



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 Frost1143

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 Kuntz1147

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
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NOTES
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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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

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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
Dr. William L. "Bill" Proctor, Chancellor, Flagler College
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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.

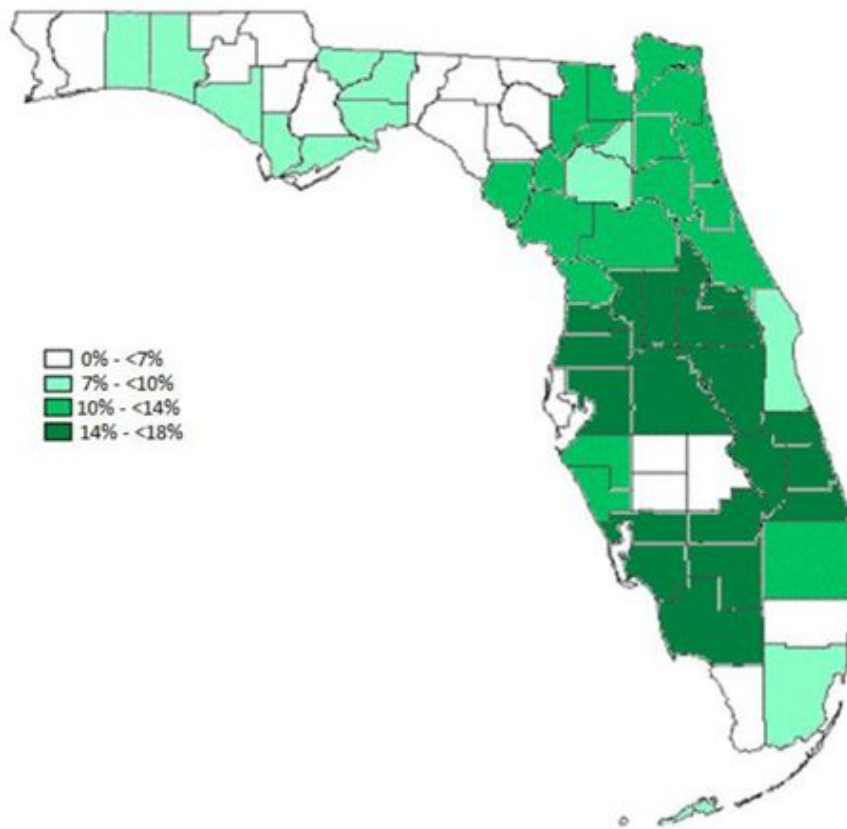
The next hurdle the researchers faced was choosing among several methodologies to classify educational levels needed by different occupations. These different methods are described in Appendix A, along with the rationale for the Commission's choice of the method used by the Bureau of Labor Statistics.

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

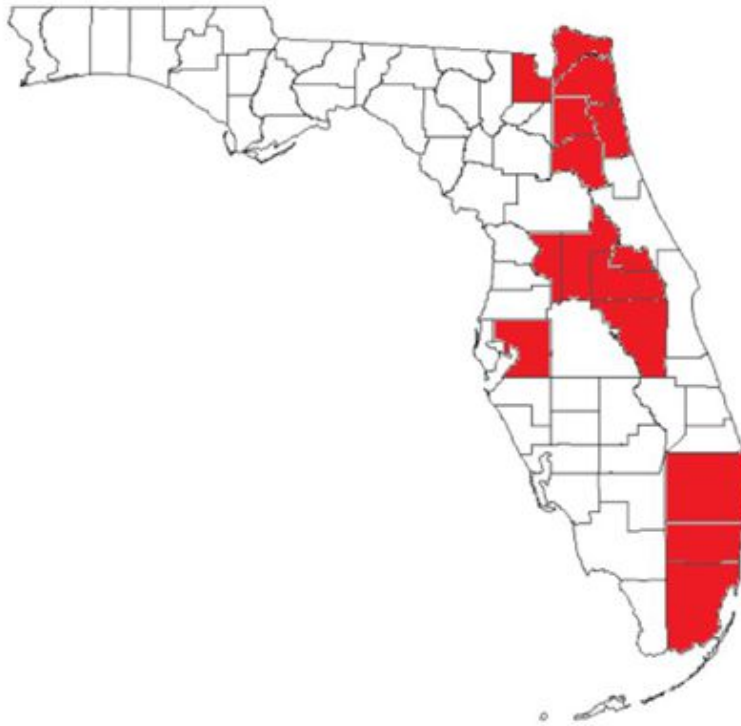
Although it may sound counter-intuitive, it may not be necessary to regionally align where Florida should increase its bachelor's degree production in high demand areas with where the population is growing the fastest. There are several reasons why. First, many college and university students are not 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.

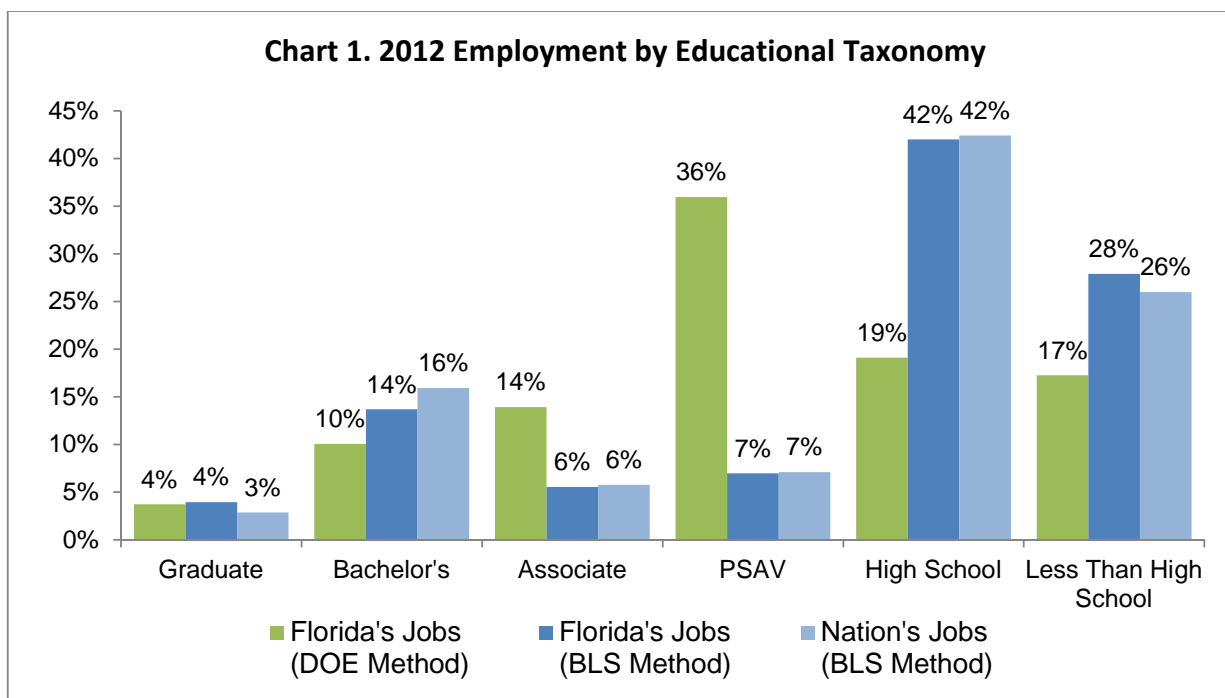
The Commission decided to use the U.S. Bureau of Labor Statistics (BLS) taxonomy, rather than the Florida Department of Education (FLDOE) codes or the American Community Survey (ACS) methodology. The Commission chose to use the BLS

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 GRANTEEES 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	<p>Application Review Committee meets and begins evaluation</p> <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	<p>First report due to Evaluation Committee</p> <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	<p>First 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

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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