describe any additional classroom, teaching laboratory, research laboratory, office, and other space needed to expand/build the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- B. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements. Describe any additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. These costs should be reflected in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- C. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table Two: "Projected Costs and Funding Sources."**

Insert response here.

- D. Describe currently available sites for placements. Describe plans to seek additional sites in Years 1 through 5.**

Insert response here.

- E. Other: Please provide any additional information the reviewers should know.**

Insert response here.

- F. Feel free to append any letters of support/commitment that target the sustainability of the program.**

Appendix F. Timeline and Target Dates

Due Date (subject to change)	Activity
November 21, 2013	Final report approved by Board of Governors, including SGA application form and process for evaluating SGAs and awarding grant dollars
November 25, 2013	Distribute SGA to higher education systems and solicit applications
February 3, 2014	SGA applications due
February 4 – March 3, 2014	Application Review Committee meets and begins evaluation <ul style="list-style-type: none"> ➤ Review Committee to be composed of Senior Policy Work Group members, or an approved replacement. ➤ Review Committee members are to participate in all meetings. No substitutes. ➤ Board of Governors staff responsible for monitoring the awards and evaluation of the programs are to attend all Review Committee meetings. ➤ A small number of awards, between 4 and 6, are to be granted. ➤
March 4, 2014	<i>2014 Legislative Session Begins</i>
March 3 - 7, 2014	Access & Attainment Commission meets to consider staff recommendations on SGA awards and to recommend funding to the Board of Governors
March 19-20, 2014	Review of Commission recommendations and approval of grant awards at Board of Governors meeting at FSU, Tallahassee
By May 15, 2014	Grant funds for all 4 quarters 2013-14 distributed to institutions. Because the 2013 Legislature appropriated the funds, monies are to be held until the awards are announced.
July 1, 2014 – June 30, 2015	Pending legislative action, a second grant program will be administered.
January 10, 2015	First report due to Evaluation Committee <ul style="list-style-type: none"> ➤ Evaluation Committee to be composed of at least 2 Board of Governors staff and at least one senior policy staff person from workforce/business. Up to 4 evaluation team members may be designated. ➤ Evaluation Committee will report progress on program implementation to the Access and Attainment Commission. ➤ Evaluation Committee will also provide a progress report to the Academic and Student Affairs Committee of the Board of Governors at the January 2015 Board meeting.
February 3-21, 2015	Access & Attainment Commission convenes via teleconference call to consider progress on implementation of gap analysis programs, to consider staff comments, and to make any recommendations.
March – April, 2015	Report to the Legislature (Update and next steps, including the possibility of future funding; maintenance or expansion of program)
July 10, 2015	First year progress report due to Evaluation Committee. <ul style="list-style-type: none"> ➤ Evaluation Committee will identify any concerns and work with the institution(s) to resolve them. ➤ Board staff will provide an update to the Board's Academic and Student Affairs Committee at the September Board of

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Governors' meeting.	
August 2015	Access and Attainment Commission convenes to evaluate progress, make any recommendations for improvement
January 10, 2016	<p>Second year, mid-progress report due to Evaluation Committee.</p> <ul style="list-style-type: none"> ➤ Evaluation Committee will report progress on program implementation to the Access and Attainment Commission. ➤ Evaluation Committee will also provide a progress report to the Academic and Student Affairs Committee of the Board of Governors at the January 2014 Board meeting.
Mid-February 2016	Access and Attainment Commission convenes to consider progress on implementation of gap analysis, to review staff comments and make any further recommendations
July 10, 2016	<p>Second year progress report due to Evaluation Committee</p> <ul style="list-style-type: none"> ➤ Evaluation Committee will identify any concerns and work with the institution(s) to resolve them. ➤ Board staff will provide an update to the Board's Academic and Student Affairs Committee at the September Board of Governors' meeting. ➤ Board staff will work with institutions to prepare any materials required for an audit of the program(s). ➤ Among the important indicators of the success of the programs, institutions must document sustainability of the programs, numbers of students enrolled, completed and their post-college outcomes one year after the program.
By August 2016	Access and Attainment Commission meets to review 2 nd year progress reports and sustainability and success of programs going forward.
January 15, 2017	Report of the gap analysis program is presented to the Commission, followed by the Board of Governors for review and approval. Upon approval by both bodies, the report is forwarded to the Legislature for the 2017 session.

Appendix G. Scoring Criteria

Following criteria established in legislation during the 2013 session, the scoring system below will be used to evaluate applications and determine awards:

Applicant Title:			
Name of Lead Institution:			
Board of Governors Assigned Application Number	TEAm2013-__	Reviewer Code Number	TEAm2013-__

Criteria	Application Section Reference	Points					Total Earned/ Possible
				Earned			
		Insufficiently meets criteria	Minimally meets criteria	Meets most criteria	Meets all criteria	Meets and exceeds criteria	
Program Growth: 25 points will be awarded for criteria which relate to the projected number of new graduates who will earn degrees in the targeted program:							
<ul style="list-style-type: none">Applicant provides required data on growth in enrollments, completions, and completer outcomes.	II.A, IV.B	1	2	3	4	5	___/5
Reviewer comments:							
<ul style="list-style-type: none">Feasibility of application, given information provided	I.A, I.E, III.A, IV.A, V.B, V.F	1	2	3	4	5	___/10
Reviewer comments:							
<ul style="list-style-type: none">The application promotes the use of innovative curriculum and/or course delivery to speed up the production of a high demand workforce.	I.F, VI.F, V.C	1	2	3	4	5	___/5
Reviewer comments:							
<ul style="list-style-type: none">Return on investment (total expected completers produced over all years over total program dollars).		1	2	3	4	5	___/5
Reviewer comments:							
Subtotal: Program Growth							/25

Criteria	Application Section Reference	Points					Total Earned/ Possible
				Earned			
		Insufficiently meets criteria	Minimally meets criteria	Meets most criteria	Meets all criteria	Meets and exceeds criteria	
Student Success: Criteria which relate to increasing the probability that graduates who have earned degrees in the targeted programs will be employed in the occupations identified in the supply/demand gap analysis, including but not limited to:							
<ul style="list-style-type: none">Incorporation of industry certifications identified on the Postsecondary Industry Certification Funding List approved by the State Board of Education pursuant to s. 1008.44 in a related field prior to graduation	I.B, V.E	1	2	3	4	5	___/5
Reviewer comments:							
<ul style="list-style-type: none">Program impact, the difference between expected and projected data, suggests the potential to substantially reduce the gap in high demand workers.	II.B	1	2	3	4	5	___/10
Reviewer comments:							
<ul style="list-style-type: none">Program is designed to facilitate learning	V.C, V.D	1	2	3	4	5	___/5
Reviewer comments:							
<ul style="list-style-type: none">Incorporation of placement or partnerships with business an industry that allow students to apply classroom theory in a practical work setting	I.C, I.D, VII.D, VIII.D	1	2	3	4	5	___/5
Reviewer comments:							
Subtotal: Student Success							___/25

Criteria	Application Section Reference	Points					Total Earned/ Possible
				Earned			
		Insufficiently meets criteria	Minimally meets criteria	Meets most criteria	Meets all criteria	Meets and exceeds criteria	
Sustainability: Criteria which relate to evidence that the application can be implemented with quality by the state university or consortium of institutions that include a state university:							
• Evidence of partnerships between institutions or other educationally-based entities	I.G, IV.A	2	4	6	8	10	___/10
Reviewer comments:							
• An ability to build upon existing capacity and resources of the institution(s) or partnering local or regional entities.	V.A	1	2	3	4	5	___/5
Reviewer comments:							
• Documented past record of student success, to include completion rates and other appropriate measures in existing and/or related programs as well as for the institution as a whole.	II.C, V.B, V.C	1	2	3	4	5	___/5
Reviewer comments:							
• Demonstration of long-term self-sufficiency of the Targeted Program(s) (i.e. demonstration of ability to support the program after award dollars have been expended during the two-year grant period, including tuition dollars).	VII.A, VII.B, VII.C	4	8	12	16	20	___/20
Reviewer comments:							
• Evidence of faculty participation	VI.A, VI.B	2	4	6	8	10	___/10
Reviewer comments:							
Subtotal: Sustainability							___/50
TOTAL							___/100

Projected Costs and Funding Sources - Lead Institution

Instruction & Research Costs (non-cumulative)	Funding Source						Subtotal Award, E&G, C&G, and Auxiliary
	Program Expanding/ Building Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	Contracts & Grants (C&G)***	Auxiliary Funds***	
YEAR 1							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 2							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 3							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 4							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 5							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring").

***Any private support or contributions should be shown in either the "contracts and grants" or the "auxiliary funds" columns.

Projected Costs and Funding Sources - Partnering Institution

Instruction & Research Costs (non-cumulative)	Funding Source						Subtotal Award, E&G, C&G, and Auxiliary
	Program Expanding/ Building Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	Contracts & Grants (C&G)***	Auxiliary Funds***	
YEAR 1							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 2							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 3							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 4							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 5							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring").

**Add tables for partner institutions as needed.

***Any private support or contributions should be shown in either the "contracts and grants" or the "auxiliary funds" columns.

Grand Total (All institutions) of Projected Costs and Funding Sources

Instruction & Research Costs (non-cumulative)	Funding Source						Subtotal Award, E&G, C&G, and Auxiliary
	Program Expanding/ Building Award	Continuing Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	Contracts & Grants (C&G)***	Auxiliary Funds***	
YEAR 1							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 2							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 3							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 4							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0
YEAR 5							
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0
Other Personnel Services	0	0	0	0	0	0	\$0
Library Resources	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0
Total Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring").

***Any private support or contributions should be shown in either the "contracts and grants" or the "auxiliary funds" columns.

Index of Expenditures and Funding Sources	
Funding Source	Definition
Program Expanding/Building Award	The amount to be awarded from this RFP process to support expanding or building the targeted program.
Continuing Base (E&G) Also referred to as Continuing Appropriation.	An appropriation automatically renewed without further legislative action, period after period, until altered or revoked by the Legislature.
Enrollment Growth	The number of full-time equivalent (FTE) students over the number currently funded.
Other New Recurring (E&G)	An appropriation that is automatically renewed annually without further legislative action until altered or
Contracts and Grants (C&G)	A budget entity which contains activities in support of research, public services, and training. These activities
Auxiliary Funds	Comprised of ancillary support units on each university campus. The major activities are student housing, food
Expenditure Sources	Definition
Faculty Salaries and Benefits	Salaries and benefits for ranked faculty. Ranked faculty is a statewide categoration of faculty positions.
A&P Salaries and Benefits	Salaries and benefits for instructional and research faculty exempted from the Career Service Pay Plan under
USPS Salaries and Benefits	Salaries and benefits for support personnel exempted from the Career Service pay plan under section 110.205
Other Personnel Services	An expenditure category that includes the compensation for services rendered by a person who is not a regular
Library Resources	An appropriation by the Legislature for Library Resources expended on books resource materials, software
Expenses	Expenses related to usual, ordinary, and incidental expenditures, including such items as commodities, supplies
Operating Capital Outlay	Includes equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable
Special Categories	An amount appropriated through GAA for a specific need or classification of expenditures.

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

November 21, 2013

SUBJECT: Approval of Amended State University System Board of Governors Debt Management Guidelines

PROPOSED BOARD ACTION

Approve amended State University System Board of Governors Debt Management Guidelines

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

The Facilities Committee, at its March 28, 2013 meeting, discussed the correspondence between the Governor and Chair Colson (original letters dated February 18, 2013 and February 27, 2013 respectively) regarding the inclusion of new measures to enhance evaluation and analysis prior to the approval of debt issuance for university construction projects within the State University System. The Committee directed Board staff to work with university experts to incorporate these concepts into the existing Debt Management Guideline framework.

The proposed revisions incorporate the Governor's language and require universities to include, as a part of the debt package when submitted to the Board for consideration:

- a quantitative metrics review to justify the need for construction,
- a return-on-investment calculation, and
- an assessment of private sector alternatives.

The revisions extend the review request time frame from 60 to 90 days and require submission of periodic reports by September 30th of each year. The proposed language was developed by Board staff and vetted with appropriate university staff. Additional feedback was received from the Division of Bond Finance. No adverse impact has been identified by incorporation of new language into these guidelines.

Although the Guidelines are not a Board regulation, they fall within the Board's regulatory authority and will follow a similar process to the consideration of amendments to regulations. Thus, these amendments were approved for public notice by the Board at its meeting in September. No public comments have been received. No adverse impact has been identified by adoption of these regulations.

Supporting Documentation Included: Amended Debt Management Guidelines



DEBT MANAGEMENT GUIDELINES

Rev. 09/16/10

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DEBT MANAGEMENT GUIDELINES FOR CAPITAL OUTLAY PROJECTS

I. INTRODUCTION

The Need for and Purpose of Debt Management Guidelines

The state universities of Florida and their direct support organizations (“DSOs”) have funded significant investments in infrastructure, such as buildings, equipment, land, and technology, to meet the needs of a growing student population and to upgrade and maintain existing capital assets. A significant amount of the funding for this investment in infrastructure has been provided through the issuance of debt by the State for the benefit of the state universities and by the state universities’ direct support organizations (“DSOs”).

The purpose of these guidelines is to confirm that the state universities and their DSOs must engage in sound debt management practices and, to that end, the Board of Governors (“Board”) has formalized guiding principles for the issuance of debt by the state universities and their DSOs. Each state university shall adopt a debt management policy which is consistent with these guidelines and which shall be approved by the Board.

The following guidelines set forth guiding principles regarding state university and DSO debt-related decisions related to:

- a) The amount of debt which may prudently be issued.
- b) The purposes for which debt may be issued.
- c) Structural features of debt being issued.
- d) The types of debt permissible.
- e) Compliance with securities laws and disclosure requirements.
- f) Compliance with federal tax laws and arbitrage compliance.

These principles will facilitate the management, control and oversight of debt issuances, for the purpose of facilitating ongoing access to the capital markets which is critical to the financing of needed infrastructure.

In furtherance of this objective, the provisions of these guidelines shall be followed in connection with the authorization, issuance and sale of university and DSO debt. However, exceptions to the general principles set forth herein may be appropriate under certain circumstances. Also, additional guidelines and policies may be necessary as new financial products and debt structures evolve over time.

For purposes of these guidelines:

- i) “debt” means bonds, loans, promissory notes, lease-purchase agreements, certificates of participation, installment sales, leases, or any other financing mechanism or financial arrangement, whether or not a debt for legal purposes, for financing or refinancing, for or on behalf of a state university or a direct support organization, the acquisition, construction, improvement or purchase of capital outlay projects;
- ii) “capital outlay project” means (i) any project to acquire, construct, improve or change the functional use of land, buildings, and other facilities, including furniture and equipment necessary to operate a new or improved building or facility, and (ii) any other acquisition of equipment or software; and
- iii) “financing documents” means those documents and other agreements entered into by the state university or the DSO establishing the terms, conditions and requirements of the debt issuance.
- iv) “auxiliary enterprise” means any activity defined in section 1011.47(1), Florida Statutes, and performed by a university or a direct-support organization.

II. DEBT AFFORDABILITY AND CAPITAL PLANNING

Concept of Affordability

One of the most important components of an effective debt management policy is an analysis of what level of debt is affordable given a particular set of circumstances and assumptions. More comprehensive than simply an analysis of the amount of debt that may be legally issued or supported by a security pledge, the level of debt should be analyzed in relation to the financial resources available to the university and its DSOs, on a consolidated basis, to meet debt service obligations and provide for operating the university.

An analysis of debt affordability should address the impact of existing and proposed debt levels on an issuer’s operating budget and offer guidelines or ranges to policymakers for their use in allocating limited resources within the guidelines.–

Debts That May Be Issued Without Board of Governors' Approval

University boards of trustees may authorize ~~The following types of financings may be engaged in by~~ the state universities and their DSOs, as applicable, to engage in the following types of financings -without Board approval:

- o Universities may finance the acquisition of equipment and software provided such financings are accomplished in accordance with the deferred-purchase provisions in Chapter 287, Florida Statutes.
- o DSOs may finance the acquisition of equipment and software financings provided the overall term of the financing, including any extension, renewal or refinancings, hereof, does not exceed five years or the estimated useful life of the equipment or software, whichever is shorter.
- o DSOs may issue promissory notes and grant conventional mortgages for the acquisition of real property. However, no mortgage or note shall exceed 30 years.
- o University and DSO debt secured solely with gifts and donations and pledges of gifts so long as the maturity of the debt, including extensions, renewals and refundings, does not exceed five years and so long as the facilities being financed have been included in the university's five-year capital improvement plan that has been approved by the Board:
- o Refundings for debt service savings where final maturities are not extended.
- o Fully collateralized lines of credit intended to be used for temporary cash flow needs.
- o Energy Performance-Based Contracts, in accordance with the provisions of section 1013.23, Florida Statutes, not to exceed \$10,000,000.
- o Universities may borrow up to \$20,000,000 from a university DSO on a non-recourse basis to finance a capital project. The term of the borrowing may not exceed thirty (30) years, and the interest rate, if any, may not exceed current market interest rates. The university retains legal title to any capital project financed in whole or in part by such loan irrespective of whether the loan is repaid. The DSO is prohibited from transferring the note or any other instrument associated with the borrowing to any other entity.

III. GENERAL DEBT ISSUANCE GUIDELINES

Process for Submitting Debt for Approval

Timing. The submission of proposed debt for approval by the Board shall be governed by the following process¹:

- a) The university shall ~~formally~~ transmit to the Board Office a request for debt approval ~~no later than 60~~90 days prior to the next regularly scheduled meeting of the Board. The university shall also provide a copy to the State Division of Bond Finance ("DBF"). The formal transmittal to the Board Office shall be in duplicate, hard copy, and bound in a three-ring binder, and include all the information required by these guidelines. Electronic copies of supporting documentation should be provided to the Board Office and the DBF, to the extent available. **The formal letter of transmission must be signed by the official point of contact for the university, and any exceptions to these Debt Guidelines shall be noted and explained.** If the university board of trustees has not yet formally approved the debt being requested, the proposed board of trustees meeting date shall be provided.
- b) During the review period, the Board Office shall review the information submitted for compliance with these Guidelines and State law, analyze general credit issues associated with the proposed indebtedness, and review any analysis provided by DBF staff.
- c) Board and DBF staff shall jointly discuss with the university or DSO any issues, concerns or suggestions resulting from the review during the review period. As a result of these discussions, the university may amend the information submitted or explain why the suggestions were not incorporated. The Board Office will advise the university if it believes that any amended information is so significant that re-authorization by the board of trustees and/or DSO is required. During this period, if the debt being requested for approval is to be issued by DBF on behalf of a state university, DBF shall submit to the Board Office a form of a resolution for adoption requesting that DBF issue the debt.
- d) After the review period, the Board Office shall submit the agenda item with supporting documentation and all appropriate and required analyses to the Board for consideration at its next meeting. Supporting documentation for the agenda item shall also include the resolution to be adopted by the Board

¹ Although not required, universities are encouraged to consult with the Board Office and the State Division of Bond Finance 30 days prior to formal approval of debt by the university board of trustees or the DSO, particularly for any debt with unusual features.

requesting issuance of the debt by DBF or a resolution approving issuance of the debt by the DSO.

Information Required for Submission. The following information shall be submitted to the Board Office in support of a request for approval of the issuance of debt. Additionally, the university or DSO shall complete the "Checklist of Information Required for Submission to the Board Pursuant to Debt Management Guidelines," and provide any additional information requested by the Board Office or DBF staff in connection with review of any proposed debt issuance.

- a) A resolution of the DSO board of directors approving the debt issuances, if applicable, and a resolution of the university board of trustees approving the debt issuance and authorizing the university to request Board approval of the debt issuance. For debt to be issued by DBF, at the request of the university, DBF staff will work with the university to determine a not-to-exceed amount of debt to be included in the board of trustees requesting resolution to the Board and in preparing required debt service and source-and-use schedules.
- b) The project program, feasibility studies or consultant reports (if available), and an explanation of how the project being proposed is consistent with the mission of the university.
- c) Estimated project cost, with schedules drawn by month and including start and completion dates, estimated useful life, and the date bond proceeds are required.
- d) The sources-and-uses of funds, clearly depicting all costs, funding sources expected to be used to complete the project and the estimated amount of the debt to be issued.
- e) An estimated debt service schedule with the assumed interest rate on the debt clearly disclosed. If the proposed debt service is not structured on a level debt service basis, an explanation shall be provided which gives the reason why it is desirable to deviate from a level debt structure.
- f) One consolidated debt service schedule separately showing all outstanding debt related to or impacting the debt being proposed, the proposed debt and the new estimated total debt service.
- g) A description of the security supporting the repayment of the proposed debt and the lien position the debt will have on that security. If the lien is junior to any other debt, the senior debt must be described. Furthermore, a description of why the debt is proposed to be issued on a junior lien basis must be provided. A statement citing the legal authority for the source of revenues securing repayment must also be provided.

- h) If debt is to be incurred on a parity basis with outstanding debt, a schedule showing estimated compliance with any additional bonds requirement set forth in the documents governing the outstanding debt. The applicable provisions of the documents for bonds of DSOs should be provided.
- i) Financial statements for five years, if available, for the auxiliary, if auxiliary revenues are pledged.
- j) A five-year history, if available, and five-year projection of the revenues securing payment and debt service coverage. To the extent applicable, the projections must be shown on the individual project as well as the entire system. All revenue items securing repayment must be clearly set forth as separate line items. An explanation must be provided with regard to growth assumptions, and to the amount and status of approval of any rate increases. The effect of the rate increases on the projections and expected revenues and expenses for the new facility should be clearly set forth as a separate line item. If rate increases are necessary, a commitment must be made to increase rates to the needed levels. Major categories of any operating expenses should be set forth as separate line items with an explanation of assumptions regarding increases or decreases.
- k) Evidence that the project is consistent with the university's master plan or a statement that the project is not required to be in the master plan.
- l) For variable rate debt proposals:
 - i) the expected reduction in total borrowing costs based on a comparison of fixed versus variable interest rates;
 - ii) a variable rate debt management plan that addresses liquidity and interest rate risks and provides, at a minimum: a description of budgetary controls, a description of liquidity arrangements, a discussion of why the amount of variable rate debt being proposed is appropriate, and a plan for hedging interest rate exposure. If interest rate risks are to be mitigated by the use of derivatives, then evidence that the counterparty has a long term rating of at least an A/A2 and a swap management plan as set forth in the Board's Debt Management Guidelines must be submitted;
 - iii) a pro forma showing the fiscal feasibility of the project using current market interest rates plus 200 basis points;
 - iv) the total amount of variable rate debt including the proposed debt as a percentage of the total amount of university and DSO debt outstanding; and

- v) the individual or position that will be responsible for the reporting requirements for variable rate debt as set forth in these guidelines.
- m) If all or any portion of the financing is contemplated to be done on a taxable basis, then evidence demonstrating that the issuance of taxable debt is in the best interest of the university must be submitted.
- n) A statement explaining whether legislative approval is required, and if required, an explanation as to when legislative approval will be sought or evidence that legislative approval has already been obtained.
- o) A statement that the debt issuance is in accordance with the university's debt management policy or, if not, an explanation of the specific variances as well as the reasons supporting the variances.
- p) If a request is made to employ a negotiated method of sale, an analysis must be provided supporting the selection of this method that includes a discussion of the factors set forth in section IV of these Guidelines.
- q) A description of the process used to select each professional engaged in the transaction, showing compliance with the competitive selection process required by these Guidelines. Specific contact information for each selected professional, must be included, and at a minimum, should disclose the professional's name, firm name, address, email address, phone number and facsimile number.
- r) The most recent annual variable rate debt report.
- s) An analysis must be prepared and submitted which provides quantitative metrics justifying the need for the construction or acquisition of the project and explains why the project is essential to the university's core mission. There must also be a detailed assessment of private sector alternatives and a determination of whether the private sector can offer a comparable alternative at a lower cost. This information may be included as part of a project feasibility study or may be a stand-alone report.
- t) An analysis must be prepared which calculates the expected return on investment or internal rate of return for a revenue-generating project or another appropriate quantitative measure for a non-revenue generating project.

Approval. The Board will consider the following factors in connection with its review and approval of university or DSO debt issuance.

- a) The debt is to provide funding for needed infrastructure of the university for purposes consistent with the mission of the university.

- b) The debt is being issued in compliance with the principles and guidelines set forth herein.
- c) The project information submitted is reasonable and supportable.
- d) The five-year projection of pledged revenues available to pay debt service should provide debt service coverage of at least 1.20x for both outstanding parity debt and for the proposed new debt for all years within the five-year projection period after giving credit for any capitalized interest and other revenues available for payment.
- e) Any requirements for the issuance of additional parity debt can be reasonably expected to be met.

Purposes For Which Debt May Be Issued

Debt may be issued only to finance or refinance capital outlay projects as defined in these guidelines, including equipment and software; debt may not be approved to finance or refinance operating expenses of a university or a DSO.

Refunding bonds may be issued to achieve debt service savings. Refunding bonds may also be issued to restructure outstanding debt service or to revise provisions of Financing Documents if it can be demonstrated that the refunding is in the best interest of the university.

Committing University Resources for Debt Issued by Direct Support Organizations

There may be occasions where the university considers committing its financial resources on a long-term basis in support of debt issued by a DSO or other component unit. While the nature of the commitment may not constitute a legal debt obligation of the university, it may affect the university's debt position and its available financial resources. Therefore, the university should evaluate the long-term fiscal impact upon the university's debt position and available resources before authorizing any such financial commitment. Additionally, the debt of any DSO may not be secured by an agreement or contract with the university unless the source of payments under such agreement or contract is limited to revenues that the university is authorized to use for the payment of debt service. Any such contract or agreement shall also be subject to the requirements set forth under "Security Features – Pledged Revenues" herein.

Credit Ratings

In order to access the credit markets at the lowest possible borrowing cost, it is recognized that credit ratings are critical. Therefore, for all publicly offered debt:

- a) For existing bond programs, universities and DSOs shall strive to maintain or improve current credit ratings without adversely impacting the amount of debt which may be issued for any particular program.
- b) For all new financings, the university or DSO shall seek to structure the transaction to achieve a minimum rating of "A" from at least two nationally recognized rating agencies. Credit enhancement may be used to achieve this goal.

Tax Status

The universities have traditionally issued tax exempt debt which results in significant interest cost savings compared with the interest cost on taxable debt. Accordingly, all university and DSO debt should be issued to take advantage of the exemption from federal income taxes unless the university demonstrates that the issuance of taxable debt is in the university's best interest. With respect to debt which has a management contract with a private entity as part of the security feature, the management contract should comply, to the greatest extent practical, with tax law requirements to obtain tax exemption for the debt.

Security Features

Pledged Revenues. The debt issued by universities and their DSOs may only be secured by revenues (including fund balances and budget surpluses) authorized for such purpose. The revenues which may secure debt include the following:

- a) Activity and Service Fee, subject to the limitation that annual debt service payable from these fees does not exceed five percent of the revenues derived therefrom.
- b) Athletic Fee, subject to the limitation that annual debt service payable from these fees does not exceed five percent of the revenues derived therefrom.
- c) Health Fee.
- d) Transportation Access Fee.
- e) Hospital Revenue.
- f) Licenses and Royalties for facilities that are functionally related to the university operation or DSO reporting such royalties and licensing fees.
- g) Gifts and Donations for debt not longer than five years.

- h) Overhead and indirect costs and other monies not required for the payment of direct costs of grants.
- i) Assets of University Foundations and DSOs and earnings thereon.
- j) Auxiliary Enterprise Revenues, e.g., housing, parking, food service, athletic, retail sales, research activities.

Revenues which are not enumerated above may not be pledged to secure debt unless authorized by law for such purpose. In the case of university-issued debt, the pledge of revenues which secures debt should specifically identify the sources pledged and not use general or vague terms such as “lawfully available revenues.” Specifically identifying revenues used to secure debt will provide certainty and transparency as to the revenues that are encumbered and avoid ambiguity or uncertainty as to the issuer’s legal liability and universities and their DSOs should take this into consideration when determining the nature of the security it will provide in connection with a debt issuance. The guidelines for pledging revenues and securing debt shall also apply to debt structures which involve an agreement, contract or lease with a university or its DSOs, i.e., the revenues being pledged to secure debt must be specifically identified and lawfully available for such purpose. It is preferable, whenever possible, to secure debt with system pledges comprised of multiple facilities within a system, e.g., housing and parking, rather than stand-alone project finances.

Functional Relationships. Revenues from one auxiliary enterprise (a “Supporting Auxiliary Enterprise”) may not be used to secure debt of another auxiliary enterprise unless the Board, after review and analysis, determines that the facility being financed (the “Facility”) is functionally related to the Supporting Auxiliary Enterprise’s revenues being used to secure such debt. The Board must determine whether a functional relationship exists whenever revenues from a Supporting Auxiliary Enterprise will be used to pay or secure the debt of a Facility or when proceeds of bonds issued by a Supporting Auxiliary Enterprise will be used, directly or indirectly, to pay costs relating to a Facility. When a functional relationship is established between a Facility and a Supporting Auxiliary Enterprise, only that portion of the Supporting Auxiliary Enterprise’s revenues that exceed its operating requirements and debt service, if any, may be pledged to secure such debt; provided that such pledge may be on parity with outstanding debt if permitted by the covenants and conditions of the outstanding debt.

A functional relationship exists when a nexus is established between the Facility and the Supporting Auxiliary Enterprise’s revenues. Whether a Facility is functionally related to the Supporting Auxiliary Enterprise’s revenues must be determined on a case by case basis, taking into consideration the unique facts and circumstances surrounding each individual situation.

Examples of functional relationships include, but are not limited to, a parking facility intended to provide parking to residents of a student housing facility and

located within reasonably close proximity to a student housing facility; a food services facility intended to serve residents of a student housing facility and located within reasonably close proximity to a student housing facility; or shared infrastructure (e.g. water lines, sewer lines, utilities, plaza areas) located within reasonably close proximity to both the Facility and the Supporting Auxiliary Enterprise. While representations that a Facility will provide general benefits to or enhance the experience of the student body are desirable, this factor alone is not determinative in and of itself to establish a functional relationship between the Facility and the Supporting Auxiliary Enterprise's revenues.

Lien Status. All bonds of a particular program should be secured by a first lien on specified revenues. Additionally, bonds should generally be equally and ratably secured by the revenues pledged to the payment of any outstanding bonds of a particular bond program. However, the creation of a subordinate lien is permissible if a first lien is not available or circumstances require.

Reserve Fund. Debt service reserve requirements may be satisfied by a deposit of bond proceeds, purchase of a reserve fund credit facility, or funding from available resources over a specified period of time. In the submission of a request for debt issuance, it is preferred, though not required, that the bond size for the proposed debt include provisions for funding a reserve from bond proceeds. This will ensure that in the event the university is unable to obtain a reserve fund credit facility it will still have an authorized bond amount sufficient to fund its needs. Debt service reserve requirements may also be satisfied with cash balances.

Credit Enhancement. Credit enhancement is used primarily to achieve interest cost savings. Accordingly, the state universities and their DSOs should consider the cost effectiveness of bond insurance or other credit enhancements when evaluating a debt issuance and the overall cost thereof. Any bond insurance or credit enhancement should be chosen through a competitive selection process analyzing the cost of the insurance or credit enhancement and the expected interest cost savings to result from their use. The primary determinant in selecting insurance or other credit enhancement should be price and expected interest cost savings; however, consideration may also be given to the terms of any arrangement with the provider of insurance or other credit enhancement.

Capitalized Interest. Capitalized interest from bond proceeds is used to pay debt service until a revenue producing project is completed or to manage cash flows for debt service in special circumstances. Because the use of capitalized interest increases the cost of the financing, it should only be used when necessary for the financial feasibility of the project.

Structural Features

Length of Maturity. In addition to any restriction on the final maturity imposed by the constitution or laws of the State, as a general guideline, the final maturity on bonds should not exceed thirty years.

Debt secured by gifts and donations shall not be considered long-term financing but may be used as a temporary or construction loan to accelerate construction of facilities. Accordingly, the maturity of debt secured by gifts and donations shall not exceed five years, including roll-overs or refinancings except refinancings to implement permanent financing. Debt issued to finance equipment and software may not be longer than five years or the useful life of the asset being financed, whichever is shorter. Lastly, the final maturity of the debt should not exceed the estimated useful life of the assets being financed.

Debt Service Structure. Generally, debt should be structured on a level debt basis, i.e., so that the annual debt service repayments will, as nearly as practicable, be the same in each year. A deviation from these preferences is permissible if it can be demonstrated to be in the university's best interest, such as restructuring debt to avoid a default and not to demonstrate feasibility of a particular project.

Redemption Prior to Maturity. A significant tool in structuring governmental bonds is the ability to make the bonds callable after a certain period of time has elapsed after issuance. This provides the advantage of enabling the issuer to achieve savings through the issuance of refunding bonds in the event interest rates decline. Although the ability to refund bonds for a savings is advantageous, there may be situations where a greater benefit of lower interest rates may be realized by issuing the bonds as non-callable. Accordingly, there is a strong preference that bonds issued by a university or DSO be structured with the least onerous call features as may be practical under then prevailing market conditions. Bonds of a particular issue may be sold as non-callable if it is shown to be in the best interest of the university or DSO.

Debt Issued With a Forward Delivery Date. Debt issued by a university or DSO may be issued with a delivery date significantly later than that which is usual and customary. This debt typically carries an interest rate penalty associated with the delay in delivery. There are also additional risks that delivery will not occur. Debt with a forward delivery date may be issued if the advantages outweigh the interest rate penalty which will be incurred and the university and DSO are protected from adverse consequences of a failure to deliver the debt.

Interest Accrual Features

Fixed Rate, Current Interest Debt. Fixed rate debt will continue to be the primary means of financing infrastructure and other capital needs. However, there may be circumstances where variable rate debt is more appropriate, in which case, the state

university or DSO shall provide documentation as noted in these guidelines for such debt.

Derivatives. Alternative financing arrangements, generally referred to as derivatives, are available in the market as an alternative to traditional bonds. Under certain market conditions, the use of alternative financing arrangements may be more cost effective than the traditional fixed income markets. However, these alternative financing instruments, such as floating to fixed swap agreements, have characteristics and carry risks peculiar to the nature of the instrument which are different from those inherent in the typical fixed rate financing. Although the universities and their DSOs should normally continue issuing conventional fixed rate bonds, alternative financing instruments may be used when the inherent risks and additional costs are identified and proper provision is made to protect the Board, the university, and the DSO from such risks. In determining when to utilize alternative financing arrangements, the availability of the requisite technical expertise to properly execute the transaction and manage the associated risks should be evaluated along with any additional ongoing administrative costs of monitoring the transaction. Also, a comprehensive derivatives policy should be established by the university or their DSOs and approved by the Board prior to approving transactions using derivatives products.

Capital Appreciation Bonds. Normally capital appreciation bonds, which do not require current debt service payments, should not be used. However, when a compelling university interest is demonstrated, capital appreciation bonds may be issued.

Variable Rate Bonds. Variable rate debt may be issued where, considering the totality of the circumstances, such bonds can reasonably be expected to reduce the total borrowing cost to the university or the DSO over the term of the financing. The availability of the requisite technical expertise to properly manage the risks and execution of the variable rate transaction should be evaluated along with any additional ongoing administrative costs of monitoring the transaction. There should be a solid understanding of the liquidity risk and interest rate risks associated with variable rate debt. Further, there should be a debt management plan that mitigates, to the extent possible, these risks over the life of the debt. The following guidelines should apply to the issuance of variable rate debt:

- a) *Expected reduction in total borrowing cost.* In determining reasonably expected savings, a comparison should be made between a fixed rate financing at then current interest rates and a variable rate transaction, based on an appropriate floating rate index. The cost of the variable rate transaction should take into account all fees associated with the borrowing which would not typically be incurred in connection with fixed rate bonds, such as tender agent, remarketing agent, or liquidity provider fees.

- b) *Limitation on variable rate debt.* The amount of variable rate debt and interest derivative exposure is dependent on several factors associated with these types of debts. Included in the factors associated with these instruments are the university's/DSO's operating flexibility and tightness of budget, access to short and long term capital, the likelihood of a collateral call or termination payment, and the university's/DSO's financial expertise. The level to which universities may utilize variable rate debt obligations ("VRDO") and interest derivatives (like swaps, collars, and caps) is subject to an understanding of the risks associated and a debt policy that adequately addresses the additional risks.
- c) *Budgetary controls.* To avoid a situation in which debt service on variable rate bonds exceeds the annual amount budgeted, the following guidelines should be followed in establishing a variable rate debt service budget:
 - i) A principal amortization schedule should be established, with provisions made for payment of amortization installments in each respective annual budget;
 - ii) Provide for payment of interest for each budget year using an assumed budgetary interest rate which allows for fluctuations in interest rates on the bonds without exceeding the amount budgeted. The budgetary interest rate may be established by: (1) using an artificially high interest rate given current market conditions; or (2) setting the rate based on the last 12 months actual rates of an appropriate index plus a 200 basis point cushion or spread to anticipate interest rate fluctuations during the budget year. The spread should be determined by considering the historical volatility of short-term interest rates, the dollar impact on the budget and current economic conditions and forecasts; or, (3) any other reasonable method determined by the university or DSO and approved by the Board;
 - iii) The amount of debt service actually incurred in each budget year should be monitored monthly by the university or DSO to detect any significant deviations from the annual budgeted debt service. Any deviations in interest rates which might lead to a budgetary problem should be addressed immediately; and
 - iv) As part of the effort to monitor actual variable rate debt service in relation to the budgeted amounts and external benchmarks, the university or DSO should establish a system to monitor the performance of any service provider whose role it is to periodically reset the interest rates on the debt, i.e., the remarketing agent or auction agent.
- d) *Establish a hedge with short-term investments.* In determining the appropriate amount of variable rate debt which may be issued by the universities or their DSOs, consideration should be given to mitigating the variable interest rate

risk by creating a hedge with short-term investments. This “hedge” mitigates the financial impact of debt service increases due to higher interest rates because, as debt service increases, the university’s or DSO’s earnings on short-term investments also increases. Appropriate personnel should monitor the hedge monthly. Short-term investment as a hedge is one of several methods of mitigating interest rate risk. The ratio of such short-term investments to variable debt needs to be examined in conjunction with other interest rate risk hedging, striking an overall balance to minimize interest rate risk.

- e) *Variable interest rate ceiling.* The bond documents should include an interest rate ceiling of no greater than 12%.
- f) *Mitigating interest rate risks with derivatives.* Universities and DSOs are allowed to use various derivatives to mitigate the risk of rising interest rates on variable rate debt. However, the introduction of these derivatives also presents other risks for which the university must mitigate. These risks include rollover risk, basis risk, tax event risk, termination risk, counterparty credit risk and collateral posting risk. At a minimum, a university/DSO engaging in this type of interest rate risk mitigation must provide:
 - i) Evidence that the counterparty has a long term rating of at least an A/A2; and
 - ii) A swap management plan that details the following:
 - a) Why the university is engaging in the swap and what the objectives of the swap are.
 - b) The swap counterparty’s rating.
 - c) An understanding by the issuer of the cash flow projections that detail costs and benefits for the swap.
 - d) The plan of action addressing the aforementioned risks associated with swaps.
 - e) The events that trigger an early termination (both voluntary and involuntary) under the swap documents, the cost of this event and how such would be paid.
 - f) The method for rehedging variable rate exposure should early termination be exercised.
 - g) A list of key personnel involved in monitoring the terms of the swap and counterparty credit worthiness.

- g) *Liquidity.* One of the features typical of variable rate debt instruments is the bondholder's right to require the issuer to repurchase the debt at various times and under certain conditions. This, in theory, could force the issuer to repurchase large amounts of its variable rate debt on short notice, requiring access to large amounts of liquid assets. There are generally two methods for addressing this issue. With the first method, issuers that do not have large amounts of liquid assets may establish a liquidity facility with a financial institution which will provide the money needed to satisfy the repurchase. The liquidity provider should have a rating of A1/P1 or higher. The liquidity agreement does not typically run for the life of long-term debt. Accordingly, there is a risk that the provider will not renew the agreement or that it could be renewed only at substantially higher cost. Similar issues may arise if the liquidity provider encounters credit problems or an event occurs which results in early termination of the liquidity arrangement; in either case the issuer must arrange for a replacement liquidity facility. With the second method, issuers with significant resources may choose to provide their own liquidity. This approach eliminates the costs that would be charged by a third party liquidity provider and could mitigate the renewal/replacement risk. If a university/DSO chose to provide its own liquidity, the institution must maintain liquid assets or facilities equal to 100% of the outstanding VRDOs.
- h) *Submission of periodic reports.* By November 30th of each year, ~~the~~ the university will prepare and submit to the board of trustees and the Board an annual variable rate debt report showing the position during the previous period of the university or DSO variable rate debt with respect to the following measures:
- i) the total principal amount of variable rate debt to principal amount of total debt;
 - ii) the amount of debt service accrued during the reporting period in relation to the pro-rata amount of annual budgeted debt service for the reporting period. If the amount of debt service which accrued during the reporting period exceeded the pro-rata amount of annual budgeted debt service for the period, the university shall explain what actions were taken to assure that there would be sufficient revenues and budget authority to make timely payments of debt service during the subsequent years; and
 - iii) the amount of variable rate debt in relation to the amount of the university's and/or DSO's short-term investments, and any other strategies used to hedge interest rate risk.

Other Types of Financings

Refunding Bonds. Generally, refunding bonds are issued to achieve debt service savings by redeeming high interest rate debt with lower interest rate debt. Refunding bonds may also be issued to restructure debt or modify covenants contained in the bond documents. Current tax law limits to one time the issuance of tax-exempt advance refunding bonds to refinance bonds issued after 1986. There is no similar limitation for tax-exempt current refunding bonds. The following guidelines should apply to the issuance of refunding bonds, unless circumstances warrant a deviation therefrom:

- a) Refunding bonds should be structured to achieve level annual debt service savings.
- b) The life of the refunding bonds should not exceed the remaining life of the bonds being refunded.
- c) Advance refunding bonds issued to achieve debt service savings should have a minimum target savings level measured on a present value basis equal to 5% of the par amount of the bonds being advance refunded. The 5% minimum target savings level for advance refundings should be used as a general guide to guard against prematurely using the one advance refunding opportunity for post-1986 bond issues. However, because of the numerous considerations involved in the sale of advance refunding bonds, the 5% target should not prohibit advance refundings when the circumstances justify a deviation from the guideline.
- d) Refunding bonds which do not achieve debt service savings may be issued to restructure debt or provisions of bond documents if such refunding serves a compelling university interest.

Certificates of Participation and Lease-Type Financing. The universities or their DSOs may utilize these financing structures for all purposes, but it shall be considered as debt for the purposes of these guidelines and the universities shall always budget and make available monies necessary to pay debt service, notwithstanding the right to cancel the lease. Additionally, for lease purchase financings of equipment, universities and DSOs should consider using the State's consolidated equipment financing program if it will reduce costs and ensure a market interest rate on the financing.

Conversions of existing variable rate debt. A conversion between interest rate modes pursuant to the provisions of variable rate financing documents does not require Board approval. However, ten days prior to the conversion, the universities or their DSOs must notify the Board Office of a conversion and provide a summary of the terms of (i.e. interest rate, debt service schedule, etc.) and reasons for the conversion. The universities and DSOs should answer all questions and provide any additional

information that ~~the~~ Board staff deems necessary to fully understand the conversion.

IV. METHOD OF SALE AND USE OF PROFESSIONALS

Analysis of Method of Sale

It is in the best interests of the universities and their DSOs to use the method of sale for their debt that is expected to achieve the best sale results. Based upon the facts and circumstances with regard to each individual financing, it may be more appropriate to sell debt through either a competitive sale or through negotiation. Accordingly, the universities and their DSOs may utilize either a competitive or negotiated sale. If, however, a request is made for a DSO to sell debt using a negotiated sale, the university must provide the Board with an analysis showing that a negotiated sale is desirable. The analysis should include, but not necessarily be limited to, a consideration of the following factors:

- a) Debt Structure
 - i) pledged revenues – strong revenue stream vs. limited revenue base;
 - ii) security structure – conventional resolution, cash flow, rate and coverage covenants vs. unusual or weak covenants;
 - iii) debt instrument – traditional serial and term bonds vs. innovative, complex issues requiring special marketing; and
 - iv) size – a smaller transaction of a size which can be comfortably managed by the market vs. a large size which the market cannot readily handle.
- b) Credit Quality
 - i) ratings – “A” or better vs. below single “A”; and
 - ii) outlook – stable vs. uncertain.
- c) Issuer
 - i) type of organization – well-known, general purpose vs. special purpose, independent authority;
 - ii) frequency of issuance – regular borrower vs. new or infrequent borrower; and
 - iii) market awareness – active secondary market vs. little or no institutional awareness.

d) Market

- i) interest rates – stable; predictable vs. volatile;
- ii) supply and demand – strong investor demand, good liquidity vs. oversold, heavy supply; and
- iii) changes in law – none vs. recent or anticipated

Bonds may also be sold through a private or limited placement, but only if it is determined that a public offering through either a competitive or negotiated sale is not in the best interests of the university or DSO.

Allocation of Bonds

In the event a negotiated sale by a DSO is determined by the university to be in the university's best interest, syndicate rules shall be established which foster competition among the syndicate members and ensure that all members of the syndicate have an opportunity to receive a fair and proper allocation of bonds based upon their ability to sell the bonds.

Report on Sale of Bonds

The university or DSO shall prepare a report on the sale of bonds or anytime it incurs debt. The report shall be prepared and provided to the Board as soon as practicable but in no event later than one month after closing the transaction, in the format and manner provided by the Board, which at a minimum shall include the following:

- a) The amount of the debt.
- b) The interest rate on the debt.
- c) A final debt service schedule or estimated debt service schedule if a variable rate debt or the interest rate is subject to adjustment.
- d) Any aspect of the transaction that was different from the transaction submitted for approval.
- e) Itemized list of all fees and expenses incurred on the transaction, including legal fees.
- f) For negotiated sale of bonds:
 - i) the underwriters' spread detailing the management fee;

- ii) takedown by maturity and aggregate takedown;
 - iii) any risk component and an itemized list of the expense component;
 - iv) orders placed by each underwriter and final bond allocation;
 - v) total compensation received by each underwriter; and
 - vi) any report or opinion of the financial advisor.
- g) Final official statement for publicly offered bonds.
- h) Bond insurance or any other form of credit enhancement and the terms thereof.
- i) Credit rating reports.

For any project financing approved by the Board on or after November 7, 2012, the university or DSO shall prepare an annual report to the Board and the Division of Bond Finance which updates information provided for the initial approval of the project. The report shall include information relating to the return on investment or internal rate of return for a revenue-generating project or another appropriate quantitative measure for a non-revenue generating project, and any other information as may be required. The format and specific timeframe for reporting shall be as specified by the Chancellor. However, the initial annual report shall be filed no later than November 30th after the project has been placed in service for one full fiscal year.

Selection of Financing Professionals

The use of underwriters for negotiated financings and the use of financial advisors for negotiated and competitive offerings is necessary to assist in the proper structuring and sale of debt. To assure fairness and objectivity in the selection of professionals and to help select the most qualified professional, the selection of underwriters and financial advisors should be accomplished through a competitive selection process. A competitive selection process allows the universities and their DSOs to compare more professionals and obtain the best price and level of service.

V. DISCLOSURE

Primary Disclosure

Universities and DSOs shall use best practices in preparing disclosure documents in connection with the public offer and sale of debt so that accurate and complete financial and operating information needed by the markets to assess the credit quality and risks of each particular debt issue is provided.

The disclosure recommendations of the Government Finance Officers Association's "Disclosure for State and Local Governments Securities," and the National Federation of Municipal Analysts' "Recommended Best Practices in Disclosure for Private Colleges and Universities" should be followed to the extent practicable, specifically including the recommendation that financial statements be prepared and presented according to generally accepted accounting principles.

Continuing Disclosure

DSOs shall fulfill all continuing disclosure requirements set forth in the transaction documents and as required under Rule 15c2-12 of the Securities and Exchange Commission.

VI. POST-ISSUANCE CONSIDERATIONS

Investment of Proceeds of Debt Issued by DSOs

Construction Funds. Funds held for payment of debt service and all other funds held as required by the documents of any financing shall be invested consistent with the terms of the Financing Documents.

Arbitrage Compliance

The university will comply with federal arbitrage regulations. Any arbitrage rebate liabilities should be calculated and funded annually.

VII. EFFECT

The foregoing guidelines shall be effective immediately and may be modified from time to time by the Board as circumstances warrant. The guidelines are intended to apply prospectively to all university and DSO debt, and not to adversely affect any university or DSO debt currently outstanding or projects approved by the Board or board of trustees prior to, or existing, as of January 26, 2006.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 4-27-06, Amended 9-16-10.

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

November 21, 2013

SUBJECT: Approval of Amended Board Regulation 9.005 Naming of Buildings and Facilities

PROPOSED BOARD ACTION

Approve Amendment of Board Regulation 9.005 Naming of Buildings and Facilities

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure.

BACKGROUND INFORMATION

Section 267.062, Florida Statutes, prohibits the naming of any state building, road, bridge, park, recreational complex or other similar facility after any living person with exceptions being granted by university board of trustees, in accordance with regulations adopted by the Board of Governors. Thus, the naming of state university buildings or facilities for individuals or groups who have made significant contributions to the university or State of Florida remains the prerogative and privilege of the university board of trustees, as authorized by the Board of Governors.

The proposed revision incorporates a reference to the recently amended Board of Governors Regulation 8.009 Educational Sites to better define the applicable locations of the buildings and facilities under naming consideration and redefines the conditions, under which exceptions will and will not be granted for the naming of buildings and facilities. The proposed language was developed by Board staff and later recommended by university attorneys and finance and facilities personnel.

The regulation was approved for public notice by the Board at its meeting in September. No public comments have been received. No adverse impact has been identified by adoption of these regulations.

Supporting Documentation Included: Amended Regulation 9.005

9.005 Naming of Buildings and Facilities

The naming of any building, road, bridge, park, recreational complex, other similar facility or educational site, as defined in Board regulation 8.009, (collectively referred to as a "University Facility") of a state university for individuals or groups who have made significant contributions to the university or the State of Florida is the prerogative and privilege of the State University System of Florida and is vested in the Board of Governors. The Board of Governors hereby delegates such approval authority to each university board of trustees provided that the board of trustees establishes procedures for the naming of such University Facilities to include the following elements:

- (a) The naming of any University Facility must be approved by the board of trustees as a noticed, non-consent agenda item.
- (b) Non-gift related honorary naming of a University Facility should be reserved for individuals who have made significant contributions to the university or to the State of Florida or to the fields of education, government, science or human betterment and who are of recognized accomplishment and character. Honorary naming of a University Facility is not allowed for any active board member or employee of the Board of Governors or any active employee, student, or trustee of the university. ~~Exceptions require Board of Governors approval.~~
- (c) Gift-related naming of a University Facility requires a donation which makes a significant contribution to the cost of the University Facility, or for an existing facility, significant improvements, both as established by the board of trustees' policy. The limitations set forth in paragraph (b) are not applicable to gift-related naming of a University Facility.

Authority: Section 7 (d), Art. IX, Fla. Const., History-Formerly 6C-9.005, 11-3-72, Amended 12-17-74, 8-11-85, Amended and Renumbered as 9.005, 3-27-08, _____.

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

November 21, 2013

SUBJECT: Approval of Amended Board of Governors Regulation 14.0025 Action
Required Prior to Capital Outlay Appropriation

PROPOSED BOARD ACTION

Approve Amended Board of Governors Regulation 14.0025 Action Required Prior to
Capital Outlay Appropriation

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development
Guidelines

BACKGROUND INFORMATION

The proposed revision renames the regulation to more appropriately describe its
contents. Additionally, obsolete references regarding the minor project threshold and
Building Fees are removed. The proposed language was developed by Board staff and
later recommended by university attorneys and finance and facilities personnel.

The regulation was approved for public notice by the Board at its meeting in September.
No public comments have been received. No adverse impact has been identified by
adoption of these regulations.

Supporting Documentation Included: Amended Regulation 14.0025

14.0025 Action Required Prior to Fixed Capital Outlay ~~Appropriation~~ Budget Request

- (1) No new construction or remodeling project ~~exceeding \$1,000,000~~ shall be requested by a university for inclusion on the first year of the 3 year, PECO-eligible priority list without being recommended in an educational plant survey.
- (2) The university is responsible for the preparation of the building program. The program shall be consistent with the university strategic plan, academic and facilities master plan, and shall include the project budget and the building codes applicable to the project.
- (3) The university president shall have the responsibility for building program review and approval, ~~modification or disapproval~~ to assure compatibility with the institution's approved strategic plan, master plan, educational plant survey and with space utilization criteria. Building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction.
- (4) Proposals for fixed capital outlay projects to be funded by Capital Improvement Fees ~~or Building Fees~~ shall be prepared by the university, and submitted to the Board of Governors. Each proposed project shall be approved by the university president after consultation with the student government association. For the purpose of this regulation, "consultation" is defined as an ongoing dialogue with the student body president prior to developing the university proposal. An attachment containing any objections and alternatives, and stating that both the university president and the student government association have reviewed the project proposals, shall be included in the proposal.

Authority: Section 7(d), Art. IX, Fla. Const., History-Formerly 6C-14.0025, 1-24-89, Amended 1-13-99, Amended and Renumbered as 14.0025, 3-27-08.

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

November 21, 2013

SUBJECT: Approval of Amended Board of Governors Regulation 14.023 Notice and Protest Procedures

PROPOSED BOARD ACTION

Approve Amended Board of Governors Regulation 14.023 Notice and Protest Procedures

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation Development Procedure

BACKGROUND INFORMATION

The proposed revision removes previous notification and protest language and identifies Board of Governors Regulation 18.002 Notice and Protest Procedure, as the governing regulation for all competitive solicitations relating to the procurement of goods and services for the construction of university capital improvement projects. The proposed language was developed by Board staff and later recommended by university attorneys and finance and facilities personnel.

The regulation was approved for public notice by the Board at its meeting in September. No public comments have been received. No adverse impact has been identified by adoption of these regulations.

Supporting Documentation Included: Amended Regulation 14.023

14.023 Notice and Protest Procedures

The notice and protest procedures set forth in Board of Governors Regulation 18.002 shall be applicable to all competitive solicitations relating to the procurement of goods and services for the construction of university capital improvement projects.

~~(1) Notification.~~

- ~~(a) Bid Solicitation — The university shall provide notice of any information relating to a bid solicitation by advertising for bids or by distribution of bidding documents.~~
- ~~(b) Contract Award — The notice of a decision on contract award or bid rejection shall be given by either electronic posting or certified United States mail, return receipt requested, to each bidder.~~

~~(2) Protest.~~

- ~~(a) Any qualified bidder who is adversely affected by the university's decision may file a written notice of protest within 72 hours after receipt of the notice with the president. The protesting firm must reduce its complaint to written petition and file it with the president within ten (10) days from registration of the original complaint. If the bid documents require the posting of a bond with the protest as provided by Section 255.0516, Florida Statutes, the bond shall be included with the protest.~~
- ~~(b) Failure to file a notice of protest or the written petition shall constitute a waiver of the right to protest proceedings.~~

~~(3) Upon receipt of the formal written petition filed in accordance with paragraph Regulation 14.023(2)(a), the president shall delay the execution of the contract until the protest is resolved by mutual agreement between the parties or by final presidential action, unless the president shall make a finding and declares that such delay would cause serious danger to the public health, safety or welfare.~~

~~(4) Petitions involving disputed issues of material fact shall be referred for a quasi-judicial hearing. The president may designate an administrative law judge to conduct a hearing in accordance with university procedures. At the conclusion of the hearing, an administrative law judge shall submit a written recommended order to the president. The president shall then issue a preliminary order for final action and notify the firm of such order. The preliminary order of the president shall be final, unless the firm under consideration takes exception to such order; in which event, it may file with the president such exceptions within twenty one (21) days of receipt of notice of the preliminary order. At the end of the period for filing exceptions, the president will review the preliminary order and any exceptions that have been filed, and will render the final order. The decision of the president is final. Appellate review of the final order shall be in accordance with the requirements of Rule 9.190 (b) (3), Florida Rules of Appellate Procedure.~~

Authority: Section 7(d), Art. IX, Fla. Const., History — Formerly 6C-14.023, 5-25-81, Amended 8-11-85, 6-5-96, 1-13-99, Amended and Renumbered as 14.023, 3-27-08.

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

November 21, 2013

SUBJECT: Approve Amendment of Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

PROPOSED BOARD ACTION

Approve amendment to Board of Governors Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Regulation 6.002 provides statewide minimum admission criteria for undergraduate first-time-in-college, degree-seeking freshmen. Technical changes involve clarifying that for students taking the ACT for admission decisions must take the ACT Plus Writing exam. Additionally, a technical amendment was made to the foreign language admission credit hour requirement which would allow competency to be achieved with the successful completion of a second level foreign language course and, for these students, would remove the requirement for completion of the first level course.

This regulation has been reviewed by university general counsels, members of the Council of Academic Vice Presidents, state university admission directors, and other staff. The regulation was approved for noticing by the Board on September 12, 2013. No concerns were expressed during the notice period.

Supporting Documentation Included: Amended Regulation 6.002

6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen

(1) **FTIC Undergraduate Admission - General.** This regulation outlines minimum eligibility requirements for first-time-in-college (FTIC) students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements within the parameters outlined in Board of Governors (~~BOG~~) regulations.

- (a) For the purposes of this regulation, FTIC freshmen are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.
- (b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.
- (c) Each university board of trustees shall develop regulations governing the admission of undergraduate FTIC students that comport with the requirements outlined in ~~BOG~~Board regulations. Such regulations may allow for exceptions to be made on an individual basis, as outlined in subparagraph 2(b) of this regulation, when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution to which admission is sought.
- (d) In all but the following specified cases, an FTIC student must have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, to be considered for admission to a state university. Students completing a home education program according to section 1002.41, Florida Statutes, meet this minimum admission requirement; however, each university may require additional documentation to verify eligibility for these students. Students admitted under early admission in accordance with university policy are exempted from this requirement during the time they are still classified as early admission students. Early admission is a form of dual enrollment through which eligible secondary students are admitted to a postsecondary institution on a full-time basis in courses that are creditable toward both the high school diploma and the students' university degree program.
- (e) FTIC students applying for admission must submit SAT Reasoning Test scores from the College Board or ACT Plus Writing scores from ACT, Inc. Universities may reserve the right to require a student to take an updated version of a test.
- (f) Each university shall require FTIC applicants to submit a complete official academic transcript of all secondary work and from each postsecondary institution, as appropriate. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term,

all grades and credits awarded, and a statement explaining the grading policy of the institution.

- (g) Each transcript should also specify any college credits the student earned through accelerated mechanisms. University weighting of approved accelerated mechanisms in the recalculation of the student's grade point average for admission purposes must be conducted per Board Regulation 6.006(5) Acceleration Mechanisms.
- (h) Each FTIC student admitted to the SUS is expected to demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc.). ~~have earned two high school credits in one foreign language or American Sign Language.~~ A limited number of students not meeting the high school foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree. These students may meet this foreign language admission requirement by ~~successfully completing eight (8) or more semester~~ demonstrating competency at the elementary 2 level in one foreign language or American Sign Language at an undergraduate institution; demonstrating equivalent foreign language competence on the basis of scores determined by the Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies, as adopted by the BOG and accessible at www.fldoe.org/articulation/; or demonstrating equivalent foreign language or American Sign Language competence through other means approved by the university.
- (i) Any FTIC student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to BOG Regulation 6.018.

(2) **FTIC Undergraduate Admission.** Students shall be considered as meeting minimum SUS eligibility requirements in one of the following ways:

- (a) Standard Admission: FTIC students applying to the SUS may be considered for admission based on the following criteria:

1. An FTIC student may be admitted if he/she has a high school grade point average (GPA) of 3.00 or higher on a 4.00 scale as calculated by the university, and presents official SAT Reasoning Test and/or ACT Plus Writing scores. Beginning fall 2014, the student must include the Plus Writing section of the ACT if utilizing the ACT to meet this standard,
OR

An FTIC student may be admitted if he/she has a high school GPA of 2.5 - 2.99 on a 4.00 scale as calculated by the university. Course work from which a student has withdrawn with passing grades will not be included in the calculation. In addition to achieving the minimum GPA, a student must achieve the minimum scores for each SAT Reasoning Test or ACT Plus Writing section as outlined below:

- SAT - Critical Reading ≥ 460 or ACT - Reading ≥ 19 ,
 - SAT - Mathematics ≥ 460 or ACT - Mathematics ≥ 19 , and
 - SAT - Writing ≥ 440 or ACT - Combined English/Writing ≥ 18 .
2. An FTIC applicant must have completed the secondary academic unit requirements as in Table One:

Table One

Students Entering High School Prior to July 1, 2007	Students Entering High School
4 credits - English/Language Arts (three of which must have included substantial writing requirements).	4 credits - English/Language Arts (three of which must have included substantial writing requirements).
3 credits - Mathematics (at or above the Algebra I level).	4 credits - Mathematics (at or above the Algebra I level).
3 credits - Natural Science (two of which must have included substantial laboratory requirements).	3 credits - Natural Science (two of which must have included substantial laboratory requirements).
3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).	3 credits - Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography).
2 credits - Foreign Language (Both credits must have been in the same language. For the purposes of this admission requirement, American Sign Language will be accepted in place of a foreign language. See subsection 1(h).	2 credits - Foreign Language (Both credits must have been in the same language. For the purposes of this admission requirement, American Sign Language will be accepted in place of a foreign language. See subsection 1(h).

<p>3 credits – Additional academic electives (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p> <p>1. Up to three credits in Level II courses in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, or Fine Arts; Level III courses in any discipline; or Dual Enrollment courses for which both high school and postsecondary credits are granted; OR</p> <p>2. At least one credit from 1. above and up to two credits in courses grade nine or above in ROTC/Military Training, or at least one credit from 1. above and up to two credits of equivalent courses in any discipline as determined by the Articulation Coordinating Committee and listed in the <i>Florida Counseling for Future Education Handbook</i>, accessible at www.fldoe.org/articulation/).</p>	<p>2 credits – Additional academic credits (in any combination of courses listed in the Department of Education Course Code Directory, accessible at www.fldoe.org/articulation/, as follows:</p> <p>1. Two credits from among Level II courses listed in the Department of Education Course Code Directory in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the Directory in any academic or career and technical education_credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted; OR</p> <p>2. One credit from 1. above and one credit from grade nine or above in ROTC/Military Training, or an</p>
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3. Home Education or Other Non-Traditional High School Program participants: A student applying for admission who has participated in a non-traditional high school program must present credentials determined to be equivalent to those described in this regulation by the individual SUS institution to which the student is applying. A student whose high school educational program is not measured in Carnegie Units must present a test score of at least 1010 on the SAT I, a combined test score of at least 1010 on the SAT Reasoning Test Critical Reading and Mathematics portions, a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three portions).

Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT Plus Writing and/or SAT results. Each university shall determine equivalencies to university minimum standards.

- (b) Alternative Admission (Profile Assessment): Applicants who are not eligible for standard admissions may be considered for alternative admission. In addition to reviewing a student's GPA and test scores, a university may consider other

factors in the review of the student's application for admission. These factors may include, but are not limited to, the following: a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low-performing high school, graduation from an International Baccalaureate program, geographic location, military service, special talents and/or abilities, or other special circumstances. These additional factors shall not include preferences in the admissions process for applicants on the basis of race, national origin, or sex. The student may be admitted if, in the judgment of an appropriate institutional committee, there is sufficient evidence that the student can be expected to succeed at the institution.

1. The number of first-time-in-college students admitted through profile assessment at each university shall be determined by the university board of trustees.
 2. Each university shall implement specific measures and programs to enhance academic success and retention for students who are accepted into the institution using the alternative admissions option. The board of trustees shall review the success of students admitted under the profile assessment process to ensure that their rates of retention and graduation remain near or above the institution's average.
- (c) Talented Twenty: Within space and fiscal limitations, admission to a university in the SUS shall be granted to an FTIC applicant who is a graduate of a public Florida high school, who has completed the eighteen (18) required high school units as listed in this regulation, who ranks in the top 20% of his/her high school graduating class, and who has submitted SAT Reasoning Test scores from the College Board or ACT Plus Writing scores from ACT, Inc., prior to enrollment. A Talented Twenty student is not guaranteed admission to the university of first choice and should work closely with a high school counselor to identify options. The SUS will use class rank as determined by the Florida Department of Education.

(3) Any increase, change, or revision in standards of admission must be included in the undergraduate catalog and posted on the university Web site.

Authority: Section 7(d), Art. IX, Fla. Const., History - Formerly 6C-2.42, and 6C-6.02, 11-18-70, 5-27-74, 12-17-74, 6-25-80, 3-21-82, 4-16-84, 4-14-86, 4-20-87, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 8-4-92, 5-17-95, 11-27-95, 9-19-00, 11-28-00, Amended and Renumbered as 6.002 9-27-07, 01-28-10, 11-08-12.

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

November 21, 2013

SUBJECT: Approve Amendment of Board of Governors Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

PROPOSED BOARD ACTION

Approve amendment to Board of Governors Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Regulation 6.004 provides statewide minimum admission criteria for undergraduate, degree-seeking transfer students. A technical amendment was made to the foreign language admission credit hour requirement which would allow competency to be achieved with the successful completion of a second level foreign language course and, for these students, would remove the requirement for completion of the first level course.

This regulation has been reviewed by university general counsels, members of the Council of Academic Vice Presidents, state university admission directors, and other staff. The regulation was approved for noticing by the Board on September 12, 2013. No concerns were expressed during the notice period.

Supporting Documentation Included: Amended Regulation 6.004

6.004 Admission of Undergraduate, Degree-Seeking Transfer Students

(1) This regulation outlines minimum eligibility requirements for transfer students seeking admission to an undergraduate degree program in the State University System (SUS). Individual institutions may choose to establish more stringent admission requirements for students not admitted under paragraph three (3) of this regulation.

(2) All Undergraduate Transfer Students.

(a) For the purposes of this regulation, undergraduate transfer students are defined as students who have earned twelve (12) or more semester hours of transferable college credit since receiving a standard high school diploma or its equivalent.

(b) Eligibility for admission to the SUS does not guarantee admission to the specific institution or degree program to which admission is sought.

(c) Each university board of trustees shall develop regulations governing the admission of undergraduate transfer students that comport with the requirements outlined in Board of Governors (BOG) Board regulations. Such regulations may allow for exceptions to be made on an individual basis when a student, in the judgment of an appropriate university committee, can reasonably be expected to perform satisfactory academic work in the institution and program to which admission is sought.

(d) Each university shall require undergraduate transfer applicants to submit a complete official academic transcript from each postsecondary institution attended, as well as a complete official academic transcript of all secondary work, when applicable. Each transcript shall list all courses for which the student was enrolled each term, the status in each course at the end of the term, all grades and credits awarded, and a statement explaining the grading policy of the institution. Each transcript should also specify any college credits the student earned through accelerated mechanisms.

(e) Each undergraduate transfer student admitted to the SUS is expected to ~~have demonstrated~~ demonstrate competency of foreign language or American Sign Language equivalent to the second high school level or higher (Spanish 2, Haitian Creole 2, etc). Students transferring to a state university without meeting the foreign language admissions requirement in high school may meet the requirement by successfully completing a postsecondary foreign language or American Sign Language elementary 2 course; - earned two high school credits in one foreign language or American Sign Language; successfully completed eight (8) or more semester credit hours in one foreign language or American Sign Language at an undergraduate institution; demonstrated demonstrating equivalent foreign language competence ~~competency~~ on the basis of scores determined by the *Articulation Coordinating Committee (ACC) Credit-By-Exam Equivalencies*, as adopted by the Board

of Governors and accessible at www.fldoe.org/articulation/; or ~~demonstrated~~ demonstrating equivalent foreign language or American Sign Language ~~competence~~ competency through other means approved by the university. A limited number of undergraduate transfer students not meeting this foreign language requirement may be admitted; however, these students must fulfill the foreign language requirement prior to completion of the baccalaureate degree.

(f) Any undergraduate transfer student with a disability shall be eligible for reasonable substitution or modification of any requirement for admission pursuant to ~~BOG~~ Board Regulation 6.018.

(g) In addition to meeting university requirements, undergraduate transfer applicants must meet the following minimum requirements:

1. Be in good standing and eligible to return to the last postsecondary institution attended as a degree-seeking student, and
2. Have a grade point average of at least 2.00 on a 4.00 system on all college-level academic courses attempted.

(3) Associate in Arts (AA) Degree Graduates from Florida College System Institutions and SUS Universities.

(a) An AA graduate from a Florida public postsecondary institution shall receive priority for admission to a state university over out-of-state transfer students. Recruitment materials, catalogs, orientation programs, and student handbooks provided to freshman enrollees and transfer students at state universities shall include an explanation of this provision.

(b) Within curriculum, space, and fiscal limitations, admission to the upper division of one of the state universities shall be granted to an AA graduate of a Florida public postsecondary institution, provided the AA degree has been awarded based on the following:

1. Completion of sixty (60) semester hours of college credit courses in an established program of study, exclusive of courses not accepted in the state university system, and including a general education core curriculum of thirty-six (36) semester hours of college credit in communication, mathematics, social sciences, humanities, and natural sciences with the remaining twenty-four (24) semester hours consisting of appropriate common program prerequisite courses and electives.
2. Achievement of a grade point average of at least 2.0 in all courses attempted, and in all courses taken at the institution awarding the degree, provided that only the final grade received in courses repeated by the student shall be used in computing the average. The grade of "D" shall transfer and count toward the associate and baccalaureate degrees in the same way as "D" grades obtained by native students. The 60 hours that comprise a completed AA degree shall be accepted in total upon transfer to an upper division program. Subsequent admission to a limited access degree program, as

defined in BOG Regulation 8.013, may require a higher overall grade point average than 2.0.

3. Completion of requirements for English and mathematics courses as adopted by the Board of Governors and the State Board of Education.
4. Achievement of the minimum standards for college level communication and computation skills as required by section 1007.25, Florida Statutes.

(c) The AA degree is the primary basis for admission of transfer students from Florida College System institutions to upper division study in a state university. Every AA graduate from the Florida College System shall be granted admission to an upper division program consistent with the Articulation Agreement between the Board of Governors and the State Board of Education.

(4) Other Transfer Students.

(a) In addition to meeting the general requirements described in subparagraph (1) above, undergraduate transfer students seeking admission to the lower division of a state university must satisfy the same admission requirements as first-time- in-college (FTIC) freshmen as specified in BOG Board Regulation 6.002. However, a university may admit lower-level transfer students not meeting FTIC freshman requirements on a limited basis, pursuant to university policy, if the student, in the judgment of an appropriate university committee, can reasonably be expected to complete satisfactory academic work in the institution and program to which admission is sought.

(b) Except for students in articulated Associate in Science and Associate in Applied Science to Bachelor in Science degree programs approved by the Board of Governors, transfer applicants for admission to the upper division of a university are expected to have completed at least 60 semester hours of transferable credit in college-level academic courses.

(5) A transfer student from a Florida postsecondary public institution who is admitted to a university pursuant to this regulation shall be entitled to pursue a degree in accordance with the degree requirements afforded native students as outlined in the university catalog that was in effect for the academic year in which the transfer student was initially enrolled as a freshman at his or her prior postsecondary institution, provided the student has maintained continuous enrollment as defined by the receiving university.

Authority: Section 7(d), Art. IX, Fla. Const., History-Formerly 6C-2.44, 6C-2.45, and 6C-6.04, 11-18-70, Amended 7-6-72, 12-17-74, 8-1-84, 8-11-85, 4-20-87, 1-6-88, 10-19-88, 1-23-90, 1-7-91, 9-15-91, 11-9-92, 11-27-95, Amended and Renumbered as 6.004 01-28-10.

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

November 21, 2013

SUBJECT: Approve Amendment of Board of Governors Regulation 6.008
Postsecondary College-Level Preparatory Testing, Placement, and
Instruction for State Universities

PROPOSED BOARD ACTION

Approve amendment to Board of Governors Regulation 6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Regulation 6.008 provides direction for state universities regarding the further assessment, placement, and instruction of students who fall below college level assessment standards. The proposed amendments provide similar standards as those required by the State Board of Education for Florida College System (FCS) institutions, thereby providing smooth articulation between institutions.

Amendments reflect changes made in 2013 legislative changes to statute and mirror changes to the State Board of Education rule for Florida College System institutions. Additionally, admission test cut-scores for placement purposes are modified to match the scores applied to FCS institutions. Most universities work with these institutions to provide developmental education options. Different scores cause confusion. This amendment does not lower admission standards as admission cut-scores remain the same in Board Regulation 6.002.

This regulation has been reviewed by university general counsels, members of the Council of Academic Vice Presidents, state university admission directors, and other staff. The regulation was approved for noticing by the Board on September 12, 2013. No concerns were expressed during the notice period.

Supporting Documentation Included: Amended Regulation 6.008

6.008 Postsecondary College-Level Preparatory Testing, Placement, and Instruction for State Universities.

(1) For admissions, first-time-in-college degree seeking students who do not meet college level competency either through the completion of developmental education requirements at Florida Agricultural and Mechanical University or other Florida College System institution or state university, or college level coursework in the area of deficiency shall be tested for reading, writing, and mathematics proficiency prior to the completion of initial registration, using the Florida Postsecondary Education Readiness Test (P.E.R.T.) or other test listed in subsection (2) of this regulation. “Developmental education requirements” are the courses or other developmental education options required when a student does not meet the college ready cut score. ~~It is also referred to as remediation or preparatory instruction.~~ Students earning scores less than those listed below shall ~~enroll~~ participate in college preparatory communication and computation instruction in the area of the deficiency:

	Standard Score
(a) Reading	104 <u>106</u>
(b) Writing	99 <u>103</u>
(c) Mathematics	113 <u>114</u> (Intermediate Algebra) 123 (College Algebra or Equivalent)

- (2) (a) Students who achieve scores on either the College Board’s Accuplacer or SAT or the American College Testing Program’s ACT® with the writing component that meet or exceed the scores shown below, and enroll in a university within 2 years from the test date of achieving such a score are exempted from taking the Florida Postsecondary Education Readiness Test:

	Standard Score
Accuplacer, The College Board	
<i>Reading Comprehension</i>	83
Writing Skills	83
Elementary Algebra	72
SAT, The College Board	
Writing	440
Mathematics	460 <u>440</u>
Critical Reading	460 <u>440</u>
ACT® Plus Writing, American College Testing Program	
Reading	19
English/Writing Combined	18 <u>17</u>
Mathematics	19

- (b) For students seeking dual enrollment with a university, a score of 262 on Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading demonstrates readiness for college-level reading and writing and college-level coursework consistent with course placement policies established by the university. Students who achieve such a score and enroll in a university within two (2) years from the test date of achieving such a score are exempted from taking the reading and writing subtests of the Florida Postsecondary Education Readiness Test pursuant to subsection (1) above. FCAT 2.0 scores are only applicable for dual enrollment students. Dual enrollment students may qualify by meeting subsections (1), (2)(a) or (2)(b).

~~(3) Completion of alternative remediation in high school does not satisfy the requirement for demonstrating college readiness or completing college preparatory instruction. A student will be required to retest after alternative remediation and meet or exceed the scores established in subsection (1) or (2) of this Regulation to avoid required enrollment in college preparatory communication and computation instruction in accordance with subsection (1) of this Regulation.~~

(34) Nothing provided in subsection (1) of this Regulation shall be construed to prevent the enrollment of a student in college preparatory developmental education instruction.

(45) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(5) Student P.E.R. records and test scores are confidential education records under Section 1002.221, Florida Statutes. Universities are required to comply with Section 1002.221, Florida Statutes, in maintaining confidentiality of these records.

(6) Universities affected by this regulation shall accept the highest test scores on any of the tests or combination of tests identified in subsections (1) and (2) of this regulation. Individual student scores shall be valid for two (2) years from the testing date unless there is further evidence of college success. Institutions shall accept P.E.R.T. scores on the public high school transcript as official record of scores.

(7) Students must be continuously enrolled in assigned developmental education courses until they satisfy the requirements for passing them. ~~A degree-seeking student at a university has a maximum of two (2) attempts per university on the Florida Postsecondary Education Readiness Test or other test listed in subsection (2) of this rule. Requests for additional attempts must be approved by the university's designated administrator per written university policy. The two (2) attempts pertain to attempts made while being a first time in college degree-seeking applicant or currently enrolled student. Testing administered to students seeking dual enrollment or to meet some other state requirement of high school students does not apply.~~

(8) ~~Prior to administering a retest, the test administrator must require documentation from the student that verifies alternative remediation has occurred since the prior attempt. Alternative remediation opportunities shall be identified and included in a written university policy.~~

(9) A university board of trustees may contract with a Florida College System board of trustees to provide college preparatory or developmental studies education instruction on the state university campus. Any state university in which the percentage of incoming students requiring developmental ~~studies instruction~~ education equals or exceeds the average percentage of such students for the Florida College System may offer developmental ~~studies instruction~~ education without contracting with a Florida College System institution. Any state university offering such college preparatory instruction as of January 1, 1996, may continue to provide such services.

(10) During their first term, full-time students who are registered for at least twelve (12) credits, shall begin competency-based preparatory developmental education course or option instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(11) Students shall not enroll for more than three (3) attempts in each course to complete developmental education ~~college preparatory~~ instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the the board of trustees of the institution offering the coursework. Boards of trustees may establish regulations concerning requirements of students prior to being approved to enroll in any third attempt of a ~~college preparatory~~ developmental education option or course.

New: 11-08-12.

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

November 21, 2013

SUBJECT: Ph.D. in Criminal Justice (CIP 43.0104) at the University of Central Florida

PROPOSED BOARD ACTION

Approval of the Doctor of Philosophy (Ph.D.) in Criminal Justice at the University of Central Florida, CIP 43.0104.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

The University of Central Florida (UCF) is proposing to offer a Ph.D. degree program in Criminal Justice. The program will be offered at its main campus. According to the proposal, this program will produce individuals with the necessary credentials for teaching and research ready to enter careers in universities, think tanks, policy institutions, and university based policy centers where they will work to translate academic research into effective policy.

The total number of credit hours required for completion of the proposed program is 57. The curriculum includes 15 credit hours of core courses, 12 credit hours of restricted methodological electives, 9 credit hours of concentration area restricted electives, 6 credit hours of unrestricted electives, and 15 credit hours of dissertation. Letters of support have been provided by the University of Florida, Florida State University and the University of South Florida because each has a somewhat similar program.

The UCF Board of Trustees approved the program on September 26, 2013. If approved by the Board of Governors, UCF will implement the program in fall 2015.

Supporting Documentation Included: Information provided in the Academic and Student Affairs Committee materials

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

November 21, 2013

SUBJECT: Ph.D. in Physical Education (CIP 13.1314) at Florida State University

PROPOSED BOARD ACTION

Termination of the Doctor of Philosophy (Ph.D.) in Physical Education at Florida State University, CIP Code 13.1314.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.011

BACKGROUND INFORMATION

Florida State University (FSU) is requesting to terminate a Ph.D. degree program in Physical Education. Demand for the existing Ph.D. program decreased significantly and new enrollments in the program were suspended effective fall 2009. No students are currently enrolled in the program.

The FSU Board of Trustees approved the termination of the program on June 7, 2013.

Supporting Documentation Included: Information provided in the Academic and Student Affairs Committee material

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

November 21, 2013

SUBJECT: Limited Access Status for the Bachelor of Science in Radiography (CIP Code 51.0911) at the University of North Florida

PROPOSED BOARD ACTION

Consider Limited Access Status for the Bachelor of Science in Radiography at the University of North Florida, CIP Code 51.0911.

AUTHORITY FOR STATE BOARD ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Regulation 8.013

BACKGROUND INFORMATION

The University of North Florida requests Limited Access Status for the new Bachelor of Science in Radiography. This action is requested because of limited clinical instructional facilities for the clinical experience required for completion of the program and as well as limited numbers of qualified faculty. Proposed minimum admission standards into the program are the completion of a minimum 60 semester hours of courses, completion of all prerequisite courses at a regionally accredited institution, a minimum cumulative 3.0 GPA, minimum common prerequisite GPA of 3.0 with at least a minimum C grade in each prerequisite course, letters of recommendation, and an interview. These requirements will not affect the ability of Florida College System associate of arts degree program graduates to compete for program space.

The limited access status will apply to the whole program - Bachelor of Science in Radiography.

The UNF Board of Trustees approved the Limited Access Status of the program on June 11, 2013. If approved, UNF plans to implement Limited Access Status, effective fall 2014.

Supporting Documentation Included: Information provided in the Academic and Student Affairs Committee materials

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

November 21, 2013

SUBJECT: Approval of Southern Regional Education Board *Electronic Campus*
Regional Reciprocity Agreement

PROPOSED BOARD ACTION

Consider approval of the Southern Regional Education Board *Electronic Campus*
Regional Reciprocity Agreement.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1000.32, Florida Statutes

BACKGROUND INFORMATION

The Southern Regional Education Board (SREB) is a non-profit organization that was created in 1948 by fourteen southeastern states (now sixteen with the inclusion of Delaware and West Virginia) as the nation's first regional interstate educational compact for the purpose of improving public education from kindergarten through the doctoral level. The Regional Compact is codified in Florida law at section 1000.32, Florida Statutes, and a copy of SREB's June 2013 report detailing its sixty-five year history is included in the Committee materials for your information.

In 1998, SREB established the *Electronic Campus* as a means of providing non-profit, regionally accredited colleges and universities within the region with a mechanism to deliver online programs and courses to students across the region without the need to obtain additional state authorization from each of the member states. At that time, the Board of Regents adopted the original Principles of Good Practice for the *Electronic Campus* established by SREB and state universities have been submitting selected programs or courses to the *Electronic Campus* in compliance with those principles.

Following heightened state and federal interest in state authorization for institutions offering programs to residents of other states, SREB updated the Principles of Good Practice and is requesting each member state's higher education governing board to ratify the state's participation in the revised Agreement. States that agree to participate in the Agreement are to signify their participation by notifying SREB in writing. In

order to allow SUS institutions to continue to fully participate in the *Electronic Campus*, staff recommends that the Board approve the Agreement and delegate authority to the Interim Chancellor to submit written notification of the Board's approval to SREB, together with authority to renew the Agreement at the expiration of its three-year term.

Supporting Documentation Included: Information provided in the Academic and Student Affairs Committee material

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

November 21, 2013

SUBJECT: Programs of Strategic Emphasis Update

PROPOSED BOARD ACTION

Approval of the updated categories and program list for Programs of Strategic Emphasis to be included by reference in the State University System Strategic Plan.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

As part of the Strategic Plan Alignment project, the Board of Governors' staff was directed to update the categories and list of academic programs of strategic emphasis. Following a similar methodology with the one used in 2008, staff reviewed reports and data produced by the key economic and workforce development organizations in the state and also reviewed related national reports. Based upon these sources, the categories associated with the programs of strategic emphasis have been updated and degree programs offered by the state universities have been reclassified in alignment with the new categories.

Provided for review are the methodology that was used for updating the Programs of Strategic Emphasis and a copy of the current State University System (SUS) Academic Program Inventory with the programs assigned to the updated categories.

If approved, the updated Programs of Strategic Emphasis will go into effect for the 2014-2015 academic year.

Supporting Documentation Included: Information provided in the Strategic Planning Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
November 20, 2013

SUBJECT: Preeminent State Research University Benchmark Plans

PROPOSED BOARD ACTION

Approval of preeminent state research university benchmark plans.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 1001.7065, Florida Statutes

BACKGROUND INFORMATION

Chapter 2013-27, Laws of Florida, included the creation of the preeminent state research universities program. On June 10, 2013, the Board designated the University of Florida and Florida State University as the only universities meeting the requirements for the designation of preeminent state research university; the University of Florida met all twelve standards specified in the legislation, and Florida State University met eleven.

The legislation required each designated university to submit to the Board for approval a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval of each university's plan, the legislation requires the Board to award the university funds provided in the General Appropriations Act for this purpose. The 2013-2014 GAA included, within each university's lump sum appropriation, \$15 million designated for this purpose in legislative work papers. Upon the university's meeting the benchmark plan goals annually, the Board shall award an amount specified in the GAA throughout the 5-year period.

Supporting Documentation Included: Information provided in the Strategic Planning Committee material

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

November 21, 2013

SUBJECT: Florida Center for Cybersecurity

PROPOSED BOARD ACTION

Approval of the report and plan for the creation of a Florida Center for Cybersecurity at the University of South Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Section 2, Chapter 2013-040, Laws of Florida

BACKGROUND INFORMATION

Proviso language in the General Appropriations Act of 2013 requires that:

The Board of Governors shall submit a report no later than December 1, 2013, to the Legislature and the Governor that provides a plan for the creation of a Florida Center for Cybersecurity to be principally located at, and under the leadership of, the University of South Florida. The goals of the Florida Center for Cybersecurity shall be: to position Florida as the leading state in cybersecurity and its related workforce; to create new jobs in the cybersecurity industry in the state; to educate students to excel in cybersecurity professions in the state; to enhance the capabilities of the existing cybersecurity workforce in the state; to work with the business community statewide to identify and remedy any cybersecurity vulnerabilities; and to attract financial services, healthcare, defense industry and other companies to relocate to, or startup within, the state. The report shall include any proposed capital and operational startup costs as well as a budget to support the ongoing operations of the proposed Florida Center for Cybersecurity.

The University of South Florida has taken the lead in drafting the report and plan for the new center, working with board staff. If funded by the 2014 Legislature, USF may seek approval of the Florida Center for Cybersecurity as a State of Florida Center under Board Regulation 10.015.

Supporting Documentation Included: Information provided in the Strategic Planning Committee material

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
November 20, 2013

SUBJECT: Appointment of University Trustee: UCF

PROPOSED COMMITTEE ACTION

Appointment of University Trustee.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board of Governors Trustee Selection and Reappointment Process.

BACKGROUND INFORMATION

The Trustee Nominating and Development Committee will recommend a candidate for appointment to the University of Central Florida Board of Trustees for a seat with a term expiring on January 6, 2016. The vacancy was created when Meg Crofton resigned. The vacancy was posted for the public on the Board's website, and the final deadline for applications was October 7, 2013, at 5:00 p.m., EDT.

Similar to the manner in which the Committee handled vacancies in the past, Chair Hosseini assigned Committee members to a sub-committee to review applications. Each sub-committee member independently reviewed the applications, advised the Corporate Secretary of the applicants advanced to a short list, and conducted interviews. The Board office conducted FDLE background screenings for applicants advanced to the short list.

The Committee will recommend a candidate for review and consideration by the full Board.

Supporting Documentation Included: Information provided in the Trustee Nominating and Development Committee material

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

November 21, 2013

SUBJECT: Approval of Amended Board Regulation 7.003 Fees, Fines and Penalties

PROPOSED BOARD ACTION

Approve amendment of Board Regulation 7.003 Fees, Fines and Penalties.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being amended to clarify the following:

- Changes the date when the Budget & Finance Committee will consider increases to existing fees from January to June.
- Changes the date when the Budget & Finance Committee will consider new fees from March to June.
- Clarifies that the excess hour fee applies to first-time-in-college students.

The Board approved this amended regulation for notice at the September 12 meeting. No public comments were received.

Supporting Documentation Included: Amended Board Regulation 7.003

7.003 Fees, Fines and Penalties.

(1) The Board of Governors must authorize all fees assessed to students. Accordingly, the specific fees listed in this section, and the tuition and associated fees defined in Regulation 7.001, are the only fees that may be charged for state fundable credit hours without the specific approval of the ~~b~~Board, except as authorized in Regulation 8.002. For purposes of clarification, the term "at cost" or "cost" as used in this regulation includes those increased costs that are directly related to the delivery of the goods, services, or programs.

(2) Each university board of trustees is authorized to assess the following fees at the statutory amounts listed:

- (a) Security / Access / Identification Card, Duplicate Security / Access / Identification Card, Fee Card, or Passbook:
 - 1. Annual – cost up to \$10.00.
 - 2. All duplicates – cost up to \$15.00
- (b) Orientation Fee – up to \$35.00.
 - 1. Effective fall 2011, the board of trustees of the University of West Florida may assess a \$50 Orientation Fee.
- (c) Admissions Deposit – Up to \$200. The admissions deposit shall be imposed at the time of an applicant's acceptance to the university and shall be applied toward tuition upon registration and budgeted in the Student and Other Fee Trust Fund. In the event the applicant does not enroll in the university, the admissions deposit shall be budgeted in an auxiliary account of the university and used to expand financial assistance, scholarships, student academic and career counseling services, and admission services at the university.
- (d) Transcript Fee – per item; up to \$10.00.
- (e) Diploma Replacement Fee – per item; up to \$10.00.
- (f) Service Charge – up to \$15.00 for the payment of tuition and fees in installments.
- (g) Audit Registration Fees -- Audit registration assures a course space for the student; however, no grade is awarded. This fee is the same as the tuition and associated fees provided in Regulation 7.001. Budgeting of fee proceeds shall be in the Student and Other Fee Trust Fund.
- (h) Registration of Zero Hours -- Such registration provides for examinations, graduations, use of facilities, etc., when deemed appropriate by the institution. The student is assessed tuition and associated fees for one credit hour. The Zero Credit Fee shall be budgeted in the Student and Other Fee Trust Fund.
- (i) Application Fee -- Individuals who make application for admission to universities within the State University System shall pay a non-refundable Application Fee of not more than \$30.00. The fee shall be budgeted in the

Student and Other Fee Trust Fund. Provisions may be made to waive the application fee as specified by the university.

- (j) Late Registration Fee -- Universities shall assess a Late Registration Fee to students who fail to register before the end of the regular registration period. This fee may also be assessed to students reinstated after their course schedules were cancelled due to non-payment of fees. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Funds and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Registration Fee as specified by the university.
- (k) Late Payment Fee -- Universities may assess a Late Payment Fee to students who fail to pay, or make appropriate arrangements for payment (installment payment, deferment, or third-party billing), of tuition and associated fees by the deadline set by each university. The fee shall be not less than \$50 nor more than \$100 with a minimum of 50 percent budgeted to the Student and Other Fee Trust Fund and the balance budgeted in an Auxiliary Trust Fund. Provisions may be made to waive the Late Payment Fee as specified by the university.

(3) Before the ~~b~~Board's last meeting of each calendar year, the university board of trustees shall notify the ~~b~~Board of any potential increases in fees outlined in subparagraph (2). A university board of trustees may then submit a proposal for an increase in that fee to the Board of Governors' budget committee ~~by January 15~~ for consideration by the committee during a ~~June~~February meeting.

- (a) The proposal shall be submitted in a format designated by the ~~c~~Chancellor and include at a minimum:
 1. The current and proposed increase to the fee and a description of the process used to determine the need for the increase, including any student involvement.
 2. The service or operation currently being funded by the fee.
 3. An analysis of whether the service or operation can be performed more efficiently to alleviate the need for any increase.
 4. The additional or enhanced service or operation to be implemented.
 5. Identification of other resources that could be used to meet this need.
 6. The financial impact on students, including those with financial need.
 7. The current revenue collected and expenditures from the current fee.
 8. The estimated revenue to be collected and expenditures for the fee increase.
- (b) The ~~b~~Board will act upon the budget committee recommendation at the next scheduled meeting.
- (c) An increase in these fees can only be implemented with the fall term.
- (d) Every five years the university board of trustees shall review the fee increase to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The

university board of trustees shall submit its findings to the ~~h~~Board. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the ~~c~~Chancellor.

(4) Each university board of trustees is authorized to establish separate activity and service, health, and athletic fees on the main campus, branch campus, or center.

- (a) The fees shall be retained by the university and paid into the separate activity and service, health, and athletic funds. A university may transfer revenues derived from the fees authorized pursuant to this section to a university direct-support organization of the university pursuant to a written agreement approved by the Board of Governors.
- (b) The sum of the activity and service, health, and athletic fees a student is required to pay to register for a course shall not exceed 40 percent of the tuition. Within the 40 percent cap, universities may not increase the aggregate sum of activity and service, health, and athletic fees more than 5 percent per year or the same percentage increase in tuition, whichever is higher.
- (c) A university may increase its athletic fee to defray the costs associated with changing National Collegiate Athletic Association divisions. Any such increase in the athletic fee may exceed both the 40 percent cap and the 5 percent cap imposed by this subsection. Any such increase must be approved by the athletic fee committee in the process outlined in subparagraph (4)(d) and cannot exceed \$2 per credit hour.
- (d) Increases in the health, athletic, and activity and service fee must be recommended by a fee committee, at least one-half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term.
- (e) The student activity and service fee shall be expended for lawful purposes to benefit the student body in general. This shall include, but shall not be limited to, student publications and grants to duly recognized student organizations, the membership of which is open to all students at the university without regard to race, sex, or religion. The fee may not benefit activities for which an admission fee is charged to students, except for student-government-association-sponsored concerts. The allocation and expenditure of the fees shall be determined by the student government association of the university, except that the president of the university may veto any line item or portion thereof within the budget when

submitted by the student government association legislative body. The university president shall have 15 school days from the date of presentation of the budget to act on the allocation and expenditure recommendations, which shall be deemed approved if no action is taken within the 15 school days. If any line item or portion thereof within the budget is vetoed, the student government association legislative body shall within 15 school days make new budget recommendations for expenditure of the vetoed portion of the fees. If the university president vetoes any line item or portion thereof within the new budget revisions, the university president may reallocate by line item that vetoed portion to bond obligations guaranteed by activity and service fees.

- (f) Unexpended fees and undisbursed fees remaining at the end of a fiscal year shall be carried over and remain in the student activity and service fund and be available for allocation and expenditure during the next fiscal year.

(5) Technology Fee – Each university board of trustees may establish a technology fee to be paid by all students. The fee may be up to 5 percent of the tuition charged per credit hour. The revenue from this fee shall be used to enhance instructional technology resources for students and faculty. The revenue and expenditures shall be budgeted in the Local Fund budget entity.

(6) Off-Campus Educational Activities - As used herein, "off-campus" refers to locations other than state-funded main campuses, branch campuses, or centers. Each university board of trustees is authorized to establish fees for state fundable off-campus course offerings when the location results in specific, identifiable increased costs to the university. These fees will be in addition to the tuition and associated fees charged to students enrolling in these courses on-campus. The additional fees charged are for the purpose of recovering the increased costs resulting from off-campus vis-à-vis on-campus offerings. The university shall budget the fees collected for these courses to the Student and Other Fee Trust Funds. Each university shall use the additional fees collected to cover the increased cost of these courses and reimburse the appropriate Educational and General fund, or other appropriate fund if the costs are incurred in other than Educational and General funds.

(7) Material and Supply Fees - Each university board of trustees is authorized to assess Material and Supply Fees not to exceed the amount necessary to offset the cost of materials or supply items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance. Revenues from such fees shall be budgeted in the Auxiliary Trust Fund.

- (8) Housing Rental Rates – Basic rates for housing rental shall be set by each university board of trustees. In addition, the university board of trustees is authorized to establish miscellaneous housing charges for services provided by the university at the request of the students.
- (9) Parking Fines, Permits and Decals -- Each university board of trustees shall establish charges for parking decals, permits and parking fines.
- (10) Transportation Access Fee - Each university board of trustees is authorized to establish a transportation access fee, with appropriate input from students, to support the university's transportation infrastructure and to increase student access to transportation services.
- (11) Returned Check Fee -- Each university board of trustees shall assess a service charge for unpaid checks returned to the university.
- (12) Collection costs -- Each university board of trustees is authorized to assess a charge representing reasonable cost of collection efforts to effect payment for overdue accounts. Amounts received for collection costs shall be retained by the university.
- (13) Service Charge -- Each university board of trustees is authorized to assess a service charge on university loans in lieu of interest and administrative handling.
- (14) Educational Research Center for Child Development Fee -- Each university board of trustees is authorized to assess child care and service fees.
- (15) Transient Student Fee – Each university board of trustees is authorized to assess a fee not to exceed \$5.00 per course for accepting a transient student and processing the student's admissions application pursuant to Section 1006.73.
- (16) Capital Improvement Fee – This fee may be used to fund any project or real property acquisition that meets the requirements of Chapter 1013. Each university board of trustees shall assess \$4.76 per credit hour per semester. Any increase in the fee beyond \$4.76 must be first recommended by a fee committee, at least half of whom are students appointed by the student body president. The remainder of the committee shall be appointed by the university president. A chairperson, appointed jointly by the university president and the student body president, shall vote only in the case of a tie. The recommendations of the committee shall take effect only after approval by the university president, after consultation with the student body president, and approval by the university board of trustees. An increase in these fees may occur only once each fiscal year and must be implemented beginning with the fall term. The fee may not exceed 10 percent of the tuition for resident students or 10 percent of the sum of tuition

and out-of-state fees for nonresident students. The fee for resident students shall be limited to an increase of \$2 per credit hour over the prior year, and any proposed fee increases or decreases must be approved by the Board of Governors. No project proposed by a university which is to be funded by this fee shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university.

(17) Student Financial Aid Fee – Each university board of trustees is authorized to collect for financial aid purposes an amount not to exceed 5 percent of the tuition and out-of-state fee. The revenues from fees are to remain at each university. A minimum of 75 percent of funds from the student financial aid fee shall be used to provide financial aid based on demonstrated financial need. Each university shall report annually to the Board of Governors on the revenue collected pursuant to this subsection, the amount carried forward, the criteria used to make awards, the amount and number of awards for each criterion, and a delineation of the distribution of such awards. The report shall include an assessment by category of the financial need of every student who receives an award, regardless of the purpose for which the award is received. Awards which are based on financial need shall be distributed in accordance with the federal methodology for determining need. An award for academic merit shall require a minimum overall grade point average of 3.0 on a 4.0 scale or the equivalent for both initial receipt of the award and renewal of the award.

(18) Each university board of trustees is authorized to assess the following fees which will have varied amounts:

- (a) Development Research School Fees – activity fees which shall be discretionary with each university.
- (b) Library Fines – per book or unit, per day; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (c) Overdue Reserve Library books – per book, per library hour; the funds shall be budgeted to the Student and Other Fee Trust Fund.
- (d) Late Equipment Fee, Physical Education – per item, per day.
- (e) Fees and fines relating to the use, late return, and loss and damage of facilities and equipment.
- (f) Distance Learning Fee.

(19) Each university board of trustees is authorized to assess reasonable fees for incidental non-academic services provided directly to individuals. This could include, but not be limited to, fees for duplicating, lost keys, copyright material, breakage, standardized tests, library loans.

(20) Each university board of trustees is authorized to assess an international student service fee to cover the university costs associated with reporting requirements of the Student and Exchange Visitor Information System

administered by the Department of Homeland Security for F-Visa and J-Visa degree seeking students.

(21) Excess Hour Fee –This fee shall be budgeted in the Student and Other Fee Trust Fund.

- (a) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education ~~for the~~ as a first-time-in-college student in fall 2009 or thereafter and prior to fall 2011 shall pay an excess hour fee equal to 50 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 120 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (b) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education ~~for the~~ as a first-time-in-college student in fall 2011 ~~and prior to fall 2012 or thereafter~~ shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 115 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (c) All state university undergraduate students who entered a postsecondary undergraduate program at any Florida public institution of higher education ~~for the~~ as a first-time-in-college student in fall 2012 or thereafter shall pay an excess hour fee equal to 100 percent of the undergraduate tuition identified in Regulation 7.001(3) for each credit hour in excess of 110 percent of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled.
- (d) Each university shall implement a process for notifying students of this fee upon a student's initial enrollment. A second notice must be provided to the student when the student has attempted the number of credit hours needed to complete the baccalaureate degree program in which the student is enrolled. The second notice must include a recommendation that each student who intends to earn credit hours at the university in excess of the credit hours required for the baccalaureate degree program in which the student is enrolled meet with the student's academic advisor.
- (e) All credit hours for courses taken at the university from which the student is seeking a baccalaureate degree shall be included when calculating the number of hours taken by a student, including:
 - 1. Failed courses.

2. Courses dropped or withdrawn from after the university's advertised last day of the drop and add period, except as provided for in subparagraph (212)(fe).
 3. Repeated courses, except repeated courses for which the student has paid the full cost of instruction as provided in Regulation 7.001(11).
 4. All credit hours earned at another institution and accepted for transfer by the university and applied toward the student's baccalaureate degree program.
- (f) All credit hours earned under the following circumstances shall not be calculated as hours required to earn a baccalaureate degree:
1. College credits earned through an articulated accelerated mechanism.
 2. Credit hours earned through internship programs.
 3. Credit hours required for certification, recertification, or certificate programs.
 4. Credit hours in courses from which a student must withdraw due to reasons of medical or personal hardship.
 5. Credit hours taken by active-duty military personnel.
 6. Credit hours required to achieve a dual major taken while pursuing a baccalaureate degree.
 7. Remedial and English as a Second Language credit hours.
 8. Credit hours earned in military science courses that are part of the Reserve Officers' Training Corps program.

(22) Convenience fee – Each university board of trustees may establish a convenience fee when accepting payments by credit cards, charge cards, and debit cards. The fee shall not be greater than the cost of providing the service. The fee is not refundable to the payor.

(23) Before the Board of Governors's last meeting of each calendar year, the university board of trustees shall notify the bBoard of any potential new fees that are being considered by the university. A university board of trustees may then submit a proposal for a new fee not currently authorized in bBoard regulation or statute to the Board of Governors' budget committee by ~~March 31~~ for consideration by the committee ~~at during a June the next scheduled meeting.~~

(a) The proposal shall be submitted in a format designated by the cChancellor, and include at a minimum:

1. The purpose to be served or accomplished with the fee.
2. The demonstrable student-based need for the fee that is currently not being met through existing university services, operations or another fee.
3. The process used to assure substantial student input or involvement.

4. Any proposed restrictions, limitations, or conditions to be placed on the fee.
 5. The financial impact of the fee on students, including those with financial need.
 6. The estimated revenue to be collected and proposed expenditures for the new fee.
 7. The outcome measures that will be implemented to determine when the purpose of the fee will be accomplished.
- (b) The aggregate sum of any fees approved by the bBoard that a student is required to pay to register for a course shall not exceed 10 percent of tuition. All other fees shall be based on cost.
- (c) The fee can only be implemented in the fall term.
- (d) The revenue generated by this fee may not be transferred to an auxiliary enterprise or a direct-support organization and may not be used to pay or secure debt.
- (e) The university shall account for the revenue and detailed expenditures of this fee in the Annual Report.
- (f) The fee cannot be an extension of, or cover the same services, as an existing statutory fee.
- (g) The fee cannot be utilized to create additional bonding capacity in an existing fee.
- (h) The fee should support a new service or activity that is not currently supported or should be supported with education and general funds (state and tuition).
- (i) The fee shall not supplant revenue from other sources that are currently used or have been used to support a service or activity.
- (j) The fee should support a service or activity in which a majority of students is able to participate or from which derive a benefit.
- (k) Once the bBoard approves a fee under this section, a university fee committee shall be established similar to other existing fee committees.
- (l) The bBoard will act upon the budget committee recommendation at the next scheduled meeting.
- (m) Every five years the university board of trustees shall review the fee to determine if the fee has met its intended outcomes and whether the fee should be increased, decreased or discontinued. The university board of trustees shall submit its findings to the bBoard. Any subsequent decreases or continuation in these fees are delegated to the university board of trustees, with notification to the cChancellor.
- (n) If a university board of trustees' proposal is denied, within five calendar days the university board of trustees may request reconsideration by the bBoard's Tuition Appeals Committee, which shall consist of the cChair of the bBoard and the cChair of each bBoard committee. The Tuition Appeals Committee will meet within ten calendar

days after the Board of Governors denial to consider a university board of trustees request for reconsideration.

- (24) Pursuant to subparagraph (234), the university boards of trustees designated below are authorized to assess the following fees:
- (a) Green Fee – This fee may be assessed to establish or improve the use of renewable energy technologies or energy efficiencies that lower the university’s greenhouse emissions.
 - 1. University of South Florida: up to \$1.00 per credit hour
 - 2. New College of Florida: up to \$1.00 per credit hour
 - 3. University of West Florida: up to \$1.00 per credit hour
 - (b) Test Preparation Fee – at cost. This fee may be assessed to increase accessibility to test preparation courses in programs where students are expected to obtain specific preparation for a practice-based examination.
 - 1. Florida International University
 - 2. Florida A&M University – (bar test preparation)
 - (c) Student Life and Services Fee – This fee may be assessed to expand student participation in transformational learning opportunities that build new and enhances ongoing activities which connect students to the institution.
 - 1. University of North Florida: not to exceed 5 percent of tuition.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.003. Derived from 6C-2.74 and 6C-2.76, Amended and Renumbered 12-17-74, Amended 2-22-76, 6-22-76, 6-28-76, 11-1-76, 9-8-77, 2-14-79, 9-28-81, 12-7-82, 12-13-83, 10-2-84, Formerly 6C-7.03, Amended 1-8-86, 8-11-86, 12-25-86, 6-2-87, 10-17-89, 4-10-90, 1-7-91, 7-2-91, 9-15-91, 8-4-92, 11-9-92, 4-12-93, 5-30-93, 9-23-93, 8-1-94, 1-24-96, 4-16-96, 12-15-97, 8-28-00, 8-12-01, Amended and Renumbered as 7.003 9-25-08, Amended 12-10-09, 11-04-10, 9-15-11, 6-21-12, 11-08-12,_____.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
November 21, 2013

SUBJECT: Approval of Amended Board Regulation 7.008 Waiver of Tuition and Fees

PROPOSED BOARD ACTION

Approval of amendment to Board Regulation 7.008 Waiver of Tuition and Fees.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being amended to clarify the number of credit hours that may be waived for students classified as homeless.

The Board approved this amended regulation for notice at the September 12 meeting. No public comments were received.

Supporting Documentation Included: Amended Board Regulation 7.008

7.008 Waiver of Tuition and Fees

(1) Each university board of trustees is authorized to waive tuition, non-resident tuition and associated fees for purposes that support and enhance the mission of the university. All tuition, non-resident tuition and associated fees waived must be based on regulations that are adopted by the university board of trustees and where applicable, consistent with regulations adopted by the Board of Governors.

(2) Sponsored Credit Institutes and Programs – Each university board of trustees is authorized to waive tuition, associated fees and material and supply fees for participants in sponsored credit institutes and programs.

- (a) Sponsored credit institutes and programs are entities where substantially all the direct costs are paid by the external sponsoring entity, where there is no direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring entity, the university, or any other entity.
- (b) In determining whether the direct costs are paid by the sponsoring entity, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. "Direct costs" refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring entities for sponsored credit institutes will be remitted to the university's contract and grants trust fund and/or auxiliary trust funds.
- (c) Funds collected from courses offered through continuing education should be budgeted in the Auxiliary Trust Fund.
- (d) Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

(3) Deceased Law Enforcement, Correctional, or Correctional Probation Officers Employed by the State or Political Subdivision thereof – Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased officer incurs while obtaining an undergraduate education or a postgraduate education if a law enforcement, correctional, or correctional probation officer is accidentally killed or receives accidental bodily injury which results in the loss of the officer's life while engaged in the performance of the officer's law enforcement duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the officer was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits

provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.

- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

(4) Deceased Firefighters Employed by the State or a Political Subdivision thereof - Each university board of trustees shall waive certain educational expenses that the child or spouse of the deceased firefighter incurs while obtaining an undergraduate education or a postgraduate education if a firefighter is accidentally killed or receives accidental bodily injury which results in the loss of the firefighter's life while engaged in the performance of the firefighter's duties on or after June 22, 1990, or is unlawfully and intentionally killed or dies as a result of such unlawful and intentional act on or after July 1, 1980, while the firefighter was employed by a political subdivision of the state.

- (a) The amount waived by the university shall be an amount equal to the cost of tuition and associated fees for a total of 120 credit hours. The child or spouse may attend on either a full-time or part-time basis. The benefits provided to a child under this section shall continue until the child's 25th birthday. The benefits provided to a spouse under this subsection must commence within 5 years after the death occurs, and entitlement thereto shall continue until the 10th anniversary of that death.
- (b) Upon failure of any child or spouse benefited by the provisions of this subsection to comply with the ordinary and minimum requirements of the institution attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child or spouse and no further moneys may be expended for the child's or spouse's benefits so long as such failure or delinquency continues.
- (c) Only a student in good standing in his or her respective university may receive the benefits.
- (d) A child or spouse receiving benefits under this subsection must be enrolled according to the customary rules and requirements of the university attended.

- (5) Acceleration – Each university board of trustees shall waive tuition and associated fees for students who earn credit in courses toward both a Florida high school diploma and an associate or baccalaureate degree, or students enrolled in a dual enrollment or early admission program.
- (6) Florida Department of Children and Family Service Adoptions - Each university board of trustees shall waive tuition and associated fees for any student who is or was at the time he or she reached the age of 18 in the custody of the Department of Children and Family Services or a relative under s. 39.5085; who was adopted from the Department of Children and Family Services after May 5, 1997; or was placed in a guardianship by a court after spending at least 6 months in the custody of the Department after reaching 16 years of age. Additionally, material and supply fees and fees associated with enrollment in career-preparatory instruction shall be waived. Any student requesting such a waiver must provide certification of eligibility from the Department of Children and Family Services to the university in which the student seeks to enroll. This waiver shall remain valid up until the time the student reaches the age of 28, and shall be limited to undergraduate degree programs, and shall not exceed 120 credit hours.
- (7) School Psychology Training Program – Each university board of trustees shall waive tuition and associated fees for internship credit hours applicable to an internship in the public school system under the supervision of the Florida Department of Education certified school psychologist employed by the school system for any graduate student.
- (8) Florida Linkage Institutes – Each university board of trustees shall exempt from non-resident tuition and non-resident financial aid fee up to 25 full-time equivalent students per year enrolled through the Florida Linkage Institutes Program.
- (9) Deceased Teacher or School Administrator Employed by a Florida District School Board – Each university board of trustees shall waive certain educational expenses that the child of the deceased teacher or school administrator incurs while obtaining an undergraduate education or a postgraduate education if the teacher or school administrator is killed or is injured and dies as a result of an unlawful and intentional act, provided such killing or injury inflicted by another person and the motivation for the act is related in whole or part to the fact that the individual is a teacher or school administrator, or such act is inflicted while he or she is engaged in the performance of teaching duties or school administration duties while employed by a Florida district school board. The amount waived by the university shall be an amount equal to the cost of tuition

and associated fees for a total of 120 credit hours at a university. The child may attend on either a full-time or part-time basis. The benefits provided under this paragraph shall continue until the child's 25th birthday.

- (a) Upon failure of any child benefited by the provisions of this paragraph to comply with the ordinary and minimum requirements of the university attended, both as to discipline and scholarship, the benefits shall be withdrawn as to the child and no further moneys may be expended for the child's benefits so long as such failure or delinquency continues.
- (b) A student who becomes eligible for benefits under the provisions of this paragraph while enrolled in an university must be in good standing with the institution to receive the benefits provided herein.
- (c) A child receiving benefits under this paragraph must be enrolled according to the customary rules and requirements of the university attended.

(10) Homeless – Each university board of trustees shall waive tuition and associated fees for up to a total of 120 credit hours for an undergraduate degree program or for any undergraduate degree program that exceeds 120 hours approved pursuant to Regulation 8.014 for any student who lacks a fixed, regular, and adequate nighttime residence, excluding university housing, or whose primary nighttime residence is a public or private shelter designed to provide temporary residence for individuals intended to be institutionalized, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

(11) Purple Heart Recipients – Each university board of trustees shall waive undergraduate tuition and associated fees for each recipient of a Purple Heart, or another combat decoration superior in precedence which was awarded for valor, and who:

- (a) Is enrolled as a full-time, part-time, or summer-school student in an undergraduate program that terminates in a degree or certificate;
- (b) Is currently, and was at the time of the military action that resulted in the awarding of the Purple Heart or other combat decoration superior in precedence, a resident of this state; and
- (c) Submits to the state university the DD-214 form issued at the time of separation from service as documentation that the student has received a Purple Heart or another combat decoration superior in precedence. In situations where admissions or financial aid application deadlines preclude providing a DD-214 in time to meet such a deadline, the official (service specific) transmitting correspondence that would normally accompany such an award to a previously discharged service member would suffice until an updated DD-214 could be obtained and

presented to the postsecondary institution. However, the updated DD-214 must be submitted to the postsecondary institution by the start of the student's next term of enrollment for continued eligibility for the waiver. In situations where a service member is on active duty and has not been issued a DD-214, the official (service specific) transmitting correspondence that would normally accompany such an award or a certification of the appropriate combat award by the service specific administrative record holder [e.g., Adjutant, G-1 (general staff officer - personnel), or JAG (Judge Advocate General)] would meet the documentation requirement.

- (d) A waiver for a Purple Heart recipient or recipient of another combat decoration superior in precedence shall be applicable for 110 percent of the number of required credit hours of the degree or certificate program for which the student is enrolled. This waiver is considered "countable aid" for student financial aid purposes. Therefore, if this waiver is administered by an office other than the college financial aid office, college officials must notify the Director of Financial Aid that a student has qualified for the waiver. The waiver covers only tuition and fees associated with credit hour instruction provided directly by the university and does not include any additional fees that may be charged for specialized programs or by external organizations. This includes, but is not limited to, flight school, study abroad travel and living expenses, and courses taken elsewhere as a transient student.

(12) State Employees - Each university board of trustees shall waive tuition and associated fees for up to 6 credit hours per term on a space available basis for state employees.

(13) University Employees - Each university board of trustees may allow full-time university employees to enroll up to 6 credit hours of tuition-free courses per term on a space available basis.

(14) Florida residents 60 years of age or older - Each university board of trustees may waive any or all application, tuition, and associated fees for persons 60 years of age or older who are residents of this state and who enroll to audit courses being offered for college credit. No academic credit shall be awarded for attendance in classes for which fees are waived under this subsection. This privilege may be granted only on a space-available basis, if such classes are not filled as of the close of registration. A university may limit or deny the privilege for courses which are in programs for which the Board of Governors has established selective admissions criteria. Persons paying full fees and state employees taking courses on a space-available basis shall have priority over

those persons whose fees are waived in all cases where classroom spaces are limited.

(15) Intern Supervisors – Persons who supervise interns for institutions within the State University System may be given one non-transferable certificate (fee waiver) for each full academic term during which the person serves as an intern supervisor. This certificate shall provide for waiver of the basic fee (as defined in Regulation 7.001).

- (a) Certificate holders are entitled to a waiver of tuition for a maximum of six (6) hours credit instruction (including credit through continuing education) during a single term at any state university.
- (b) Certificates shall be valid for three years from date of issuance.
- (c) Eligible recipients of an Intern Participation Certificate may be identified by a university as a person who engages in the direct supervision of at least one university intern for 300 contact hours, which may be accumulated over multiple semesters provided at least 100 contact hours of direct supervision is provided per semester.
- (d) To be eligible for a Certificate, the internship program must be an essential part of the course of instruction and must be required as part of the degree.
- (e) Each university shall develop procedures and policies to govern the issuance, distribution, security, and redemption of certificates.
- (f) Each university shall maintain accurate data on Intern Participation Certificates and annually submit a report of certificate activity to the Board of Governors according to a prescribed format.

(16) Non-resident students – Non-resident students who are non-degree seeking may be entitled to a waiver of the out-of-state fee if the credit hours generated by such students are non-state fundable and the cost for the program of study is recovered from the fees charged to all students.

(17) Admissions Deposit – A university that establishes an admissions deposit must adopt policies that provide for the waiver of this deposit on the basis of financial hardship.

(18) Wrongfully Incarcerated – A university shall waive tuition and associated fees for up to 120 hours of instruction if the wrongfully incarcerated person meets and maintains the regular admission requirement of the university; remains registered and makes satisfactory academic progress as defined by the university in which the person is enrolled. A wrongfully incarcerated person is someone who has had a felony conviction and sentence vacated by a court and the original sentencing court has issued its order finding that the person neither

committed the act, nor did not aid, abet or act as an accomplice or accessory to the act or offense.

(19) A university may waive the tuition differential for students who meet the eligibility requirements for the Florida public assistance grant.

(20) Public School Classroom Teacher – Each university board of trustees may waive tuition and fees for a classroom teacher who is employed full-time by a school district and who meets the academic requirements established by the university for up to six credit hours per term on a space-available basis in undergraduate courses related to special education, mathematics or science approved by the Department of Education. The waiver may not be used for courses scheduled during the school district's regular school day.

(21) Each university shall report the purpose, number, and value of all fee waivers granted annually in a format prescribed by the Board of Governors.

Authority: Section 7(d), Art. IX, Fla. Const.; History–Formerly BOR Rule 6C-7.008 and 6C-2.53, Amended 7-19-74, Amended and Renumbered 12-17-74, Amended 1-10-78, 9-28-81, 8-11-85, Formerly 6C-7.08, Amended 12-25-86, 9-7-87, 12-9-91, 11-9-92, 9-23-93, 8-1-94, 10-10-95, 4-16-96, 12-15-97, Amended and Renumbered as 7.008 9-25-08, Amended 12-10-09, 9-17-10, 11-08-12,_____.

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

November 21, 2013

SUBJECT: Approval of Amended Board Regulation 9.007 State University Operating Budgets

PROPOSED BOARD ACTION

Approval of amendment to Board Regulation 9.007 State University Operating Budgets.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being amended to include the following changes:

- Adds clarifying language that university carry forward funds shall be included in annual expenditure data.
- Adds clarifying language that Education & General funds are to be used for operating activities, unless specifically authorized by law.
- Adds language requiring universities to comply with all applicable federal, state, and local laws when implementing grants, contracts and sponsored research programs.
- Adds language regarding the inclusion of technology fee revenues/expenditures and Board approved fees in the annual operating budget submissions.
- Adds clarifying language that Education & General interest earnings should be used for Education & General operating purposes, unless specifically authorized by law.

The Board approved this amended regulation for notice at the September 12 meeting. No public comments were received.

Supporting Documentation Included: Amended Board Regulation 9.007

9.007 State University Operating Budgets

(1) Each university president shall prepare an operating budget for approval by the uUniversity bBoard of tTrustees, in accordance with instructions, guidelines, and standard formats provided by the Board of Governors.

(2) Each uUniversity bBoard of tTrustees shall adopt an operating budget for the general operation of the university as prescribed by the regulations of the Board of Governors. The uUniversity bBoard of tTrustees-ratified operating budget is presented to the Board of Governors for approval. Each university president shall implement the operating budget of the university as prescribed by regulations of the Board of Governors, policies of the uUniversity bBoard of tTrustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Workpapers publication.

(3) The operating budgets of each state university shall represent the following budget entities:

- (a) Education and General (E&G)– reports actual and estimated year operating revenues and expenditures (~~actual year expenditures should include year-end encumbrances~~) for all E&G funds, including: General Revenue, Student and Other Fees, Educational Enhancement Trust Fund (Lottery), Phosphate Research Trust Fund, – and including the following previously-appropriated trust funds: Experiment Station Federal Grant, Experiment Station Incidental, Extension Service Federal Grant, Extension Service Incidental, UF-HSC Incidental, and UF-Health Science Center Operations and Maintenance. In addition, expenditures from university carryforward funds (unexpended E&G balances from all prior-period appropriations) shall be included in the actual history year reporting. University carryforward funds shall not be included in any estimated-year (budgeted) amounts.

1. Unless otherwise expressed by law, E&G funds are to be used for E&G operating activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the universities.

1.2. Universities shall accumulate ending fund balances for activities such as, but not limited to, a contingency for unfunded enrollment growth, potential budget reductions, anticipated increases in

university operations, and prior year encumbrances. At any time the unencumbered available balance in the E&G fund of the ~~u~~University ~~b~~Board of ~~t~~Trustees approved operating budget falls below five (5) percent of the approved total, the president shall provide a written notification and explanation to the Board of Governors.

3. Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.

4. The following units are required to report under this budget entity:

State Universities
 UF - Institute of Food and Agricultural Science
 UF Health Science Center
 USF Medical Center
 FSU Medical School
 UCF Medical School
 FIU Medical School
FAU Medical School

(b) Contracts and Grants – reports actual and estimated year revenues, expenditures, and positions for university functions which are supported by foundations, various state and federal agencies, local units of governments, businesses, and industries. Universities shall comply with all applicable federal, state, local, and university regulations and guidelines as they relate to grants, contracts, and sponsored research programs.

(c) Auxiliary Enterprises – reports actual and estimated year revenues, expenditures, and positions for self-supporting functions such as, but not limited to, parking services, housing, bookstore operations, and food services.

(d) Local Funds – reports actual and estimated year revenues, expenditures, and positions for the following specific areas:

1. Student Activities – revenues generated primarily from the activity and service fee each university is authorized to charge its students as a component of the mandatory fee schedule.

Activities commonly supported by these revenues include student government, cultural events, student organizations, and intramural/club events.

2. Intercollegiate Athletics – revenues generated from the student athletic fee that each university is authorized to collect as a component of the mandatory fee schedule, and from other sources including ticket sales, radio/TV, bowl games, and tournament revenues.
 3. Concession Fund – revenues generated from various vending activities located around the campuses. The ~~u~~University's budget must reflect the various departments/activities on each campus which benefit from receipt of these funds.
 4. Student Financial Aid – revenues received by the university for loans, grants, scholarships, and other student financial aid. Expenditures of these funds must be reported by activities such as externally-funded loans, student scholarships, need-based financial aid, academic-based financial aid, and athletic grants/scholarships.
 5. Technology Fee – revenues generated from the technology fee that a university is authorized to charge its students as a component of the mandatory fee schedule. Proceeds from this fee shall be used to enhance instructional technology resources for students and faculty.
 6. Board-Approved Fees – student fees presented to the Board of Governors for approval by a university board of trustees that is intended to address a student need not currently being met through existing university services, operations, or another fee.
 - ~~5.7.~~ Self-Insurance Programs – revenues received by the university from entities and individuals protected by the self-insurance programs. This budget must reflect expenditures related to the administration of the self insurance programs and the judgments or claims arising out of activities for which the self-insurance program was created.
- (e) Faculty Practice Plan – related to the activities for the state universities' medical schools and health centers. This budget must be designed to

report the monetary level of clinical activity regarding the training of students, post-graduate health professionals, and medical faculty.

(4) The operating budgets of each university shall represent the following:

- (a) The university's plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including tuition. The provisions of the General Appropriations Act and the SUS Allocation Summary and Workpapers publication will be taken into consideration in the development and preparation of the E&G data.
- (b) Actual prior-year revenues, expenditures (~~including prior year encumbrances~~) (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University carryforward funds shall not be included in any estimated-year (budgeted) amounts.
- (c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors' guidelines and priorities.

(5) Interest earnings resulting from the investment of current-year E&G appropriations are considered to be of the same nature as the original appropriations, and are subject to the same expenditure regulations as the original appropriations. E&G interest earnings are not to be utilized for non-E&G related activities or for fixed capital outlay activities except where expressly allowed by law. Interest earnings resulting from invested carryforward funds are considered to be additions to the university's carryforward balance.

Anticipated interest earnings for the estimated year from invested E&G funds should not be included when building the detailed operating budget schedules. Estimated-year E&G interest earnings and planned expenditures of these funds should only be reported on the manually-prepared E&G Schedule I and Summary Schedule I reports.

(6) Any unexpended E&G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of E&G operating activities only except where expressly allowed by law.

Authority: Section 7(d), Art. IX, Fla. Const., History-New 12-6-07, _____

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

November 21, 2013

SUBJECT: Approval of New Board Regulation 9.014 Collegiate License Plates
Revenues

PROPOSED BOARD ACTION

Approval of new Board Regulation 9.014 Collegiate License Plates Revenues.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation Development Procedure

BACKGROUND INFORMATION

This regulation is being created to provide guidance to the universities on the use of collegiate license plate revenues, expenditure plans and instructions for notifying the Board of any deviations from the approved expenditure plans.

The Board approved this new regulation for notice at the September 12 meeting. No public comments were received.

Supporting Documentation Included: New Board Regulation 9.014

9.014 Collegiate License Plates Revenues

(1) Pursuant to Section 320.08058(3)(b), Florida Statutes, each university board of trustees must submit an expenditure plan to the Board of Governors for approval of all funds generated from the sale of collegiate license plates. The revenues generated may be used only for academic enhancement, including scholarships and private fund raising activities.

(2) The expenditure plan shall indicate the percentage of revenues allocated for academic enhancement, including scholarships and private fund raising activities. The expenditure plans previously approved are as follows:

	<u>Scholarships</u>	<u>Fundraising</u>	<u>Academic Enhancement</u>
<u>FAMU</u>	<u>85%</u>	<u>15%</u>	
<u>FAU</u>	<u>75%</u>	<u>25%</u>	
<u>FGCU</u>	<u>100%</u>		
<u>FIU</u>	<u>50%</u>	<u>50%</u>	
<u>FSU</u>	<u>90%</u>	<u>10%</u>	
<u>NCF</u>	<u>50%</u>	<u>10%</u>	<u>40%</u>
<u>UCF</u>	<u>20%</u>	<u>30%</u>	<u>50%</u>
<u>UF</u>	<u>60%</u>	<u>40%</u>	
<u>USF</u>	<u>20%</u>	<u>66%</u>	<u>14%</u>
<u>UNF</u>	<u>70%</u>	<u>30%</u>	
<u>UWF</u>	<u>40%</u>	<u>60%</u>	

(3) The Board of Governors Office must be notified of any deviations from the approved expenditure plan in subparagraph (2) and any deviations of more than 10 percent from the approved expenditure plan must be submitted to the Board of Governors for review and approval.

Authority: Section 7(d), Art. IX, Fla. Const.; Section 320.08058(3)(b), Florida Statute, New

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

November 21, 2013

SUBJECT: Performance Funding – Board of Trustees Choice Metrics

PROPOSED BOARD ACTION

Consider for approval each university Board of Trustee choice metric.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the September 12, 2013 meeting the Board of Governors chose a metric for each institution and directed each university board of trustees to choose one metric to be presented at the November meeting.

University boards of trustees have each identified one metric and are recommending benchmarks for Excellence or Improvement. Staff will continue to work with the universities on the benchmarks and report back to the Board at the January meeting on final recommendations.

Supporting Documentation Included: Information provided in the Budget and Finance Committee material

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

November 21, 2013

SUBJECT: 2014 Market Tuition Proposals

PROPOSED BOARD ACTION

Consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 45 market tuition programs. The regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. An update on those programs currently authorized is included in the committee packet.

Seven universities have submitted a total of 21 market tuition programs for consideration.

1. University of Florida
 - a. Doctorate of Business Administration
 - b. Master of Music in Music Education
 - c. Master of Fisheries & Aquatic Sciences
 - d. Master of Electrical Engineering
 - e. Master of Civil Engineering
2. University of South Florida
 - a. Graduate Certificate in Applied Behavior Analysis

3. Florida Atlantic University
 - a. Executive Master of Health Administration
 - b. Master of Science in Finance
 - c. Master of Business Administration
4. Florida International University
 - a. Master of Science in Human Resource Management
 - b. Master of Science in International Real Estate
 - c. Master of Science in Public Administration
 - d. Professional Master of Science Counseling Psychology
5. University of West Florida
 - a. Master in Educational Leadership
 - b. Masters in Curriculum & Instruction
 - c. Doctorate in Curriculum & Instruction
 - d. Master in Accountancy
6. University of North Florida
 - a. Master of Education in Special Education
 - b. Master of Science in Nutrition
 - c. Doctor of Nursing Practice
7. Florida Gulf Coast University
 - a. Transitional Doctor of Physical Therapy

Supporting Documentation Included: Information provided in the Budget and Finance Committee material



AGENDA

Board of Governors Foundation, Inc.

Graham Center Ballroom

Florida International University

Miami, Florida

November 21, 2013

11:45 a.m.

or Upon Adjournment of the Board of Governors Meeting

- | | |
|----------------------------------------------------------------------------------------|-------------------|
| 1. Call to Order | Chair Dean Colson |
| 2. Approval of Foundation Meeting Minutes
Minutes: November 8, 2012 | Chair Colson |
| 3. Election of 2014 Officers | Chair Colson |
| 4. Consideration of 2014 Operating Budget | Chair Colson |
| 5. Concluding Remarks and Adjournment | Chair Colson |

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
November 21, 2013**

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

PROPOSED FOUNDATION ACTION

Approval of Minutes of Meeting held on November 8, 2012

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

Foundation 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: Dean Colson

MINUTES
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
NEW COLLEGE OF FLORIDA
SARASOTA, FLORIDA
NOVEMBER 8, 2012

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

Mr. Dean Colson, Chair, convened the meeting of the Foundation at 11:46 a.m. Members present were Dean Colson, Mori Hosseini, Dick Beard, Matt Carter, Manoj Chopra, Patricia Frost, Tom Kuntz, Tico Perez, Gus Stavros, Pam Stewart, John Temple, Norman Tripp, Elizabeth Webster, and Cortez Whatley

1. Call to Order

Mr. Colson welcomed members to the annual Board Foundation meeting.

Mr. Colson reminded the members, that the Foundation supports three primary functions:

- a. Manages the Helios and Johnson Scholarship programs. During 2012 the Foundation will have distributed over \$650,000 in scholarships to support about 500 students.
- b. Supports the Chancellor, pursuant to his contract, through supplemental payments.
- c. Supports some of the Board meeting activities and other system meetings.

Mr. Colson expressed appreciation for the support the foundation receives from all of its donors and we wouldn't be able to function without their support.

Mr. Colson directed members to page 451 of the Foundation information. This is the budget that was adopted last year, and you can see the expenditures through September 30 and the projected expenditures through the end of the year. At this point in time, it looks like our total expenditures will be slightly above the adopted budget due to additional scholarships provided to students.

Mr. Colson also asked members to look at page 453 of the packet which shows the 2011 financial statement prepared by our auditor. There were no findings identified by our auditor.

2. Election of 2013 Officers

Mr. Colson moved to the first order of business, the election of officers. The chair and vice chair of the foundation has historically been the chair and vice-chair of this board. Monoka has served as secretary and Tim as treasurer.

Mr. Kuntz moved that the following serve as officers for 2013: Dean Colson as chair, Mori Hosseini as vice chair, Monoka Venters as corporate secretary and Tim Jones as treasurer. Dr. Carter seconded the motion and members of the Foundation concurred

3. Consideration of 2013 Operating Budget

Mr. Colson indicated that the final action was the adoption of the 2013 operating budget. This can be found on page 452 of your agenda material. The proposed budget will be similar to past budgets.

Mr. Kuntz moved the adoption of the 2013 budget as presented. Dr. Carter seconded the motion and members of the Foundation concurred

4. Concluding Remarks and Adjournment

Chair Colson

Having finished all business, the meeting adjourned at 11:46 a.m.

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 21, 2013

SUBJECT: Election of 2014 Foundation Officers

PROPOSED FOUNDATION ACTION

Election of 2014 Officers: Chairperson; Vice Chairperson; Secretary; Treasurer

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The foundation operates on a calendar year basis and elects officers each year to serve for a one year term. This election takes place at the last meeting of the calendar year for the officers that will serve for the next calendar year.

The foundation by-laws outline the following qualifications for membership:

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

In the past the Chair, Vice Chair and the Corporate Secretary for the Florida Board of Governors have been elected to the Chairperson, Vice Chairperson and Secretary, respectively, of the foundation. Additionally, the Treasurer has been elected by a majority of the foundation's board members.

2013 Officers were:

Chairperson – Dean Colson
Secretary – Monoka Venters

Vice Chairperson – Mori Hosseini
Treasurer – Tim Jones

Supporting Documentation Included: 1. Foundation Articles of Incorporation
2. Foundation By-laws

Facilitators/Presenters: Dean Colson

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
(formerly known as FLORIDA BOARD OF REGENTS FOUNDATION, INC.)
A FLORIDA CORPORATION NOT FOR PROFIT**

These Amended and Restated Articles of Incorporation, which did not require member approval pursuant to Article IX of the Corporation's original Articles of Incorporation and Florida law, were approved by a majority of the Board of Directors on April 30, 2003.

ARTICLE I

NAME AND ADDRESS

The name of this Corporation shall be: **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.** The principal office of the Corporation is located at 325 West Gaines Street, Tallahassee, Florida 32399, and the mailing address is 325 West Gaines Street, Tallahassee, Florida 32399.

ARTICLE II

CORPORATE EXISTENCE

The Corporation shall have perpetual existence.

ARTICLE III

CORPORATE PURPOSES

The Corporation shall be a nonprofit, nonsectarian organization formed and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, which purposes shall be to encourage, solicit, receive and administer gifts

and bequests of property and funds for scientific, educational and charitable purposes, all for the advancement of the State University System of Florida and its objectives; and to that end to take and hold, for any of said purposes, funds and property of all kinds, subject only to any limitations or conditions imposed by law or in the instrument under which received; to buy, sell, lease, convey and dispose of any such property and to invest and reinvest any proceeds and other funds, and to deal with and expend the principal and income for any of said purposes; and, in general, to exercise any, and all powers which a corporation not for profit organized under the laws of Florida for the foregoing purposes can be authorized to exercise. The Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and to which deductible contributions may be made under Sections 170, 2055, or 2522 of the Internal Revenue Code, as applicable. No part of the assets or the net earnings of the Corporation shall inure to the benefit of any officer, director, member, or any other person. No substantial part of the activities of the Corporation shall be dedicated to attempting to influence legislation by propaganda or otherwise. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office.

During any period that the Corporation may be found to be a private foundation, as defined by Section 509(a) of the Internal Revenue Code, the Corporation shall: (1) distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942(a); (2) not engage or be involved in any act of self-dealing, as defined in Section 4941(d), so as to give rise to any liability for the tax imposed by Section 4941(a); (3) not retain any excess business holdings as defined in Section 4943(c), so as to give rise to any liability for the tax imposed by Section 4943(a); (4) not make any investments which

would jeopardize the carrying out of any of its exempt purposes, within the meaning of Section 4944, so as to give rise to any liability for the tax imposed by Section 4944(a); and (5) not make any taxable expenditures, as defined in Section 4945(d), so as to give rise to any liability imposed by Section 4945(a). Unless otherwise indicated, as used in this Article III and hereinafter, all section references are to the Internal Revenue Code of 1986, as amended, including any corresponding provisions of any subsequently enacted federal tax laws.

ARTICLE IV

CORPORATE POWERS

The Corporation shall have and exercise all powers accorded corporations not for profit under the laws of the State of Florida which are not in conflict with the Corporation's exempt purposes as provided in Article III above.

ARTICLE V

CAPITAL STOCK

The Corporation shall not have capital stock.

ARTICLE VI

MEMBERS

The Corporation shall have no voting members. The Board of Directors may authorize the establishment of nonvoting membership from time to time. The designation of one or more classes of membership, the qualifications and rights of the members of each class, and the manner of their admission to membership shall be regulated by the Bylaws of the Corporation.

ARTICLE VII

BOARD OF DIRECTORS

The powers of the Corporation shall be exercised by or under the authority of, and the affairs of the Corporation shall be managed under the direction of, a Board of Directors, the number of which may be either increased or decreased from time to time as regulated by the Bylaws but shall consist of not fewer than nine. The manner and method of election of the Board of Directors shall be as stated in the Bylaws of the Corporation. Where not inconsistent with Chapter 617, Florida Statutes, and the express provisions of these Articles of Incorporation, the Board of Directors shall have all the rights, powers, and privileges prescribed by law of directors of corporations for profit.

The Board of Directors of the Corporation shall consist of the seventeen (17) members of the Florida Board of Governors, as set forth below, who shall hold office for such terms as provided in the Bylaws of the Corporation and until their successors have been elected and qualified or until their earlier resignation, removal from office, inability to act, or death:

<u>Director</u>	<u>Address</u>
Pamela “Pam” Bilbrey	325 West Gaines Street Tallahassee, FL 32399
Dr. Castell V. Bryant	325 West Gaines Street Tallahassee, FL 32399
John Dasburg	325 West Gaines Street Tallahassee, Florida 32399
Miguel De Grandy	325 West Gaines Street Tallahassee, Florida 32399
Rolland Heiser	325 West Gaines Street Tallahassee, Florida 32399
Gerri Moll	325 West Gaines Street Tallahassee, Florida 32399

Joan Wellhouse Newton	325 West Gaines Street Tallahassee, Florida 32399
Ava L. Parker	325 West Gaines Street Tallahassee, Florida 32399
Thomas F. Petway, III Chairman	325 West Gaines Street Tallahassee, Florida 32399
Carolyn K. Roberts Vice Chairman	325 West Gaines Street Tallahassee, Florida 32399
Chris Sullivan	325 West Gaines Street Tallahassee, Florida 32399
John W. Temple	325 West Gaines Street Tallahassee, Florida 32399
Steven Uhlfelder	325 West Gaines Street Tallahassee, Florida 32399
Zachariah P. Zachariah	325 West Gaines Street Tallahassee, Florida 32399
Jim Horne	325 West Gaines Street Tallahassee, Florida 32399
Dr. Richard W. Briggs	325 West Gaines Street Tallahassee, Florida 32399
Pablo E. Paez	325 West Gaines Street Tallahassee, Florida 32399

ARTICLE VIII

AMENDMENTS

These Articles of Incorporation may be amended by the affirmative vote of at least three-fifths of the members of the Board of Directors present at any regular or special meeting provided proper notice of the changes to be made has been given and a quorum is present, or without a meeting if a consent in writing, signed by the number of Directors whose votes would be necessary to authorize such amendment at a meeting, is filed in the minutes of the Corporation. Within ten days after obtaining such authorization by written consent, notice summarizing the action shall be given to those Directors who have not consented in writing.

ARTICLE IX

DISSOLUTION

Upon dissolution, all of the Corporation's assets remaining after payment of all costs and expenses of such dissolution shall be distributed to the Florida Board of Governors or its successor in interest, to be used exclusively for the purposes set forth in Article III above. None of the assets shall be distributed to any officer, director, or member of the Corporation, or any other person or organization not described in the preceding sentence.

ARTICLE X

REGISTERED OFFICE AND REGISTERED AGENT

The street address of the Registered Office of the Corporation is 325 West Gaines Street, Tallahassee, Florida 32399, and the name of the Registered Agent at such address is **THOMAS F. PETWAY, III.**

IN WITNESS WHEREOF, I have executed these Articles of Incorporation of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, on this 30th day of April, 2003.

THOMAS F. PETWAY, III
Chairman

STATE OF FLORIDA
COUNTY OF LEON

The foregoing instrument was acknowledged before me this ____ day of _____, 2003, by **THOMAS F. PETWAY, III**, as Chairman of **FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**, a Florida corporation not-for-profit, () who is personally known to me, or () who has produced _____ [type of identification] as identification.

Signature of Notary Public
Notary Stamp/Seal:



Florida Board of Governors Foundation, Inc. By-Laws

Location of Offices

The principal office of the Board of Governors Foundation, Inc. shall be maintained in Tallahassee, Florida.

Annual Meeting

The annual meeting of the active members of this Corporation shall be held on the call of the Chairperson.

This meeting shall be presided over by the Chairperson of the Directors, and in case of the absence of the Chairperson by the Vice-chair of the Board of Directors.

The principal item of business at this meeting shall be the election of the officers of the Corporation and the adoption of the annual budget.

Following the election of officers and the adoption of the budget, other business as may come before the body may be transacted.

At the meeting, a majority of the active members shall constitute a quorum and a majority of those present may transact any business before the body.

Qualifications for Membership

The members of the Florida Board of Governors shall be members of the Foundation Board. In addition, other persons shall be eligible for active membership in this corporation who have been duly elected by a majority of all the members of the Corporation at any annual or special meeting of the members.

Board of Directors

The duties of the Board of Directors shall be as follows:

1. To discharge faithfully all the duties imposed upon it by the Charter of this Corporation and to see that all other provision of said charter are properly executed.
2. To meet upon the call of (1) the Chairperson of the Board, or (2) any three members of the Board.
3. To select a bank or banks or other depositories for the deposit of the funds and securities in the banks or other depositories designated, and to cause said bank or banks or other depositories to pay out said funds and deliver said securities only upon checks, vouchers, or other orders signed either by the Chairperson, the Treasurer, Vice-Chair or the Secretary of this Corporation.



4. If specifically approved by the Board, require the Treasurer and such other persons as receive, collect, or otherwise handle funds of this Corporation a good and sufficient bond for the faithful performance of their duties in connection therewith.
5. To cause an audit of the books of the Treasurer to be made as soon as practicable after the close of the fiscal year of the Corporation and to have it reported to the Chairperson of this Corporation at once and to the Board of Directors at their next meeting thereafter; provided that in case of vacancy in the office of the Treasurer, such audit shall be made and reported immediately.
6. To appoint and employ such individuals as may be necessary to carry on the activities of this Foundation.

Duties of Officers

Chairperson – The duties of the Chairperson shall be as follows:

1. To preside at all meetings of the Board of Directors.
2. To join with the Secretary in signing the name of this Corporation to all papers, documents and writings requiring the signature of this Corporation, except as herein otherwise provided.
3. To see that the orders of the Board of Directors are carried out promptly or to advise said Board if its orders are not carried out.
4. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Vice-Chairperson – The duties of the Vice-Chair shall be as follows:

1. To perform the duties of the Chair during the absence or incapacity of that officer.
2. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.

Secretary – The duties of the Secretary shall be as follows:

1. To attend meetings of the Corporation and all meeting of the Board of Directors.
2. To keep accurate minutes of the proceedings of all afore-said meetings and preserve same in a book of such nature as to serve as a permanent record.
3. To keep on record a copy of the Charter of this Corporation and a copy of the By-Laws.
4. To join with the Chair in signing the name of this Corporation to all papers, documents and writing requiring the signature of this Corporation, except as herein otherwise provided.
5. To keep the seal of this Corporation and affix same to such official documents, records and papers as may be required.
6. To carry on such of the general correspondence of this Corporation as may be assigned by the Chairman of the Board of Directors.
7. To keep an accurate list of all active, associate, sustaining and honorary members of this Corporation.
8. To hold office until a successor is appointed and enters upon the discharge of the duties of the office.
9. To present written reports as necessary.



Treasurer – The duties of the Treasurer shall be as follows:

1. To receive and have the care and custody of all the funds and securities of this Corporation and to deposit same in the name of this Corporation and to deposit same in the name of this Corporation in such bank, or banks, or other depositories as may be selected by the Board of Directors.
2. To sign all checks, vouchers, or other orders drawn upon the bank or banks or other depositories in which the funds and securities of this Corporation are deposited, except that other officers as specified elsewhere in these by-laws may sign such checks, vouchers or other orders in the stead of the Treasurer.
3. If specifically required by the Board, give such bond for the faithful performance of the duties of the office may require.
4. To account to the successor in office for all funds and securities which were listed on the books at the time of the last audit and all funds and securities which have come to the Treasurer since the last audit of the books of the office and deliver over to the successor such funds and securities which remain on hand upon the appointment and qualification of said successor.

Compensation of Officials

The directors and officers of this Corporation shall not receive any compensation from this Corporation for their services as director or officer; provided, however, that they may, upon order by the Board of Directors, be reimbursed from the funds of the Corporation for any traveling expenses or other expenditures incurred by them in the proper performance of their duties.

Filling Vacancies

Whenever a vacancy occurs in any office or on the Board of Directors of this Corporation, it shall be filled by appointment made by the Chairperson of the Board of Directors immediately upon notice of such vacancy.

The newly appointed member or officer shall act during the remainder of the unexpired term of the predecessor.

Seal

The seal of this Corporation shall be in the form of a circle and shall bear, among other things, the name of the Corporation and the date of its incorporation.

Amending By-Laws

These By-Laws may be amended only at a regular or special meeting for this purpose, written notice shall be given to each active member of this Corporation at least five days before the date set for the meeting, and such notice shall indicate the provision sought to be amended and the nature of the amendment proposed to be adopted.

**STATE UNIVERSITY SYSTEM OF FLORIDA
FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.**

November 21, 2013

SUBJECT: 2014 Operating Budget

PROPOSED FOUNDATION ACTION

Approve the 2014 operating budget for the Board Foundation.

AUTHORITY FOR BOARD OF GOVERNORS FOUNDATION, INC. ACTION

Florida Board of Governors Foundation, Inc. by-laws

BACKGROUND INFORMATION

The Foundation operates on a calendar year basis pursuant to an approved operating budget. The approval of an impending year's proposed budget takes place at the last meeting of the current calendar year. The proposed budget represents a continuation of educational initiatives and activities of the Foundation.

During the 2013 year the Foundation has been very active in supporting activities of the Chancellor and the Board and most notably providing funds to the universities in support of student scholarships. In addition, the Board has supported activities associated with the Higher Education Coordinating Council and other system initiatives.

In December 2006 the Board received a generous donation from the Helios Foundation. The investment earnings from this endowment support first generation scholarships. During this year the Board's Foundation distributed \$100,000 in investment earnings to the university foundations to support first generation students. In addition, the Foundation managed and will distribute approximately \$600,000 in Theodore and Vivian Johnson Scholarships which support disabled students attending a state university and have a demonstrated financial need.

The 2013 budget adopted by the Foundation is on track. For revenues, the state was unable to match the Johnson Foundation gift as outlined in statute. A copy of the 2013 budget and year-to-date expenditures is attached.

The 2014 budget proposed is consistent with previous year's budgets. Given the state's revenue picture, it is doubtful the State will be able to match the Johnson Foundation's annual gift, thus the revenue is not being included in the budget. Expenditures are expected to be approximately the same.

Attached is the Foundation's 2012 audited financial statement indicating compliance with generally accepted accounting procedures.

Supporting Documentation Included:

1. 2013 Operating Budget and Year-to-Date Expenditures
2. Proposed 2014 Operating Budget
3. 2012 Audited Financial Statement

Facilitators/Presenters: Dean Colson



Florida Board of Governors Foundation, Inc.
2013 Operating Budget
as of September 30, 2013

-----Budget Adopted for 2013-----					Actual Revenues / Expenditures September	Over (Under) Budget
	General Account	Theodore & Vivian Johnson Grant Account	Helios First Generation Account	Total All Accounts		
REVENUES						
Johnson Donation	\$0	\$500,000	\$0	\$500,000	\$550,000	\$50,000
Johnson Donation State Match	\$0	\$0	\$0	\$0	\$0	\$0
Contributions	\$275,000	\$0	\$0	\$275,000	\$55,274	(\$219,726)
Interest Earned	\$8,900	\$4,300	\$108,000	\$121,200	\$54,148	(\$67,052)
Total Revenues	<u>\$283,900</u>	<u>\$504,300</u>	<u>\$108,000</u>	<u>\$896,200</u>	\$659,422	(\$236,778)
EXPENSES						
Administration	\$4,800	\$0	\$0	\$4,800	\$4,531	(\$269)
Emoluments	\$265,000	\$0	\$0	\$265,000	\$128,883	(\$136,117)
Scholarships/ Awards	\$0	\$500,000	\$106,000	\$606,000	\$385,254	(\$220,746)
Meetings	\$13,000	\$0	\$0	\$13,000	\$6,592	(\$6,408)
Miscellaneous	\$4,000	\$0	\$0	\$4,000	\$4,653	\$653
Total Expenses	<u>\$286,800</u>	<u>\$500,000</u>	<u>\$106,000</u>	<u>\$892,800</u>	\$529,913	(\$362,887)
Net Increase/ (Decrease)	(\$2,900)	\$4,300	\$2,000	\$3,400	\$129,509	
Fund Balance, Beginning	\$520,959	\$74,347	\$5,055,291	\$5,650,597	\$5,650,597	
Fund Balance, Ending	<u>\$518,059</u>	<u>\$78,647</u>	<u>\$5,057,291</u>	<u>\$5,653,997</u>	\$5,780,106	



Florida Board of Governors Foundation, Inc.
2014 Estimated Operating Budget

	<u>General Account</u>	<u>Theodore & Vivian Johnson Grant Account</u>	<u>Helios First Generation Account</u>	<u>Total All Accounts</u>
<u>REVENUES</u>				
Johnson Donation	\$0	\$550,000	\$0	\$550,000
Johnson Donation State Match	\$0	\$0	\$0	\$0
Contributions	\$275,000	\$0	\$0	\$275,000
Interest Earned	\$3,883	\$3,213	\$65,099	\$72,195
Total Revenues	<u>\$278,883</u>	<u>\$553,213</u>	<u>\$65,099</u>	<u>\$897,195</u>
<u>EXPENSES</u>				
Administration	\$4,800	\$0	\$0	\$4,800
Emoluments	\$265,000	\$0	\$0	\$265,000
Scholarships/ Awards	\$0	\$550,000	\$95,000	\$645,000
Meetings	\$13,000	\$0	\$0	\$13,000
Miscellaneous	\$5,000	\$0	\$0	\$5,000
Total Expenses	<u>\$287,800</u>	<u>\$550,000</u>	<u>\$95,000</u>	<u>\$932,800</u>
Net Increase/ (Decrease)	(\$8,917)	\$3,213	(\$29,901)	(\$35,605)
Fund Balance, Beginning 1/1/14	\$435,286	\$46,952	\$5,046,641	\$5,528,879
Fund Balance, Ending 12/31/14	<u>\$426,369</u>	<u>\$50,165</u>	<u>\$5,016,740</u>	<u>\$5,493,274</u>

developed October 2013

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
TALLAHASSEE, FLORIDA
FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2012**

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
Tallahassee, Florida

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AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
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1606 N. MERIDIAN ROAD
TALLAHASSEE, FLORIDA 32308
PHONE (850) 509-5927
FAX (850) 412-0326

Independent Auditors' Report

To The Board of Directors of the Florida Board of Governors Foundation, Inc.
Tallahassee, Florida

We have audited the accompanying financial statements of the Florida Board of Governors Foundation, Inc., (a nonprofit organization), which comprise the statement of financial position as of December 31, 2012, and the related statement of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence that we have obtained is sufficient and appropriate to

provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Florida Board of Governors Foundation, Inc., as of December 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated, April 19, 2013, on our consideration of Florida Board of Governors Foundation, Inc. internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Florida Board of Governors Foundation, Inc.'s internal control over financial reporting and compliance.



Kaye Kendrick Enterprises, LLC
Tallahassee, Florida
April 19, 2013

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF FINANCIAL POSITION
DECEMBER 31, 2012**

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 5,650,597
Accounts Receivable	704
Contribution Receivable	44,274
Accrued Interest Receivable	<u>10,395</u>
Total Current Assets	5,705,969

Total Assets	<u><u>\$ 5,705,969</u></u>
---------------------	----------------------------

LIABILITIES AND NET ASSETS

Liabilities	\$ -
--------------------	------

Net Assets

Unrestricted	448,897
Temporarily Restricted	<u>5,257,072</u>
Total Net Assets	5,705,969

Total Liabilities and Net Assets	<u><u>\$ 5,705,969</u></u>
-----------------------------------------	----------------------------

The accompanying notes are an integral part of these financial statements.

FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED DECEMBER 31, 2012

Unrestricted Net Assets

Unrestricted Revenues and Gains

Contributions	\$ 309,692
Interest Income	8,210
Total Unrestricted Revenue and Gains	<u>317,902</u>

Net Assets Released from Restrictions

Satisfaction of Program Activities	713,808
Total Net Assets Released from Restrictions	<u>713,808</u>

Total Unrestricted Revenue, Gains and Other Support	<u>1,031,710</u>
-----------------------------------------------------	------------------

Expenses

Program Services	
Grants and Scholarships	713,808
Supplemental Chancellor Payments	265,606
Education Conferences and Meetings	11,837
Supporting Services	
Management and Administrative	10,901
Total Expenses	<u>1,002,152</u>

Increase in Unrestricted Net Assets	29,558
-------------------------------------	--------

Temporarily Restricted Net Assets

Contributions	550,000
Interest Income	115,721
Net assets released from restrictions	<u>(713,808)</u>

Increase (Decrease) in Temporarily Restricted Net Assets	(48,087)
----------------------------------------------------------	----------

Increase (Decrease) in Net Assets	(18,529)
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Net Assets at Beginning of Year	5,724,498
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Net Assets at End of Year	<u><u>\$ 5,705,969</u></u>
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The accompanying notes are an integral part of these financial statements.

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2012**

Cash Flows from Operating Activities

(Decrease) in Net Assets	\$ (18,529)
--------------------------	-------------

Adjustments to Reconcile Decrease in Net Assets to Net
Cash Provided by Operating Activities:

(Increase) Decrease in Operating Assets	
Accounts Receivable	(44,976)
Accrued Interest Receivable	(1,137)

Net Provided by Operating Activities	(46,113)
--------------------------------------	----------

Net Decrease in Cash and Cash Equivalents	(64,642)
-------------------------------------------	----------

Beginning Cash and Cash Equivalents	5,715,239
--------------------------------------------	-----------

Ending Cash and Cash Equivalents	\$ 5,650,597
-----------------------------------------	--------------

The accompanying notes are an integral part of these financial statements.

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2012**

NOTE A – NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

The Florida Board of Governors Foundation, Inc. encourages, solicits, receives and administers gifts and bequests of property and funds for scientific, educational, and charitable purposes, all for the advancement of the State University System of Florida. The organization is supported primarily through state university foundation contributions. There are two types of university contributions, as follows: (a) general contributions and (b) special contributions. General and special contributions are generally made and recognized on a calendar year basis.

Cash and Cash Equivalents

The Cash and Cash Equivalents includes monies in bank and money market funds held by financial institutions qualified as public depositories under Florida law, as well as pooled investments with the State Treasury (see Note 2). The pooled investments are on account with the Office of the Treasurer of the State of Florida Community of Public Investments and are reported at their fair values in the statement of financial position. The investments held by the State Treasurer's office on behalf of the organization have been made in accordance with state statutes. As a participant in the Special Purpose Investment Account (SPIA) in the Florida Treasury Investment Pool, the organization owns a share of the pool, not the underlying securities.

Contributions

Contributions received are recorded as unrestricted or temporarily restricted, depending on the existence or nature of any donor restrictions. The organization reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Income Taxes

The organization is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as a private foundation.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**FLORIDA BOARD OF GOVERNORS FOUNDATION, INC.
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2012**

NOTE B - TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets at the end of 2012 are related to two programs: (1) the Helios Education Foundation First Generation Scholars Program to provide scholarships for first generation students at universities in Florida's State University System and (2) the Johnson Scholarship Foundation grants and scholarships for equipment and assisted services to students with disabilities annual awards. The temporarily restricted net assets are available for the following purposes or periods:

Helios Education Foundation First Generation Scholars Program	\$ 5,182,126
Johnson Scholarship Foundation Grants & Scholarships	<u>74,946</u>
	<u>\$ 5,257,072</u>

NOTE C – CASH AND CASH EQUIVALENTS

The Cash and Cash Equivalents consists of cash in a qualified financial institution of \$109,290 and their share of pooled investments in the State Treasury (pool) at a fair value totaling \$5,613,316 at December 31, 2012. The unaudited Fair Value factor for the pooled investments at December 31, 2012, was 1.0163. Relative to risk, (1) the pool is rated by Standard and Poor's with a rating as of December 31, 2012, of A+f, (2) the effective duration of the Florida Treasury Pool, as of December 31, 2012, was 2.59 years, and (3) State law and investment policy does not authorize the pool to purchase investments in foreign currencies. Disclosures for the pool are made in Note 2 of the State of Florida Comprehensive Annual Financial Report.

The interest income summarized in the statement of activity for the year ended December 31, 2012, net of fees of \$6,088, is as follows:

Unrestricted Interest Income	\$ 8,210
Restricted Interest Income	<u>115,721</u>
Total investment return	<u>\$ 123,931</u>

NOTE D – CONTRIBUTION RECEIVABLE

Contribution receivable consists of a 2012 contribution from the University of Central Florida received in fiscal year 2013, in the amount of \$44,274.

NOTE E – EVALUATION OF SUBSEQUENT EVENTS

The organization has evaluated subsequent events through April 19, 2013, the date the financial statements were available to be issued.

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

To The Board of Directors of the Florida Board of Governors Foundation, Inc.
Tallahassee, Florida

We have audited, In accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Florida Board of Governors Foundation, Inc. (a nonprofit organization), which comprised the statement of financial position as of December 31, 2012, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon, dated April 19, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Florida Board of Governors Foundation, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Florida Board of Governors Foundation, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected, and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Florida Board of Governors Foundation, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and agreements, noncompliance with which could have a direct and material effect on the determination of

financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

A handwritten signature in black ink that reads "Kaye L. Kendrick, CPA". The signature is written in a cursive, flowing style.

Kaye Kendrick Enterprises, LLC
Tallahassee, Florida
April 19, 2013